

## INTRODUCTION

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### Lesson Descriptions

#### **Introduction 1: Culture and Procedures**

*Roads to Success culture, course requirements, grading system, and classroom procedures are introduced.*

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

*Students examine how they can demonstrate Teamwork, Respect and Responsibility in RTS.*

#### **Introduction 3: Artifacts and Autobiographies**

*Students will create an autobiography and identify a past accomplishment, and examine the importance of self-reflection in making decision about the future.*

# PLANNING PYRAMID

## GRADE 7, Unit 1, Introduction



### Some Students Will:

- Volunteer for classroom jobs.
- Understand connection between past interests and future careers.

### Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered will affect their futures.
- Bring in an artifact that provides evidence of past accomplishment.
- 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.
- Describe at least two accomplishments or activities they've enjoyed in the past.

**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 (10 minutes)
- III. Roads to Success Culture (10 minutes)
- IV. Careers in the Real-World! (10 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

**MATERIALS** **STUDENT HANDBOOK PAGES:**

- Student Handbook page 1, Procedures
- Student Handbook page 2, Roads to Success Overview

 **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW: Name Tent Directions

 **MEDIA:**

- Futures Channel Career Montage Video (available at <http://www.roadstosuccess.org/materials/video>)
- Colored 4" x 6" index cards
- Lined Index cards (2 per student)
- Family Intro Letters (one class set, available at <http://www.roadstosuccess.org/materials/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, a five-minute montage previews some of the careers students will have a chance to explore this year in RTS. Students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures.

## PREPARATION .....

- Download The Futures Channel montage at <http://www.roadstosuccess.org/materials/video>.
- List the day's **Big Idea** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- Make transparencies of **Student Handbook page 1, Procedures** and **Facilitator Resource 1, Do Now: Name Tent Directions**.
- Before classes begin, establish procedures for storing handbooks, entering and exiting the classroom, turning in and returning work, and attendance so that you are prepared to provide students with answers to each of the statements.
- 4 x 6 inch cards will be used to make students' Name Tents. These name tents will be placed on the front of the students' desks until you have learned all of the students' names. You can choose to use different colored card stock for each class or allow students to use markers to write down their information. (The name cards can be stored in the back plastic pocket of the binder to ensure that the students do not lose their cards.)
- You may want to pre-label the binders for your students. One facilitator uses the computer to print out labels for the spines. Each class gets a different color label, and names are big enough to be read across the room. (This makes it possible to take attendance by noting which binders are unclaimed.)
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success Family Intro Letters (see **RTS Program Manual**). 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 two that follow, students should be able to answer these questions for themselves.

In combination, the first three 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 a DO NOW 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. 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 or blank sheet of paper. 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.) **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?”**

If you think you will run short on time due to procedures and first day paperwork, you may choose one or more of the following Implementation Options:

- In **Activity II, Procedures and Roads to Success Culture**, you may go over **Student Handbook pages 2, Roads to Success Overview** as a class instead of dividing the students into pairs.
- In **Activity III, Career Video**, you may choose to have a few students share one career of interest with the class instead of having students write their responses on index cards.

## ACTIVITY STEPS

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

1. [Meet the students at the door and give each student a 4 X 6 inch piece of card stock. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart paper. (See **Facilitator Resource 1, Do Now: Name Tent Directions.**) While students are writing on their cards, pass out binders.]
2. [Introduce yourself to the class, then give the name of the course and tell them when and how often the class meets. If your school or organization has chosen to adopt the program for more than one grade, describe that plan. The purpose of this class is to provide students with information about careers, colleges, getting (and keeping) a job, and building the skills they'll need to become successful adults.]
3. [If you plan on using DO NOWs with your students, this is the place to introduce the procedure (See **Implementation Options.**)]

### II. Procedures (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. [Have the students turn to **Student Handbook page 1, Procedures.** Go over each procedure, instructing the students to complete each statement with you as you model on the overhead.
3. To practice these procedures, demonstrate an incorrect behavior for each procedure and have the students observe your behavior. Then call on students to explain how accurately (or inaccurately) you completed the tasks. Ask for volunteers who can model each procedure correctly.]

