

## INTRODUCTION

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### Lesson Descriptions

#### **Introduction 1: Cultures and Procedures**

*Students review RTS course requirements, grading system, and classroom procedures, and they examine how the program will be different from last year.*

#### **Introduction 2: Teambuilding**

*Students analyze how class goals relate to them individually, and participate in a teambuilding activity designed to demonstrate the importance of respect, responsibility, and teamwork.*

# PLANNING PYRAMID

## GRADE 9 (7–12), Unit 1, Introduction



**Some Students Will:**

- Volunteer for classroom jobs.

**Most Students Will:**

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered in ninth grade differ from their eighth grade RTS topics.
- Demonstrate appropriate workplace behavior.

**All Students Will:**

- Locate the Portfolio pages in their student handbooks, and describe their purpose.
- Know when the class meets and identify at least one topic that will be studied.
- Describe three workplace behaviors expected in this class and know the consequences for not observing these rules.
- Know procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.

## Culture and Procedures

### The **BIG** Idea

- Why am I here and what is expected of me?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Procedures (5-10 minutes)
- III. RTS in the 9<sup>th</sup> Grade (10-15 minutes)
- IV. College and Careers Quiz! (10 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Roads to Success Overview
- Student Handbook page 2, College and Career Quiz
- Student Handbook page 3, RTS 8th Grade vs. 9th Grade

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Name Tent Directions
- Facilitator Resource 3, Procedures
- Facilitator Resource 4, College and Career Quiz Answer Key
- Facilitator Resource 5, Key Words for RTS 8th Grade vs. 9th Grade (Answer Key)
- Facilitator Resource 6, Venn Diagram: RTS 8th vs. 9th Grade
- Facilitator Resource 7, Grade 8: Student Handbook Table of Contents (class set on heavy card stock)

#### Colored 4" x 6" index cards

#### Family Intro Letters (one class set, see **RTS Program Manual**)

### OBJECTIVES

During this lesson, students will:

- Recognize the purpose of participation in Roads to Success.
- Understand how their performance will be evaluated.
- Practice the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, turning in and returning work, and taking attendance.

## OVERVIEW .....

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete a short quiz to pique their interest in some of the topics that will be covered during the year. Lastly, they will examine how the program will be different from last year.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Facilitator Resource 2, Name Tent Directions**
  - **Facilitator Resource 3, Procedures**
  - **Facilitator Resource 6, Venn Diagram**
  - **Student Handbook page 2, College and Career Quiz**
  - **Student Handbook page 3, RTS 8<sup>th</sup> Grade vs. 9<sup>th</sup> Grade**
- Make copies of **Facilitator Resource 7, Grade 8: Student Handbook Table of Contents** on heavy cardstock paper (one class set).
- Before this lesson, establish procedures for storing handbooks, entering and exiting the classroom, turning in and returning work, and taking attendance, so that you are prepared to provide students with answers to each of the statements on **Facilitator Resource 3, Procedures**.
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success Family Intro Letters. It will work best to distribute these at the end of class.

## BACKGROUND INFORMATION .....

“Why am I here?” and “What is expected of me?” Over the course of this lesson, and the one that follows, students should be able to answer these questions for themselves.

In combination, the first two lessons should pique student interest in the program; establish basic expectations, rules, and procedures; and create opportunities for Facilitators and students to learn something about each other.

## VOCABULARY

**Portfolio:** a record of accomplishments and achievements, including samples of best work. In Roads to Success, career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

## IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

**“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the \_\_\_\_\_.** (This could be the board or chart paper or an overhead transparency. Pick the spot that will be the easiest for you to implement). **It will be in this spot every class. You will need to write your answers on a \_\_\_\_\_.** (This could be an index card, blank sheet of paper, or Student Handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) **Each class you will have \_\_\_\_ (probably around 3) minutes to complete this assignment. I will be collecting it every class.** (If you decide to do that.) **Are there any questions?”**

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

#### Questions:

1. What is the purpose of Roads to Success?
2. How do you think this year in Roads to Success will be different from what you did in 8<sup>th</sup> grade?

[After the students have finished they can create their Name Tents and discuss their answers from the DO NOW.]

For **Activity II, Procedures**, you may choose to practice these procedures by demonstrating incorrect behavior for each procedure. Students will observe your behavior and explain how accurately (or inaccurately) you completed the tasks. Then have students model each procedure correctly.

For **Activity III, RTS in the 9th Grade**, if you have students who are new to the program you may want to pair them with veteran students to help sort the topics.

