



5-6 Grade College Readiness Curriculum

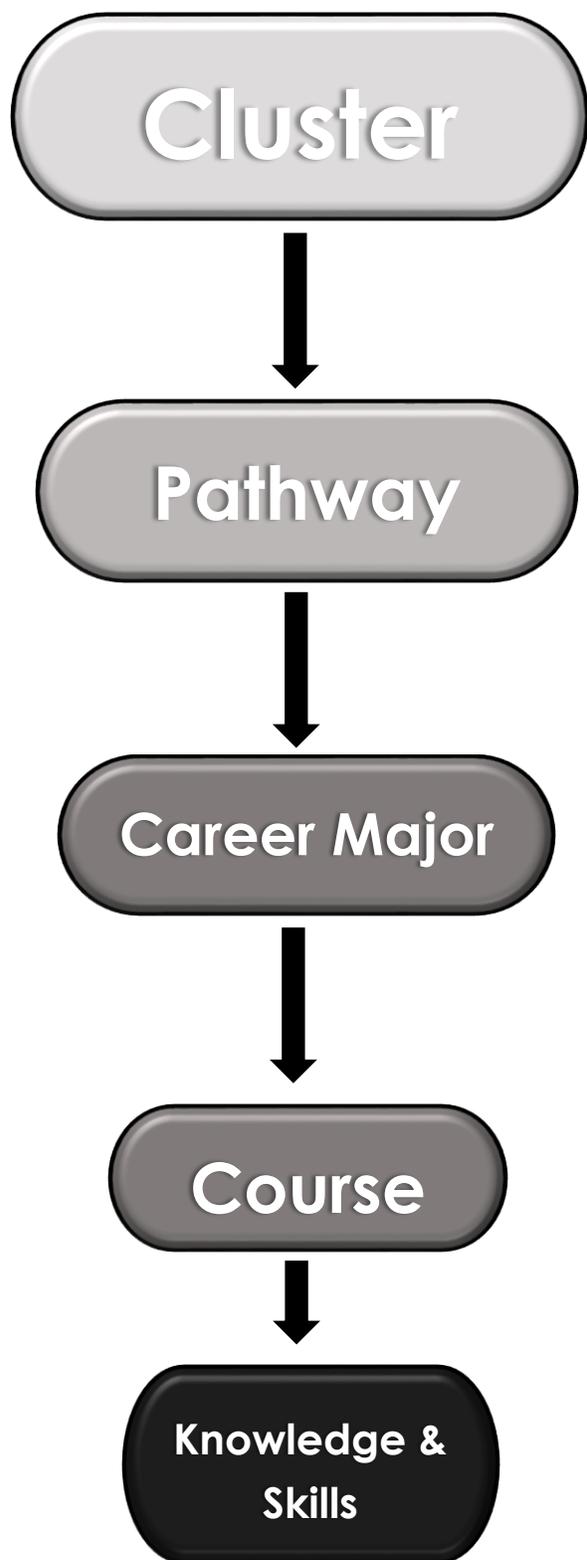


Table of Contents

- What Are Career Clusters?
- Brainstorming Career Options
- “Don’t Say It” Career Game
- Getting To Know The Lingo
- Setting SMART Goals.....
- Making Choices
- University Scavenger Hunt
- Volunteering & Community Service
- Communication Chaos.....
- Be On Time.....
- Thank You Notes
- Capstone Activity: Career Poster Presentation
- Connector Activities:
 - Business/Entrepreneurship
 - Careers
 - Leadership
 - Manners

Career Cluster Framework

Career Clusters are a way of organizing occupations and careers. These Career Clusters help educators tailor coursework and work experience around specific occupational groups to offer learners core academics and activities that match up with their interests and skills.



Each of the 16 Career Clusters is a grouping of occupations and broad industries based on commonalities.

Each Career Cluster represents the knowledge and skills, both academic and technical, that all learners within the cluster should achieve regardless of their pathway.