### III. Roads to Success Culture (10 minutes)

[In this activity students learn about the Roads to Success mission, how they will be graded, and the purpose of their portfolio, as well as the rewards they can earn. To make this interactive, assign pairs of students to read each section: *Your Mission, Your Grade, and Your Portfolio.* (This will mean that multiple pairs will have the same section.)]

1. **SAY SOMETHING LIKE:** In this class, you will be working in pairs a lot. While the activi-

ties will change, there are two rules that you will always need to follow. In a few minutes you and a partner will be working together to learn more about Roads to Success.

[Write the two rules below on chart paper, overhead transparency or on the board. Call on two students to read the rules below and discuss them briefly. Once you have reviewed the two rules, divide students into pairs.]

**Rules for Working with a Partner:**

- Everyone needs to be working at all times.
  - Make sure that both people in your pair have a chance to contribute. You are both responsible for completing the task. This may mean that one person is writing down the facts, while the other person is reading the section aloud.
- Everyone has a right to be heard.
  - When you are working in pairs, it is normal to have different ideas or opinions. Part of the benefit of working in pairs is to hear someone else's thoughts. If you disagree with what the person is saying, let him finish speaking and then calmly explain why you disagree with his or her answer.

- 2. SAY SOMETHING LIKE:** There are some things that make this class like other classes you take in school – you have assignments, you're expected to be here every week – but there are also some important things that make Roads to Success very different from your math or social studies class. Please turn to **Student Handbook page 2, Roads to Success Overview**. Each of you have been assigned a partner. Every pair will be responsible for reading one section and then writing down 3-5 facts they learned about that section. Your facts should be written down on an index card. As you begin reading, I will walk around and pass out the index cards.

You will have 5 minutes to complete this task and I will be timing you to keep track of this. After 5 minutes, we will come back together as a class. Each pair will need to share one fact they learned from their section. Please write down as many facts as you can so we can make sure we cover them all.

In this activity, each partner will have a different role: one person will be the recorder and the second partner will be the presenter. The recorder is responsible for writing down all the important facts from the reading and the presenter will be the student who reads the fact to the class.

3. [Assign each pair a section. After 5 minutes get all the students back into one group and remind them that each group will be sharing only one fact and that no facts should be repeated. Tell the students that the recorder from each group will need to look at their list and put an X next to each statement that has already been said, so that no facts are repeated. Have the presenter from each pair share their fact.

When you review the section of “Your Portfolio,” you should walk the students through their binders. First, explain the difference between the Student Handbook and the Portfolio section. Then, ask students to turn to the first page of their Portfolio and select someone to read it aloud. Next, turn to the Table of Contents, and explain that the Portfolio is divided by units. Explain that not every unit has Portfolio pages.]

#### **IV. Careers in the Real-World! (10 minutes)**

1. **SAY SOMETHING LIKE:** Great Job everyone. One of the things we’ll be talking about a lot this year is planning for the future. Who knows what they want to do when they get out of high school?

[If students answer college, ask about plans afterward. If students mention wanting to go straight to a job, ask them what type of job they are considering. Keep this exchange brief and playful.]

2. It’s so great hearing about the ideas you already have about what kind of job you think you might like to have after graduating. One of our goals this year is to explore and learn about new careers that we might enjoy, whether or not we have an idea of what career we think is right for us. In a minute, you are going to watch a video that highlights a few careers. While you are watching the video, keep an eye out for careers you have never seen before. After the video, you will need to write down the name of one career from the video and a few sentences to explain what you thought about that career.
3. [Before you start the video, give each student an index card. When the video is finished, give students two minutes to finish writing down their thoughts on one career of interest. Tell the students one career you found interesting and why. Then call on a few students to share their answers. (See **Implementation Options** for suggestions.)]

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

[Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute Family Intro Letters.]



Ask for two volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course. Tell them that next week we will be learning about and practicing some of the behaviors necessary for success in the workplace and in the Roads to Success program.