For **Activity IV, College and Careers Quiz**, you may choose to have students complete this activity in pairs. You can then go over the answers as a class by filling in the correct answer using an overhead projector or chart paper.

## ACTIVITY STEPS

### I. Warm Up: Name Tents and Welcome (5 minutes)

1. [Meet the students at the door and give each student a 4 X 6-inch index card. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart paper. See **Facilitator Resource 2, Name Tent Directions**. While students are writing on their cards, pass out binders.]
2. [Introduce yourself, give the name of the course and tell them when and how often the class meets. Since these students have already been in the program for two years, ask the students to predict what they think they will be learning this year.

Display the following questions on the board, overhead, or on chart paper to discuss as a class:

- What is the purpose of Roads to Success?
- How do you think this year in Roads to Success will be different from what you did in 8<sup>th</sup> grade?

### II. Procedures (5-10 minutes)

1. **SAY SOMETHING LIKE:** If we're going to accomplish our goals we have to be completely organized—just like a well-run business. Let's talk about a few ways to make this happen.
2. [Put **Facilitator Resource 3, Procedures** on an overhead. Go over each procedure, instructing the students to follow along as you write them on the overhead. (See **Implementation Options** for suggestions.)]

### III. RTS in the 9<sup>th</sup> Grade (10-15 minutes)

1. [Display **Student Handbook page 1, Roads to Success Overview** on the overhead projector and instruct students to turn to this page in their handbook. Give students a minute to scan these two pages and then ask students who have been in the program before to briefly explain one of the three sections: Your Mission, Your Grade, and Your Portfolio. Explain to students that this review will teach new students (and refresh for old students) the basics about Roads to Success. Limit this discussion to 5 minutes or less.]
2. **SAY SOMETHING LIKE:** Most of you have already completed two years with Roads to Success, which means that you are already familiar with the program. Who can list one

thing they remember learning in RTS last year? [Allow students to respond and list on chart paper or the board.]

Today we are going to figure out how this year in RTS will be different from what you learned last year.

3. [Assign pairs. Display **Student Handbook page 3, RTS 8<sup>th</sup> Grade vs. 9<sup>th</sup> Grade** on an overhead or recreate it on chart paper. Instruct students to turn to this page in their handbook. Have a volunteer read the directions at the top of the page. Then pass out copies **Facilitator Resource 7, Grade 8: Student Handbook Table of Contents** to each student. Explain that this table of contents along with the table of contents in their 9th grade Student Handbook will help them complete this assignment. Model one example together.]

[Write the phrase “Job Application” on the board or overhead. Ask them if this topic was covered in grade 8. (They may refer to their grade 8 Table of Contents for confirmation. Then ask them to locate this topic in the Grade 9 Table of Contents. Since this topic is only covered in 9<sup>th</sup> grade, you would write “9<sup>th</sup>” next to it (Model this on the overhead). If students seem to need some more practice, model one more example.]

[Instruct the students that they will have the next 5 minutes to sort the rest of the topics with their partners.]

[After the 5 minutes is up, come back as a class and go over the answers. Display **Facilitator Resource 6, Venn Diagram: RTS 8<sup>th</sup> vs. 9<sup>th</sup> Grade** on the overhead projector.]

**SAY SOMETHING LIKE:** This graphic organizer is called a Venn Diagram. You will notice that a Venn Diagram is made up of two overlapping circles, creating three separate categories. The left side is labeled 8<sup>th</sup> grade, and the right side is labeled 9<sup>th</sup> grade. The two circles overlap in the middle; this area includes information that fits into both topics. Where would you put a topic that belongs only in 9<sup>th</sup> grade? [Allow students to respond.] Exactly. A topic that fits only in 9<sup>th</sup> grade would have to go into the circle all the way to the right.

[Call on volunteers to read off their answers and write the correct answers in the Venn Diagram. Instruct students to fix any incorrect answers on **Student Handbook page 3, RTS 8<sup>th</sup> Grade vs. 9<sup>th</sup> Grade** as you go over them.]



#### IV. College and Careers Quiz (10 minutes)

1. **SAY SOMETHING LIKE:** Although we are going to spend a lot of time learning about jobs – how to choose them, find them, and get them – that’s not all we’re going to learn about this year. Right now I want you all to turn to **Student Handbook page 2, College and Careers Quiz** to see how much you know already about some of the things we will be studying this year.
2. [Read instructions (and each question, if needed) aloud, giving students a moment to answer each before discussing its answer. **Facilitator Resource 4, College & Careers Quiz Answer Key**, includes the questions and correct answers for each. (See **Implementation Options** for suggestions.)]

