

The **BIG** Idea

- What have I learned 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 26-29, Grade 8 Skills Checklist

FACILITATOR PAGES:

- Facilitator Resource 1, Grade 8 Jeopardy Board
- Facilitator Resource 2, Grade 8 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, Grade 8 Jeopardy Board**, to create the Jeopardy game template on an overhead transparency or chart paper

IMPLEMENTATION OPTIONS

JEOPARDY OPTIONS:

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, Grade 8 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 26-29, Skills Checklist**, to review skills covered in the 8th 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 8 Jeopardy Board				
Careers	Education Planning	Communication & Networking	Community Makeover	Money Matters
\$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 8 Jeopardy Questions					
	Setting Goals/ Education After HS	Careers	Communication & Networking	Community Makeover	Money Matters
\$ 1 0 0	What's the difference between a requirement and an elective?	Name 1 reason to think about careers while still in middle school.	Tell one way to let people in your network know you appreciate them. A: say thanks	What is brainstorming? A: generating as many ideas as possible (without comment)	A budget compares income and ____. A: expenses
\$ 2 0 0	The 3 C's of decision-making are: challenge, choice, and ____. A: consequences	Name 2 things to consider when choosing a career.	Why is networking important? A: most jobs found this way, connect to new people	What's the purpose of creating committees? A: splits up a big job	Name 2 categories that might be included in a budget.
\$ 3 0 0	Why is it important to revisit your goals once you've made them?	What is an annual income?	Name three things you should include when leaving a phone message. A: name, #, reason for call	Why is it important for competitors to see the judge's rubric before submitting a proposal?	What is interest? A: money the bank pays you for keeping your money there
\$ 4 0 0	Name 2 things to consider when deciding if a college or tech school is right for you.	What is the purpose of an Interest Inventory (like the Career Matchmaker)?	Define "schmoozing" and explain why it's important.	Give 2 reasons why teens should get involved in community service projects.	Give 2 reasons why it's important to save money. A: emergencies, big purchases
\$ 5 0 0	Name 3 kinds of post-secondary education.	Name a career and describe the education after high school that's required.	Give 2 tips for having a conversation with someone you don't know well.	Name 2 factors that make a group project a success.	Give 2 reasons to keep savings in a bank account. A: safer, earns interest, not as likely to spend

Grade 8 Jeopardy Questions Continued

Final Jeopardy: Communication and Networking

Demonstrate a business-appropriate handshake and list three elements it should include.

A: eye contact, smile, palm-to-palm, a couple of shakes, neither wimpy nor a death grip, say hi (and your name if you're meeting for the first time)

Grade 8 Skills Checklist

Use this page to keep track of the skills you're building.



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

SETTING GOALS

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
Choose high school courses with a future career in mind.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

CAREERS

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use CFWV.com to do independent research.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Evaluate careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on interviews with people who have the job.	<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

COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are ok for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

COMMUNITY MAKEOVER

I can ...

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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

EDUCATION AFTER HIGH SCHOOL

I can ...

List the pros and cons of at least 2 kinds of post-secondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify things to consider when choosing a tech school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the type of information that can be found on a college website.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can ...

Explain how a budget works.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give reasons why saving money is a good idea.	<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.