## DO NOW

### 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

- I will enter my Roads to Success classroom and... \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ will take the attendance

### II. BINDERS

- My Roads to Success binder will be stored... \_\_\_\_\_
- I will get my binder by... \_\_\_\_\_  
\_\_\_\_\_
- My binder will be put back in its place by... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

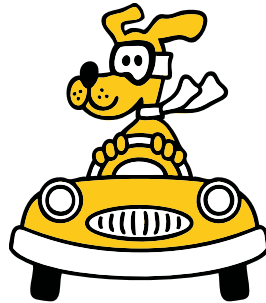
### III. TURNING IN and RETURNING WORK

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

### IV. EXITING THE CLASSROOM

- When it is time to leave my Roads to Success class, I will exit the classroom... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 Procedures and Rules.

### 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.

## 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. Respect, Responsibility, and Teamwork (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### **PORTFOLIO PAGES:**

- Portfolio page 1, My Artifact of Achievement

#### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 3, Respect, Responsibility, and Teamwork
- Student Handbook page 4, My Artifact of Achievement Description

#### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW: Teambuilding
- Facilitator Resource 2, Successful Behaviors
- Facilitators Resource 3, Our Destination
- Facilitators Resource 4, Our Destination: Fill in the Blank Sentences
- Facilitator Resource 5, Our Destination Missing Words
- Facilitator Resource 6, Debriefing Our Destination

#### Laptop and LCD projector (OPTIONAL)

#### Chart paper

#### 30 Plastic Bags

#### Scissors

#### Cardstock or regular paper for copies

### OBJECTIVES

During this lesson, students will:

- Practice 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. They then examine real-life and classroom examples of three workplace skills: Teamwork, Respect, and Responsibility. To figure out the class goals, students participate in a teambuilding activity. The students then evaluate their group work to examine ways that Respect, Responsibility and Teamwork can be demonstrated in this course.

## PREPARATION

- Log on to CFWV.com ([www.cfwv.com](http://www.cfwv.com)) and click on the **Career Planning** tab and then click on the **Explore Careers** section. Type “carpenter” into the **Search for** box and click **Go!** Click on **Watch Video** and review a carpenter’s activities. Be prepared to share this one minute video clip during class. (Note: other photos and information about carpentry may be substituted for those found on CFWV.com.)
- 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:
  - **Student Handbook page 3, Respect, Responsibility, and Teamwork**
  - **Student Handbook page 4, My Artifact of Achievement Description**
  - **Facilitator Resource 1, DO NOW: Teambuilding (optional)**
  - **Facilitator Resource 3, Our Destination**
  - **Facilitator Resource 6, Debriefing Our Destination**
- You will need to make copies of the following handouts:
  - **Facilitator Resource 3, Our Destination** (one per student)
  - **Facilitators Resource 4, Our Destination Fill in the Blank Sentences**
    - **1 copy for each group of four students printed on card stock** (cut into sentences, with each set in a sandwich bag)
    - **1 copy for each group of four students on regular paper** for students to write on.
  - **Facilitator Resource 5, Our Destination Missing Words**
    - **1 copy for each group of four students printed on card stock** (cut into word cards, with each set in a sandwich bag)

## 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 answer on index cards.)

#### Question:

Welcome back to your second Roads to Success class!! You should all be familiar with our three procedures: entering the classroom, passing out binders, and exiting the classroom. Your task for the next 3 MINUTES is to imagine you are teaching **ONE** of these procedures to a group of fourth graders. You may need to draw pictures and you'll have to use simple vocabulary to explain your answers so the younger students can understand what to do. You can use your notes from last class to help you, but you must put the procedures in your own words.

[After three minutes call on students to read out their answers for reviewing class procedures.]

**Activity II, Respect, Responsibility, and Teamwork:** If you feel your students will have difficulty completing **Student Handbook page 3, Respect, Responsibility, and Teamwork**, independently, you may prefer to complete this activity as a class. You may wish to address the suggestions for improvement as a role-play, with students taking turns as the boss, and you as the carpenter.

**Activity III, Our Destination,** has two purposes. The first purpose is to review the eight (8) RTS class goals and the second is to coach the students on what good teamwork looks like. This may mean allowing students to experience conflict while completing the task, which is discussed and resolved during debriefing. If you think your students will have trouble managing this, choose the following adaptation, which shifts the focus to class goals. Copy and laminate **Facilitator Resource 3, Our Destination** and **Facilitator Resource 4, Our Destination Fill in the Blank Sentences** (one per pair). Students can work in pairs to fill in the missing words by crossing out their selections on **Facilitator Resource 4** and recording their answers on **Facilitator Resource 3**. If you laminate these sheets, they can be reused in each class by wiping the sheets clean.