#### V. Wrap Up: Review with a Surprise! (10 minutes)

1. [Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute Family Intro Letters. Ask for three volunteers to explain what they learned from today’s lesson and/or things they are excited to do in this course.
2. Tell them that next week they’ll be learning about and practicing some of the behaviors necessary for success in the workplace and the Roads to Success program.

## DO NOW

### Introduction 1: Culture and Procedures

**Directions:** You will have three minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

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1. What is the purpose of Roads to Success?

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2. How do you think this year in Roads to Success will be different from what you did in 8<sup>th</sup> grade?

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## Welcome to Roads to Success!

**NAME TENT DIRECTIONS:** You will have *TWO* minutes to complete the tasks below.

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/ activity**.
- Then place your card on your desk with the name side facing away from you.

## PROCEDURES

### I. ENTERING THE CLASSROOM

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ will take the attendance.

### II. BINDERS

- Binders will be stored \_\_\_\_\_
- Passing out and returning binders: \_\_\_\_\_  
\_\_\_\_\_

### III. TURNING IN and RETURNING WORK

- Where and how do I turn in work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Work will be returned to me.... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### IV. EXITING THE CLASSROOM

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## College & Careers Quiz Answer Key

How much do you already know about planning for your future? Read each question and circle the best answer.

1. Which of these careers has the fewest job openings?
  - a. Health care workers
  - b. Computer programmers
  - c. Rock stars

**Answer: C.** Surprising numbers of seventh and eighth graders hope to become singers or basketball players. As ninth-graders, you'll want to get a more accurate idea about the number of jobs in the fields you're interested in. Of the twenty occupations expected to grow most quickly, 8 are health-related and 8 are computer-related.

2. Which of these is not good advice when interviewing for a job?
  - a. Ask how much money you'll make.
  - b. Match your skills to what the employer needs.
  - c. Send a thank-you note.

**Answer: A.** You don't want to accept a job without finding out what the pay is, but you don't want to make this a focus of your first conversation. Your goal in an interview is to show the employer how great you'd be at the job, and to find out if the job is a good match for you. And yes, send a thank-you note. It's the polite thing to do.

3. Which of these may be used to help pay for college?
  - a. A student loan paid back after you finish school
  - b. A grant (free money) based on your family's income
  - c. An essay on the honeybee in art and culture

**Answer: Trick question.** Any of these can be used to pay for college under the right circumstances. Many students borrow money to go to school. You may be eligible for a grant to go to school if your family's income falls below a certain level. And there are all kinds of small scholarships available to help pay for school. In 2005, the top essay on the honeybee was worth \$250.

## College & Careers Quiz Answer Key Cont'd

4. Imagine you have a job that has a salary of \$2,000 a month before taxes, what would your take home pay be?
- \$1950
  - \$1800
  - \$1400

**Answer: C.** Approximately 30% of your salary is taken out for taxes. If you multiply 30% or 0.3 by 2,000, you get \$600. This means that \$600 is taken out for taxes. So, you end up taking home \$1400 each month.

5. Which of the items below is good advice when filling out a job application?
- Fill in all the blanks. If something doesn't apply to you, write N/A for not applicable.
  - Explain all of the problems you had at your last job.
  - Include specific salary requirements on your application.

**Answer: A.** You should not use a job application to complain about your last job. You should also avoid listing specific salary requirements. This could limit the options open to you when applying for a job. You don't want to ask for too much or too little.

## Key Words for RTS 8th Grade vs. 9th Grade

### Topics for BOTH grades

Working Conditions

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Setting Goals

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Identifying Interesting Careers

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Job Descriptions

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### Topics for only 8th grade

Planning for High School

---

Telephone Skills

---

Community Makeover Project

---

Careers with Two Year Degrees

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Personal Savings Plan

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### Topics for only 9th grade

Creating a Public Service Announcement (PSA)

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Job Application

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Employee Rights and Responsibilities