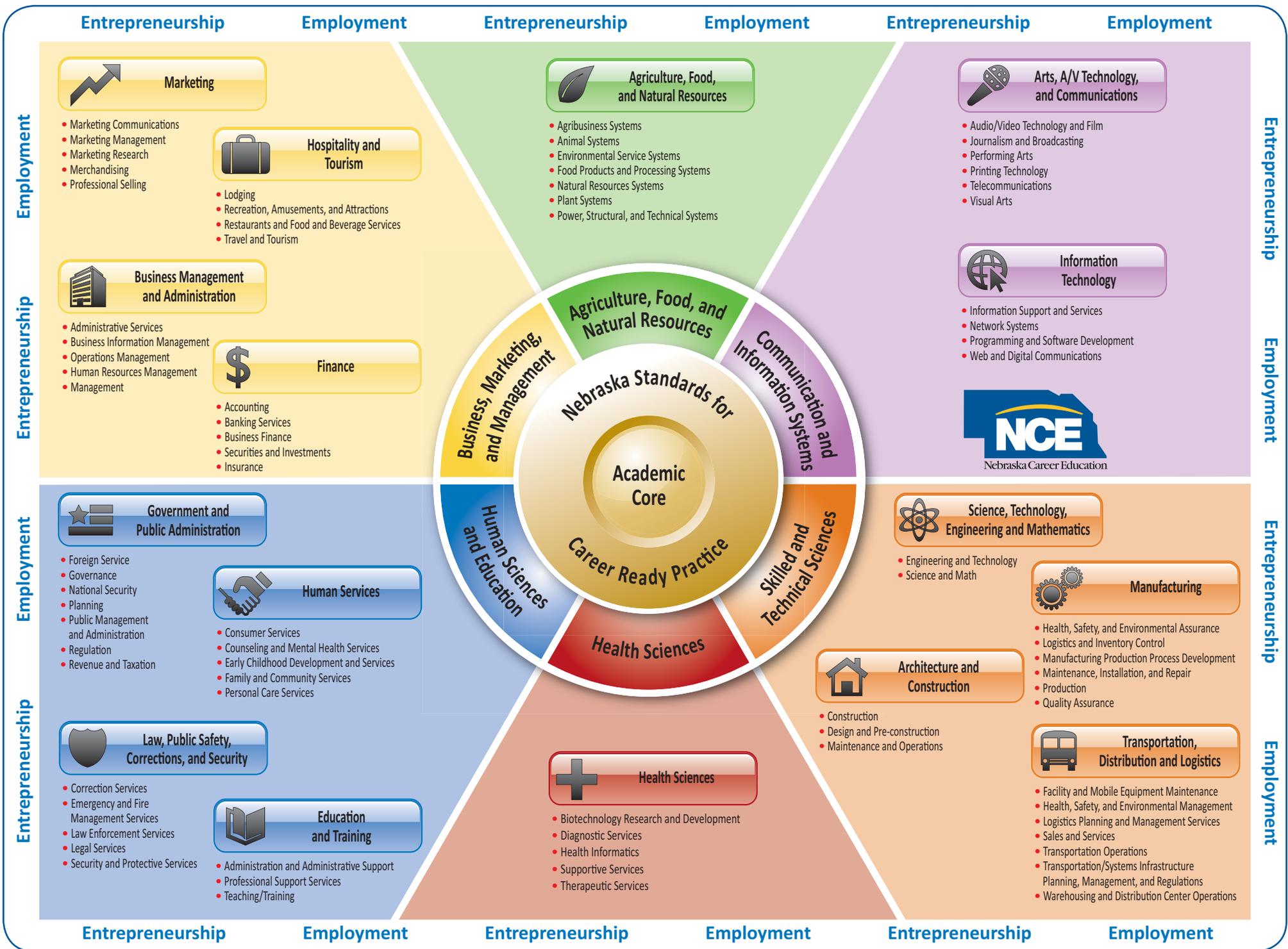
A Pathway is a subgrouping of related occupations and broad industries within a Career Cluster based on common knowledge and skills. Each cluster contains two to seven Career Pathways.

The Pathway represents the knowledge and skills, both academic and technical, necessary to pursue a full range of career opportunities within a pathway —ranging from entry level to management, including technical and professional career specialties.

A Career Major is a sequence of courses that prepares a learner for a career. It ensures that integration occurs between academic and occupational learning, transitions are established between secondary schools and postsecondary institutions, learners are prepared for employment in a broad Career Cluster, and learners receive a skill credential.

A Course is an instructional unit that includes a set of defined competencies, a syllabus or course outline, and a measure of accountability, evaluation, or assessment. A Course may be occupational, exploratory, academic, or foundational, but its primary focus is competency development.

Knowledge and Skills are industry-validated statements that describe what learners/employees need to know and be able to do for career success within a Cluster/Pathway.