## 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. Respect, Responsibility, and Teamwork (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we discussed how this class will operate. Today we are going to learn about the topics we will be studying this year. But before we go over the things you will be learning we need to cover some ground rules to ensure that we are successful. While you are in school and later when you have a job, there are three skills that will be very important to your success: Respect, Responsibility, and Teamwork. We will be working on these skills throughout the year, in part, to prepare you for your first job.
2. [Display **Student Handbook page 3, Respect, Responsibility, and Teamwork** on an overhead projector and have students turn to this page in their handbook. Explain that they are about to investigate how respect, responsibility, and teamwork might be demonstrated on the job - or not!]
3. [Log on to CFWV.com ([www.cfwv.com](http://www.cfwv.com)) and click on the **Career Planning** tab and then on the **Explore Careers** section. Enter “carpenter” in the **Search for** box. Click **Watch Video** in the blue box on the right side of the page. After watching the one minute video, ask students to describe the daily tasks of a carpenter in their own words. This will provide context for the next activity.]
4. [Read through the three paragraphs at the top of **Student Handbook page 3** together. Discuss the first situation as an example, and have students complete the remaining examples independently.]
5. [After the students have completed the page, call on a few students to read their suggestions for improvement. Then ask students to think of ways they could show respect, responsibility, or teamwork in a class. Write down their ideas on chart paper. For sug-



gestions, see **Facilitator Resource 2, Successful Behaviors.**]

### III. Our Destination (20 minutes)

1. [For this activity students will be working in groups of four. Each group will be given one Ziploc bag (See **Preparation** section). Give the students 10 minutes to complete this activity.]
  
2. **SAY SOMETHING LIKE:** Last week you were given a preview of some of the topics that we'll be studying this year; today we are going to learn what our goals are for this course. But there is a little twist. Rather than getting the goals from me, you are going to figure them out with three other people.
  - Each group is going to be given one plastic bag. Inside you will find the sentences that describe our goals, but some words are missing. Your job is to work together as a group to correctly fill in the blanks. You must also record your answers on the sheet provided to you. (**Facilitator Resource 4, Our Destination Fill in the Blank Sentences.**)
  - My only rule is that you must keep your voice to a low level. You have 10 minutes to complete this task. Good Luck!
  
3. [You may want to model the appropriate level of noise. Do not give them any directions on dividing up tasks or how to treat one another. You will be debriefing their interactions after the activity. This can be made into a competition where the first team to correctly match up the all 8 of the goals will win a prize. ]
  
4. [Once a few groups have completed the task, stop the class and go over their answers. Pass out **Facilitator Resource 3, Our Destination.** Instruct the students to put this at the very front of their student handbook.]
  
5. **SAY SOMETHING LIKE:** Figuring out where you want to go and how to get there is no small task. Fortunately we have all year to work together as a class to help us achieve these goals.
  
6. [Project the **Facilitator Resource 6, Debriefing Our Destination** on an overhead or on large chart paper. Read each question aloud and allow students to respond/discuss each question. You may want to cover up the questions so students can only see one at a time. Allow roughly 10 minutes for this discussion.]

**Debriefing Questions:**

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?

**IV. Wrap Up (10 minutes)**

1. [Place **Student Handbook page 4, My Artifact of Achievement Description** on an overhead and refer students to this handout along with **Portfolio page 1, My Artifact of Achievement**. Explain that this is one of those rare occasions when there is Roads to Success homework. Explain that next week, you'd like students to provide evidence of something they've accomplished in the past. Read the instructions aloud and answer any questions students might have. Explain the reward you've designated for completed homework and the importance of sharing this information with the class next week.]



# Successful Behaviors

## 1. RESPECT

- Treat other people the way you want to be treated.
- Listen to what other people have to say.
- Use polite language.
- Accept that it's okay for people to have different opinions.
- Look at people when they're speaking.

## 2. RESPONSIBILITY

- If you don't understand, ask.
- Come to class prepared with the necessary supplies – paper, pen or pencil, homework assignments completed.
- Do your work.
- Clean up after yourself.
- Follow the classroom procedures.