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Financial Aid for College

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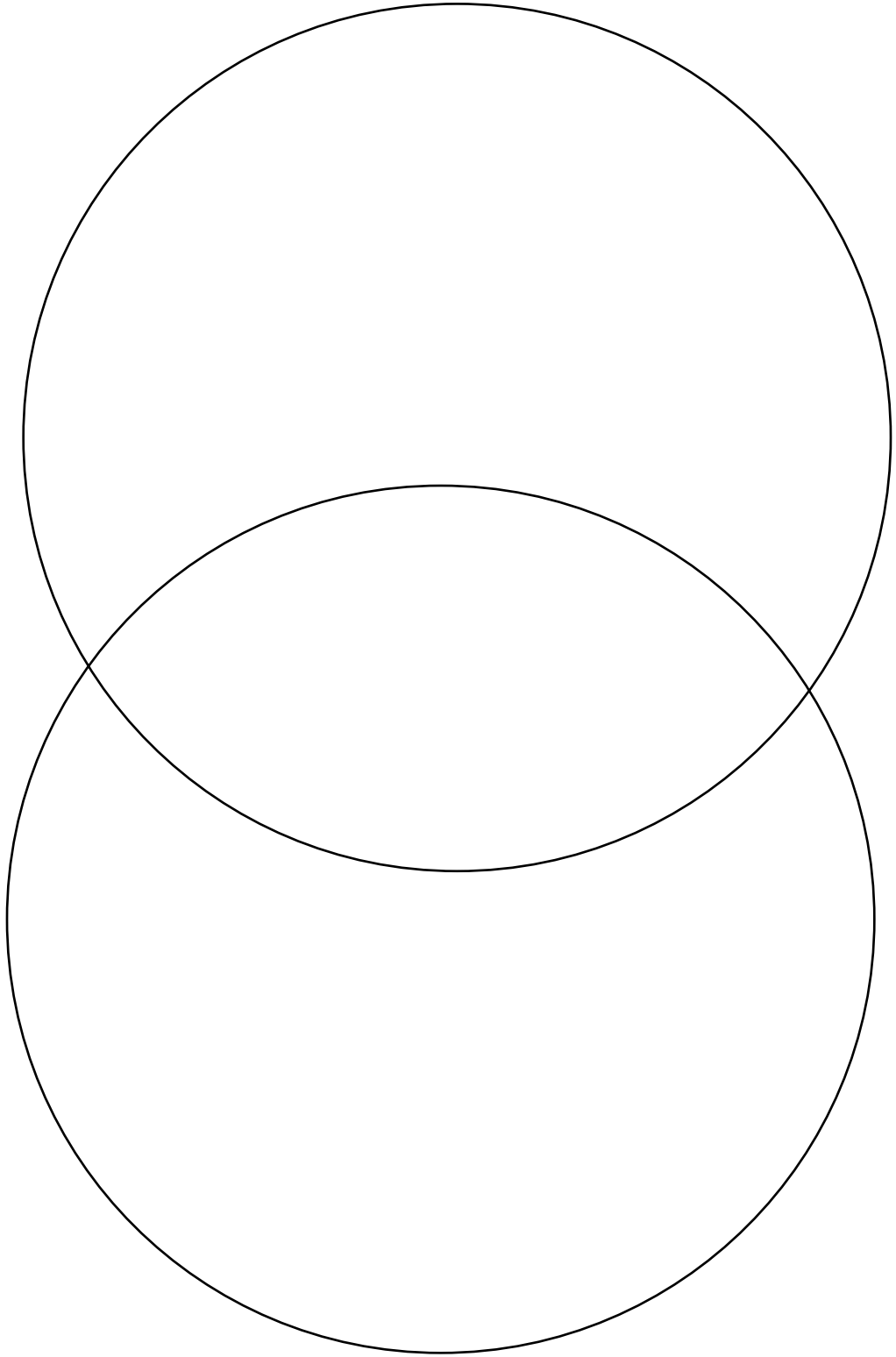
Monthly Budget

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**Venn Diagram:  
RTS 8th Grade vs. 9th Grade**

**8th Grade**

**9th Grade**





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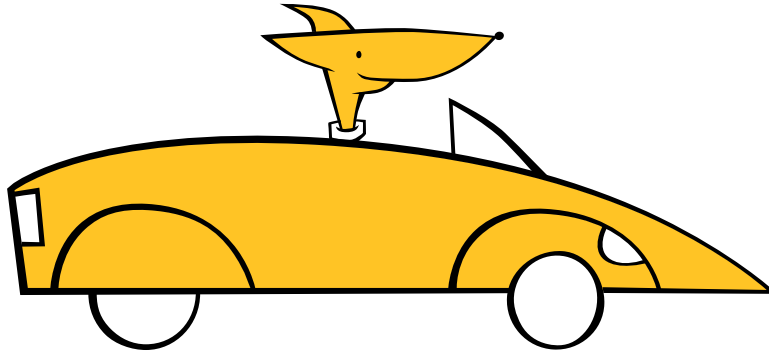
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**UNIT 8: PORTFOLIO REVIEW**

**Portfolio Review 1: Year in Review**

## Roads to Success Overview



### Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

### Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.