Adapted from NASDCTEC/NCTEF Career Clusters: Pathways to College and Career Readiness. Developed by the Nebraska Department of Education 2012.

What are Career Clusters?

Objectives:

Participants will:

- Learn about the concept of clustering or categorizing things by their similarities
- Understand how careers can be clustered into similar groups

National Education Standards:

Time Needed: 1 Hour

Materials Needed:

To learn more about the Career Cluster model used in this lesson refer to the “Explaining Career Cluster Model” handout. More information can also be found at <http://www.education.ne.gov/nce/CareerClustersResources.html>

Experience the Activity:

A cluster is a group of things that are put together because they are alike in some way. Careers, for example, can be grouped in clusters. Before we explore career clusters, however, you need to understand what a cluster is. How does clustering work? Playing the following game will help you understand the process of clustering.

Step 1

This activity is used as a warm-up to introduce the concept of career clusters. Students are asked to assign names to clusters of things. The clusters have been designed so that students might think of different names for the same cluster. For example, the cluster “dog, cat, hamster, goldfish, bird” might elicit differing cluster names such as “animals” or “pets.” Through group discussion, guide students to realize that the more specific the cluster name, the better.

Give each student a copy of the “Discovering Clusters” handout.

Step 2

Ask the youth to compare their cluster names with the ones other students wrote. Does anyone have names that are different from yours? Are the names they wrote also correct? Which do you think is the best name for each cluster? Why do you think it is the best?

Step 3

Introduce your group to the idea of clustering job/careers into clusters.

What you could say to the youth:

- There are hundreds of types of jobs which are needed to make everything work. Trying to learn about each one would be hard and take a long time. To make the task easier, careers are put in clusters, just as in the game you just played. Jobs are put into a specific career cluster because the type of work in that group is alike in some way.

Step 4

Work through the “Career Cluster Definition” handout with the youth. Take turns having each youth read the description of each career cluster.

Step 5

Pass out and have each youth complete the “Career Cluster Assessment”. After everyone has completed the assessment discuss the results with the group.

Note: One the assessment there are school subjects many of the youth will not have had. Coach them to check things they think sound interesting or fun even if they have not currently spent much time doing them.

Ask questions like:

- Were you surprised by the by the Clusters which ended up in your top three? Why?
- Can you think of jobs/careers which might be a good fit for the clusters you chose?

Step 6

Choose one or two of the following Career Cluster games to reinforce the idea of clustering careers.

1. Guess the Cluster

Divide learners into small groups. Instruct them to organize themselves into “obvious” clusters, such as male/female or light hair/dark hair, etc.

Have each small group try to guess how the other groups clustered themselves. Explain that many occupations are like this — you can tell which cluster they belong to.

2. Vegetable Beef Soup

Divide learners into groups of 4 or 5. Have learners decide which roles they will have: recorder, timekeeper, supply clerk, cheerleader.

Materials: chart paper, markers, vegetable beef soup can, and list of Career Clusters

Directions:

- Divide the chart paper or chalk/white board into two columns showing the headings: *Careers and Career Clusters*.
- Have the team brainstorm every occupation that is involved in producing and delivering that can of soup to the grocery and write it under the **Careers** column.
- List which Career Cluster goes with which occupation and write it under the Career Clusters column.
- Circle the cluster you see the most. What did your team find?
- Look to see which of the 16 Career Clusters are missing from your list. What did your team find?

3. Answer the Question

Write the name of the 16 Career Clusters on a piece of paper/poster board. Place the Career Clusters titles on the floor or tape them to the wall. Ask learners to walk to or stand by the cluster they believe answers the question.

Sample questions may include:

Which cluster offers the most job opportunities in your community?

Which cluster do you think you would rather be in?

What cluster would your hobby or volunteer work fall into?

Which cluster would you like to know more information about?

Which cluster does your father's job fall in?

Which cluster does your mother's job fall in?

Which cluster does your sibling's job fall in?

4. Airplane Game

The purpose of the game is to review all pathways in the specific Career Clusters. The game challenges the learner to remember as many pathways as possible.

Create a worksheet with a box for each of the pathways represented in each of the Career

Clusters. For example, have seven boxes large enough for learners to write the name of each pathway in the Agriculture, Food and Natural

Resources cluster because this cluster has seven pathways.