## 3. TEAMWORK

- Think about what's best for the class, not just what's best for you.
- Do your part of the work.
- Participate in discussions.
- Keep the goals of the class in mind.
- Raise your hand and wait your turn before speaking. It shows people that their ideas matter too.

## Our Destination

1. We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.
2. We will explore careers and find potential matches for every person in the class.
3. We will practice the kind of behavior that's desirable in the workplace.
4. We will set goals and make clear plans for reaching them.
5. We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.
6. We will learn how to find and keep a job.
7. We will learn strategies for managing our own money.
8. We will all graduate from high school.

## Our Destination: Fill in the Blank Sentences

**Directions:** In your groups you will need to work together to figure out what words correctly complete the sentences below. Every group will be given a plastic bag with the missing words. Each word or phrase is only used once.

1. We will \_\_\_\_\_ what we like and are \_\_\_\_\_ at. We will use this information to give us ideas about future jobs.
2. We will explore \_\_\_\_\_ and find potential matches for \_\_\_\_\_ in the class.
3. We will practice the kind of behavior that's desirable in \_\_\_\_\_.
4. We will set \_\_\_\_\_ and make \_\_\_\_\_ for reaching them.
5. We will make a \_\_\_\_\_, year-by-year plan starting in \_\_\_\_\_ and ending two years after high school.
6. We will learn \_\_\_\_\_ and keep a job.
7. We will learn \_\_\_\_\_ our own money.
8. We will all \_\_\_\_\_ high school.

## Our Destination Missing Words

careers

graduate from

good

the workplace

goals

step-by-step

every person

middle school

how to find

strategies for managing

clear plans

figure out

## Debriefing Our Destination

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?



## RESPECT, RESPONSIBILITY, AND TEAMWORK



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's Behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect Responsibility Teamwork	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect Responsibility Teamwork	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect Responsibility Teamwork	
4. A coworker calls the carpenter an idiot. The carpenter storms off the job.	Respect Responsibility Teamwork	

## My Artifact of Achievement Description

We all keep things that help us remember big moments in our lives – places we've been, people we've met, things we've done. For this assignment, choose an artifact that shows your achievements, interests, or skills.

The list below should get you started. Check in with your teacher if there is something that you would like to bring in that you do not see on this list.

### LIST OF POSSIBLE ARTIFACTS

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- A school assignment you are proud of
- A photo of yourself that says something about your personality or interests
- An award (Honor Roll or Most Improved Student; Sports; Music; Art; Community)
- A document that shows your interests at any age (examples: instructions on setting up your computer, a picture of yourself catching your first fish, the program from your kindergarten ballet recital)
- The cover of your favorite CD or DVD
- The most interesting e-mail you ever wrote (appropriate for school, of course)
- Pictures of family members or friends who are important to you
- Postcards from somewhere you've visited or plan to visit

We all keep things that help us remember big moments in our lives. Use this page to describe your artifact and the moment you want to remember.



## My Artifact of Achievement

Write a paragraph that explains why your artifact is important to you. Use the questions below to guide you. After you've answered the questions, write your paragraph on the bottom of this page.

### GUIDING QUESTIONS

1. When did you receive this artifact? How old were you?

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2. What did you do, or what happened that allowed you to get this item?

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3. Why is this item important to you?

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4. Why did you want to include it in your portfolio?

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## Artifacts and Autobiography

### The **BIG** Idea

- What clues do my past interests and accomplishments give about my future?

### AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Recognizing our Artifacts (10 minutes)
- III. Autobiographies! (25 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### **PORTFOLIO PAGES:**

- Portfolio page 1, My Artifact of Achievement (from previous lesson)
- Portfolio pages 2 and 3, Autobiography

#### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 4, My Artifact of Achievement Description (from previous lesson)

#### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW: Artifacts and Autobiographies
- Facilitator Resource 2, Sample Bios
- Facilitator Resource 3, Biography Rubric

#### Facilitator Bio, one copy per student

#### 4 x 6 colored index cards

(or card stock or colored paper)

#### Index Cards (for student responses)

#### Masking Tape

### OBJECTIVES

During this lesson, students will:

- Create an autobiography and identify a document or item that represents a previous accomplishment.
- Understand the importance of self-reflection in making decisions about the future.