- Abide by Roads to Success Rules and Procedures.

### Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed Portfolio is yours to take with you when you graduate from high school.



## College & Careers Quiz

How much do you already know about planning for your future?  
Read each question and circle the best answer.

1. Which of these careers has the fewest job openings?
  - a. Health care workers
  - b. Computer programmers
  - c. Rock stars
2. Which of these is not good advice when interviewing for a job?
  - a. Ask how much money you'll make.
  - b. Match your skills to what the employer needs.
  - c. Send a thank-you note.
3. Which of these may be used to help pay for college?
  - a. A student loan paid back after you finish school
  - b. A grant (free money) based on your family's income
  - c. An essay on the honeybee in art and culture
4. Imagine you have a job that has a salary of \$2,000 a month before taxes, what would your take home pay be?
  - a. \$1950
  - b. \$1800
  - c. \$1400
5. Which of the items below is good advice when filling out a job application?
  - a. Fill in all the blanks. If something doesn't apply to you, write N/A for not applicable.
  - b. Explain all of the problems you had at your last job.
  - c. Include specific salary requirements on your application.

## RTS 8th Grade vs. 9th Grade

**Directions:** Below you will see a list of topics covered in Roads to Success. Some of the topics are covered only in 8th or 9th grade, while others are covered in both. To determine which grade(s) each topic is addressed, you will need to skim through **Facilitator Resource 7, Grade 8: Student Handbook Table of Contents** along with the table of contents listed in your current student handbook. If you think a topic is only covered in 8th grade write “**8th**” next to it. If you think it is covered in only 9th grade write “**9th**” next to it. And if you think the topic applies to both grades, write the word “**both**” next to it.

### Topics:

Monthly Budget

---

Setting Goals

---

Planning for High School

---

Community Makeover Project

---

Financial Aid for College

---

Identifying Interesting Careers

---

Job Application

---

Personal Savings Plan

---

Careers with Two Year Degrees

---

Job Descriptions

---

Creating a Public Service Announcement (PSA)

---

Telephone Skills

---

Employee Rights and Responsibilities

---

Working Conditions

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## Teambuilding

### The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Procedure Review (5 minutes)
- II. Our Destination (15 minutes)
- III. Building Structures (20 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 4, Our Destination

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Structures Directions
- Facilitator Resource 3, Reflecting on the Structures Activity
- Facilitator Resource 4, Respect, Responsibility, Teamwork

- Transparent tape (about 12 inches per group)

- Plastic drinking straws (15 per group)

- Ruler

### OBJECTIVES

During this lesson, students will:

- Practice the classroom procedures that were introduced last week.
- Explain behaviors of Respect, Responsibility and Teamwork that are necessary in the Roads to Success classroom.

## OVERVIEW .....

In this lesson, students revisit the procedures from last week. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, students will participate in a teambuilding activity. They will use this activity to examine ways that they can demonstrate Respect, Responsibility and Teamwork in this course.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 4, Our Destination**
  - **Facilitator Resource 2, Structures Directions**
  - **Facilitator Resource 3, Reflecting on the Structures Activity**
- You will need to make copies of the following handouts:
  - **Facilitator Resource 4, Respect, Responsibility, Teamwork** (one per pair of students). You will need to cut the slips in half, so each student gets a 1/2 sheet.

## VOCABULARY .....

**Interpersonal skills:** how someone interacts with other people.

## IMPLEMENTATION OPTIONS .....

### **DO NOW:**

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

### **Questions:**

1. Explain the procedure for how to properly enter class.



2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

For **Activity II, Our Destination**, if you think the students will struggle to complete all eight prompts, you may reduce the number they need to complete to 5 or 6 prompts.

For **Activity IV, Wrap Up**, if you need more time to discuss the reflection questions on **Facilitator Resource 3, Reflecting on the Structures Activity**, you may skip **Facilitator Resource 4, Respect, Responsibility and Teamwork**. You may also choose to discuss the reflection questions as a whole class without breaking students into groups first.

## ACTIVITY STEPS

### I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice procedures learned last week, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, etc.]