Pass out the worksheet and a pen/pencil to each learner. Learners write the name of one pathway within the cluster. When all learners have written the name of one pathway on their paper, they will make their sheet into an airplane or paper ball. The instructor then asks learners to throw their paper ball or fly their airplane across the room. Each person will then pick up one of the pieces of paper to see which pathway was written on the paper. If the pathway was written incorrectly or incomplete, the person who picked up the paper should correct it at that time.

Next, on the same sheet of paper, each learner will add a second pathway name to the sheet, fold it back into the shape of an airplane or a paper ball, and throw it across the room a second time. This process is repeated until each square on the sheet of paper has a complete listing of all pathways for that cluster.

Idea: Handout could be made with clues or occupational titles.

5. Cluster Race

Make or use a commercially made game board. Prepare word cards with the 16 Career Clusters listed, one on each card. Place the cards face up so all the clusters can be seen. Name a cluster. If the first player can find the card with that word on it, he or she advances one space on the game board. Players take turns, and the first to reach the finish line is the winner.

- Send a spy to another team to borrow an occupation so you have all 16 Career Clusters.
- Questions to ask:

Did you find that a part-time position or something in your background helped you with this activity?

How well did your team work together?

Would the type of soup make a difference with the jobs? Provide an example.

6. Name That Cluster!

Step 1

Make two columns on a sheet of paper. Label the left column, "Things in the Cluster." Label the right column, "Cluster Name."

Step 2

List the names of things that can be grouped together under the "Things in the Cluster" column. (Try to think of several different groups of things.) Leave the "Cluster Name" column blank.

For example:

<u>THINGS IN THE CLUSTER</u>	<u>CLUSTER NAME</u>
1. Apple Orange Banana Grape Pear	_____

Step 3

Give your paper to a classmate. Try to guess the names of each other's clusters.

7. Cluster Cards

Step 1

Write four different cluster names on a sheet of paper. List five things that would fit into each cluster. Don't let anyone see your paper.

Step 2

Make 20 cards out of notebook paper or use index cards.

To make cards from notebook paper: Fold the paper in half from side to side. Then fold the paper in half from top to bottom. Tear along the fold lines to make your cards. This will give you four cards for one sheet of paper. Repeat the process until you have 20 cards. (You'll use five sheets of paper.)

Step 3

Write one thing from each of your clusters on each card. When you are done, each card should have a different name on it.

Step 4

Mix up all your cards. Give them to a classmate. Have your classmate try to arrange the cards into your four clusters. (Don't tell your classmate what your clusters are.) If your classmate arranges the cards correctly, she or he can try to guess the name of each cluster.

Share:

- What is a cluster?
- Are there different ways to cluster things?
- Why would we cluster things together?

Process:

- How could you find other careers you might be interested in, using career clusters?
- How could learning about career clusters help you understand different careers?

Generalize and Apply:

- Who do you know who has a career in an area you learned about today?
- What questions could you ask them to learn more about what they do?
- What could you do now to help you prepare for a career in one of the clusters you thought sounded interesting?

Discovering Clusters

Clustering means to sort or group objects and things together. The items in each row are alike in some way. Give a cluster name to each cluster below. Make up your own cluster groups to share with the group.

Things in the Cluster				Cluster Name
1. Arm	Leg	Neck	Foot	
2. Hammer	Wrench	Pliers	Screwdriver	
3. Heels	Pumps	Boots	Sandals	
4. Atlantic	Pacific	Arctic	Indian	
5. Texas	Oklahoma	Utah	Delaware	
6. Pear	Banana	Grapes	Apple	
7. Shark	Tuna	Marlin	Trout	
8. Rose	Pansy	Tulip	Carnation	
9. Mittens	Ear Muffs	Hat	Gloves	
10. Skis	Poles	Snowboard	Boots	
11. Colored	Solder	Copper Foil	Glass Grinder	
12. Saturn	Jupiter	Mars	Venus	
13. Pottery	Sculpture	Oil Painting	Knitting	
14. Columbus	Cook	Coronado	Cortez	
15. Opal	Amber	Garnet	Topaz	
16. Trumpet	Tuba	French Horn	Trombone	
17. Fibula	Femur	Humerus	Tibia	
18. Trapezoid	Square	Circle	Triangle	
19.				
20.				

Career Cluster Definitions



Agriculture, Food and Natural Resources

The jobs in this cluster are concerned with bringing food and fiber products to the consumer, including production, processing, research, conservation, and government regulation. Occupational examples include Food Scientist, Rancher, and Geologist.