## OVERVIEW .....

In this lesson, the students will review strategies for demonstrating Respect, Responsibility and Teamwork in class. Then share a brief autobiography in narrative form and the students respond by creating autobiographies of their own.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Create an overhead transparency or copy onto chart paper **Facilitator Resource 1, DO NOW: Artifacts and Autobiographies** (if used in class).
- Write a 1-page autobiography about yourself and make a copy for each student (See **Facilitator Resource 2, Sample Bios**).
- Create 12 cards (on colored paper/card stock). On one side of the card is a letter (start with letter A and go through L). On the other side of the card write the name of any career (it doesn't have to begin with the letter on the front).

## VOCABULARY .....

**Autobiography:** The story of your life as told by you.

## 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.)

#### Questions:

1. What were the three workplace skills we discussed last week?

2. Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

[Give the students 3-4 minutes to answer these questions. Then have students share their answers for question 3—this will serve as a way for the students to publicly recognize each other's accomplishments.]

For the Career Card Game in **Activity I**, create career cards with the name of the career on the back of the card and a picture of someone working in that career on the front. Place the 12 cards into a file folder and invite a few students to the front of class to randomly choose a card (should be done without looking into the folder). This can be done with a lot of mystery and fanfare. Then announce that the students' selections will be their future careers. Have the students talk about why they would or would not want that career.

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

#### 1. SAY SOMETHING LIKE:

- What were the workplace skills we discussed last week?
- Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

#### 2. [To better prepare your students for the autobiography activity you are going to play a short game with them. Here are the instructions:

- On the board, post your letter/career cards (A-L). Have the letter side facing the students, keeping the careers hidden.
- Have four volunteers come up to the board and pull off a card. Tell them to turn their card over and inform them that the name on the card is now their career. Allow them to explain their feelings about that decision. Are they happy? Are they upset? Did they think this process of picking a career was fair? Why or Why not?

Note: See **Implementation Options** for another suggestion.]

### II. Recognizing our Artifacts (10 minutes)

#### 1. SAY SOMETHING LIKE: Today, each of you will reflect on your own individual strengths and accomplishments. One way to figure out where you want to go in the future is to look at what's been enjoyable to you in the past.

#### 2. [Ask students to take out their artifacts and turn to **Portfolio page 1, My Artifact of Achievement**. Assign students to groups of four, and have each student discuss questions 1-4 with their group members. (If students have not completed the written questions on their portfolio page, they should think about an artifact that has meaning for them and discuss it in their groups.) Explain that once all of the students have presented their artifacts, each group must choose one artifact to be presented to the entire class. After the group discussions, give each group 30-60 seconds to present the chosen artifact to the class.

**Note:** If few students bring in artifacts, this can be done as a whole-class activity rather than in groups.]

### III. Autobiographies! (25 minutes)

#### 1. SAY SOMETHING LIKE: It is so exciting to hear about all of the great things you all have achieved. Your artifacts are just one sign of your success. In just a few minutes, you're going to have the opportunity to reflect about your life, who you are, where



you've been, and where you are going. Before you get started on that, I wanted to share my own autobiography with you.

[Share several artifacts of your own and allow students to speculate about their significance. Pass out copies of your biography. Then have them read the brief bio you've created about yourself to see if they were right. See **Facilitator Resource 2, Sample Bios** and **Facilitator Resource 3, Biography Rubric**.]

4. [If you have not already walked your students through their portfolio, ask them to turn to the **Portfolio page 1, My Artifact of Achievement** and select someone to read it aloud. Next, turn to the Table of Contents, and explain that the Portfolio is divided by units. Explain that not every unit has portfolio pages.]
5. **SAY SOMETHING LIKE:** Turn to **Portfolio pages 2 and 3, Autobiography**. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you. You might find some of these questions challenging to answer. If you do, great! That means that you're really thinking about them and that you're more likely to learn something new about yourself. If you find some of the questions difficult, just give yourself a few minutes to think quietly until a good answer occurs to you.
6. [Before the students work independently for the autobiographies, model the first two questions using your own experiences or ask student volunteers to give their answers. Write the answers on the board and have the class evaluate the answers: Were they detailed? Did it sound like the author really thought about the answer? Once the students seem comfortable with answering the questions on their own, have them begin their independent work. (Rough time break down: 5-8 minutes = teacher reads bio and gives directions and modeling of autobiography, 10 minutes = students work on their autobiography questions.) If students finish their autobiographies early, they can share their autobiographies with a partner.]

