

Year in Review

The **BIG** Idea

- What have I learned in Roads to Success this year?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Jeopardy (20 minutes)
- III. Portfolio Review (10 minutes)
- IV. Wrap Up Skills Checklist (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 31-33, Skills Checklist

FACILITATOR PAGES:

- Facilitator Resource 1, Jeopardy Board
- Facilitator Resource 2, Grade 9 (7-12) Jeopardy Questions

Play money in hundred-dollar denominations (OPTIONAL)

Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year – through a friendly game of Jeopardy, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Use **Facilitator Resource 1, Jeopardy Board**, to create the Jeopardy game template on an overhead transparency or chart paper.

IMPLEMENTATION OPTIONS

JEOPARDY OPTIONS:

Instead of keeping track of points, you may wish to award teams play money for each question answered correctly.

The Jeopardy game is intended to help students celebrate how much they've learned. For that reason, you may wish to eliminate the penalty for wrong answers. You may choose to eliminate the final Jeopardy question as well, since it's possible for a team that was winning throughout the game to lose on the final question.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to see how much you've learned since our first Roads to Success class last fall. There's no final exam or project – all the evidence is accumulated in the Portfolios you've been working on throughout the year. We'll play a trivia game, review your Portfolios, and have a look at the skills you've worked on and see how you think you measure up.

II. Jeopardy (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy on TV? [Students respond. Have somebody describe it in 25 words or less.]

[Direct students' attention to **Facilitator Resource 1, Jeopardy Board**, on the overhead projector or chart paper.]

SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from \$100 - \$500. Where would you expect to find the hardest questions? (At the bottom of the board, where the money values are higher.)

If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

At the end of the game, there will be a Final Jeopardy question, which is often harder than the others. You may bet none, some, or all of your points on the final question. If you get it right, you win the number of points you bet. If you get it wrong, what happens? (You lose the same number of points.)

Is everybody ready? Let's get started!

2. [Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.]

[Appoint two students to stand at the board and serve as scorekeepers, with each keeping track of the points for one team.]

3. [At the end of 15 minutes of play, announce the Final Jeopardy category, review the rules, and have teams write down their bets.]
4. [Present the Final Jeopardy question, and set a timer for 1 minute or hum the Jeopardy theme twice through while each team privately records its answer.

When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.]

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review what you've done this year. I'll give you about five minutes to look through your Portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.
2. [After five minutes, call time and request that students pair up. Use an Engagement Strategy to choose who goes first, and have Partner A talk for one minute about what they're proudest of and why.]
3. [Call time, and have students reverse roles, with Partner B speaking and Partner A listening.]

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 31-33, Skills Checklist**, to review skills covered in the 9th grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

Grade 9 (7-12) Jeopardy Board				
Careers	Getting a Job	Money Matters	Ad Apprentices	Education After HS
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

Grade 9 (7-12) Jeopardy Board					
	Careers	Getting a Job	Money Matters	Ad Apprentices	Education After HS
\$ 1 0 0	Why is it important to set career goals in high school?	Name 2 freelance businesses teens could start.	Name 2 expenses adults must include in a monthly budget.	What is a “target audience”?	Name 2 reasons to go to college.
\$ 2 0 0	Name 1 career you can get with a 2-year degree.	Name 3 industries or businesses that employ teens.	Why is it important to revisit a monthly budget once it’s made?	How is a PSA (public service announcement) different from an advertisement?	Name 2 reasons not to go to college.
\$ 3 0 0	Name 1 career that requires a 4-year degree.	Who would be a good person to use as a reference on a job application?	What does “gross monthly income” mean?	Name 2 things that should be included in a storyboard. A: pictures, dialogue, sound effects, etc.	Name 2 reasons why someone could get financial aid. A: need and merit (or similar answer)
\$ 4 0 0	Name 2 things to consider when choosing a career.	Describe 2 workplace rights.	About what percentage of your paycheck will be deducted for taxes, etc? A: 30%	What’s the purpose of a storyboard?	Name 2 ways someone could “build credentials.” A: volunteer, extracurricular activity, job
\$ 5 0 0	How can knowing your career type help you find a career that fits?	Describe 2 workplace responsibilities.	What’s the relationship between income and education?	Describe two things that help a creative team reach its goals. A: cooperation, clear mission, everybody pulls his weight, attention to detail	Which is usually cheapest: community, public, or private college? And give a reason why this isn’t always true.

Final Jeopardy: Careers

Name 3 of the 5 characteristics of a “SMART” career goal.

Answer: Specific, Measurable, Attainable, Realistic, and Timed.

Use these pages to keep track of the skills you're building.



Grade 9 (7-12) Skills Checklist

Check the box that shows your level of skill in each area.
 Then answer the questions below.

SETTING GOALS SKILLS

I can...

Set a goal for myself and make a plan to reach it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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CAREERS

I can...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on education required.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify values that will affect my career decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare related careers based on their income.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

AD APPRENTICES

I can...

Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Creatively solve problems with other members of my team.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take responsibility for my portion of a project and see it through to completion.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EDUCATION AFTER HIGH SCHOOL

I can...

Compare the costs of different colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe some of the kinds of financial aid you can use to help pay college expenses.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research the entrance requirements of colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Participate in extracurricular activities, volunteer work, or part-time jobs that will help me when I apply for college or a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Weigh the pros and cons of going to college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

FINDING A JOB

I can...

Identify places that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give examples of how my experiences match skills needed to do a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Fill out a job application.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Answer interview questions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask good questions in a job interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize my rights and responsibilities in the workplace.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can...

Describe the expenses to consider when making a budget.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out housing and transportation choices appropriate for a specific income.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

1. What was your biggest accomplishment in Roads to Success this year? Explain.

2. Describe one way in which you were a valuable member of this class.

3. Describe one thing you'd like to learn more about or improve next year.