### II. Our Destination (15 minutes)

1. [Display **Student Handbook page 4, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]
2. **SAY SOMETHING LIKE:** Raise your hand if you recognize anything on this Student Handbook page. Who can explain to the class what these statements represent? [Allow students to answer.] That's right. These represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach. Today you are going to examine how these goals personally relate to you.
3. [Have a different student read each of the **bolded** statements. Model how to complete the first 2 of the 8 prompts listed. Read the prompts aloud and fill in your personal answer on the overhead. (Students should not write your answers down.)

Give the students 10 minutes to individually complete all 8 prompts listed. If they finish early, allow them to share their answers with a partner. (See **Implementation Options** for suggestions.)

4. [After 10 minutes, bring students back as a whole class. Have a few volunteers share the goal that is most important to them.]

### III. Building Structures (20 minutes)

1. **SAY SOMETHING LIKE:** In this class you will be doing a lot of group work. There are three skills that will be very important when working in groups: Respect, Responsibility, and Teamwork. In a few minutes you are going to participate in a teambuilding activity that will allow you to analyze the importance of these three skills in our class.

2. [Divide the class into groups of four and pass out 12 inches of transparent tape and 15 plastic drinking straws to each group. Ask the students not to touch the materials until you have given instructions. Display **Facilitator Resource 2, Structures Directions** on an overhead or on chart paper. Have a volunteer read the directions aloud as the rest of the students follow along. Ask students to explain the rules back to you and then let them begin.]
3. [Circulate among the groups while they are planning and building their structures. You may need to reinforce the rules. Call out a 10-minute and 5-minute warning. At 15 minutes, call time and make sure that all groups stop working. Scan the room to see which groups have the highest towers. Measure those towers with a ruler and announce the winners. Groups may clean up at this point.]

#### IV. Wrap Up (5 minutes)

1. [Have a volunteer read the **Big Idea**. Remind students to keep this question in mind while they are working on their reflection. Project the **Facilitator Resource 3, Reflecting on the Structures Activity** on an overhead or on large chart paper. Read each question aloud and allow the students to respond/discuss each question. You may want to cover up the questions so that the students can only see one at a time. Allow roughly 5 minutes for this discussion. Pass out **Facilitator Resource 4, Respect, Responsibility, Teamwork**. (Each student gets one half of this sheet.) Give students 3 minutes to work on this individually and collect when they leave class.]
2. [Tell the students that they have completed their first unit of the year. Thank them for their hard work and explain that next week they will be starting their Setting Goals Unit. In this unit, they will learn how to set goals and plan for success in high school.]

## DO NOW

### Introduction 2: Teambuilding

**Directions:** You will have three minutes to read the questions below and write your answer.

**Questions:**

1. Explain the procedure for how to properly enter class.

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2. Where are the binders for this class stored? Who passes out the binders?

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3. What do you need to do to properly exit the class? Who picks up your binder?

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## STRUCTURES DIRECTIONS

- You will be working in groups of four.
- Your challenge is to build the tallest tower possible using **only** the tape and drinking straws.
- No other supports or materials may be used.
- Total time for this task is **15 minutes**.
- You may take as much time as you wish for planning, but once you start building, you may not go back to the planning stage.
- During **planning**, you may talk but not touch the materials.
- During **building**, you may touch the materials but not talk.

## Reflecting on the Structures Activity

1. How did your group decide how to divide up the tasks?
2. How were group decisions made in completing this activity?  
Were everyone's ideas heard equally? Explain.
3. During the group activity, where did you see the skills Respect, Responsibility and Teamwork being demonstrated? Explain your answer.
4. During the group activity, where did you see a complete lack of Respect, Responsibility and Teamwork being demonstrated? Explain your answer.



## Our Destination

1. **We will figure out what we like and what we are good at. We will use this information to give us ideas about future jobs.**

- Some things I'm good at are...

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2. **We will explore careers and find potential matches for every person in the class.**

- Some of the careers I'm interested in are...

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3. **We will practice the kind of behavior that's desirable in the workplace.**

- One thing I do that might annoy a boss is...

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4. **We will set goals and make clear plans for reaching them.**

- One goal I'd like to work on is...

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5. **We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.**

- After graduation, I plan to...

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6. **We will learn how to find and keep a job.**

- One concern or question I have about finding a job is...

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7. **We will learn strategies for managing our own money.**

- My biggest money issues are...

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8. **We will all graduate from high school.**

- My top reason for staying in high school is...

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