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

1. [See if any students are willing to volunteer to read a portion of their autobiography to the class. After students have read their autobiography ask them what they learned about themselves. How is this information going to become important when we get to our Careers unit?]
2. [Thank the students for their hard work and explain that in a few weeks they will be examining their skills and interests to research a career that would be a good fit for them.]

## **DO NOW: Artifacts and Autobiographies**

**Directions:** You will have four 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 were the workplace skills we discussed last week?

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2. Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

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## K'S MIDDLE-SCHOOL CAREER BIO

I knew two things about careers by the time I was in middle school. The first was that I wanted to teach. I had a great second-grade teacher who brought the world into our classroom. There was a stuffed animal who quoted “thoughts” for the day, and we played Bingo to learn our math facts. When I became a teacher, I tried to recreate the magical world of my second-grade classroom.



The second thing I knew was that I loved art. For our sixth-grade play, we had to become a character who might ride on the New York City subway. I chose “artist.” I wore a smock and a beret and carried a palette and paintbrush, which was what I thought an artist would look like. I spent a lot of my spare time working on construction-paper creations and sewing projects. Although I never became an artist, “art” has found its way into nearly every job I’ve ever had.

## TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

Here are some things you should know about me.

I grew up in a small town in Ohio, right by Lake Erie. I'm the oldest child in my family and have two younger sisters: Niki is 24 and Danielle is 21. Both of them still live in Ohio, and so does my Dad and step-mother. Niki just finished spending a year working on a cruise ship and traveling all over the world, and Danielle is currently taking classes at Cleveland State University.

After I graduated from high school, I got a scholarship to go to a small college in Minnesota, so I moved to Minneapolis. After college, I spent a year working in Minnesota, and then moved to New York to take a teaching job in the Bronx. I worked at M.S. 113, which isn't too far from P.S. 89, on Barnes Avenue near Gun Hill Road. I taught 7th grade my first year, and 6th grade my second year.

I moved back to Minnesota this fall but found out that I really miss New York City! I'm really excited to be moving back.

In my free time, I like to do a lot of different things. I LOVE to read. I like to run, take walks in the city, hang out with my friends, dance, cook, and go to the movies. I just learned how to knit and have been busy making scarves and hats for everyone I know. I like to play soccer, and chess, and I love puzzles. I travel as much as I can - this past summer I went to Turkey and some other countries in Eastern Europe. I also like taking short vacations like spending the weekend in Washington, D.C.



I'm very excited to be joining Roads to Success, and to have the opportunity to work with all of you. Be warned, however, that I don't put up with any excuses from my students! I expect all of you to work hard and to the absolute best of your abilities. I look forward to meeting all of you very soon.

Sincerely,

Ms. K

## Biography Rubric

This rubric is intended as an additional resource for Facilitators. After you have written a draft of your autobiography, rate your piece with the questions below, and rewrite as needed.

Does my bio focus on education and career development?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Have I included enough details to give a clear picture of who I am?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Is the language inviting and age-appropriate?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Will the information I've included be interesting to adolescents?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Have I presented myself in a professional manner?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better

*Note: This rubric is not designed to be used for the student biographies.*

What kind of work will you enjoy  
in the future? Discover clues by  
describing who you are today.



## Autobiography

My Name: \_\_\_\_\_

My Grade: \_\_\_\_\_

My Class #: \_\_\_\_\_



On a perfect Saturday, I would

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Compared with other kids my age, I'm really good at

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My favorite subject(s) in school are

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My favorite magazine, comic book or novel is

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because

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If I could have any job when I grow up I would become a

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because

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Another job I might like to try is

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because

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If I were in charge of the world, the first thing I would do is

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because

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Here are some more important things about me:

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**\*\*Draw a picture of yourself on a separate page. It may not show exactly how you look, but it should include details about the kind of person you are. \*\***