Architecture and Construction

The jobs in this cluster help design, plan, build, and fix things. Occupational examples include Interior Designer, Bulldozer Operator, and Electrician.



Arts, A/V Technology and Communications

The jobs in this cluster help make, create, and/or communicate ideas and thoughts through performing arts, design, or journalism. Occupational examples include Actor/Actress, Sportscaster, and Florist.



Business, Management and Administration

The jobs in this cluster help plan, organize, and evaluate businesses and industries. Occupational examples include Accountant, Company President (CEO), and Court Reporter.



Finance

The jobs in this cluster provide financial and investment planning, banking, and insurance services. Occupational examples include Revenue Agent (IRS), Auditor, and Loan Officer.



Government and Public Administration

The jobs in this cluster help perform government functions at the local, state, and federal levels. Occupational examples include Senator, Postal Clerk, and Election Supervisor.



Health Science

The jobs in this cluster help people with their physical and mental concerns. Occupational examples include Dental Assistant, Doctor, and Pharmacist.



Hospitality and Tourism

The jobs in this cluster provide services for others through travel planning, hospitality services in hotels, restaurants, and recreation. Occupational examples include Event Planner, Executive Chef, and Recreation Director.



Education and Training

The jobs in this cluster help people learn about themselves and the world around

them. Occupational examples include Training Specialist, Media Specialist, and Teacher.



Information Technology

The jobs in this cluster help design, develop, support, and manage

hardware, software, and multimedia systems. Occupational examples include Computer Programmer, Web Designer, and Animator.



Law, Public Safety, Corrections and Security

The jobs in this cluster provide legal and protective services for people and property.

Occupational examples include FBI Agent, Judge, and Rescue Worker.



Manufacturing

The jobs in this cluster help with changing raw material into useful products, services, and/or repair of machines or products.

Occupational examples include Engineering Technician, Welder, and Design Engineer.



Human Services

The jobs in this cluster help family and individuals through counseling and related

services. Occupational examples include Childcare Worker, Social Worker, and Funeral Director.



Science, Technology, Engineering and Mathematics

The jobs in this cluster discover new ways to solve problems, provide

scientific research, and technical support. Occupational examples include Aerospace Engineer, Oceanographer, and Laser Technician.



Transportation, Distribution and Logistics

The jobs in this cluster help move people and/or things by road, pipeline, air, railroad, and/or

water. Occupational examples include Motorcycle Mechanic, Air Traffic Controller, and Railroad Engineer.



Marketing, Sales and Service

The jobs in this cluster deal with selling or marketing products (goods)

and services (something that is done). Occupational examples include Sales Engineer, Retail Salespersons, and Advertising Managers.

Career Cluster Survey

Directions: Place a check in the space next to the items that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of checks in each box. Look to see what box has the highest number. Find the corresponding cluster on the pages immediately following this survey to see which cluster you may want to explore further.

Activities that describe what I like to do: <input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	Personal qualities that describe me: <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	Total number checked in box #1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	---	--	--

Activities that describe what I like to do: <input type="checkbox"/> Read and follow blueprints and/or instructions. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	Personal qualities that describe me: <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to details <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical <input type="checkbox"/> Trades/Heat, Air Conditioning and Refrigeration/ <input type="checkbox"/> Technology <input type="checkbox"/> Education	Total number checked in box #2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--	--	---	--

Activities that describe what I like to do: <input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	Personal qualities that describe me: <input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	School subjects I like: <input type="checkbox"/> Art/Graphic design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual <input type="checkbox"/> Technologies	Total number checked in box #3 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	---	---	--

Activities that describe what I like to do: <input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	Personal qualities that describe me: <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	School subjects I like: <input type="checkbox"/> Computer Applications/Business and Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Economics	Total number checked in box #4 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	---	--	--

Activities that describe what I like to do: <input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	Personal qualities that describe me: <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	Total number checked in box #5 <input type="text"/>
--	--	---	---

Activities that describe what I like to do: <input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a framework of rules by which to operate. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	Personal qualities that describe me: <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	School subjects I like: <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	Total number checked in box #6 <input type="text"/>
---	--	--	---

Activities that describe what I like to do: <input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	Personal qualities that describe me: <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	School subjects I like: <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	Total number checked in box #7 <input type="text"/>
---	--	---	---

Activities that describe what I like to do: <input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	School subjects I like: <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts	Total number checked in box #8 <input type="text"/>
---	---	---	---

Activities that describe what I like to do: <input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	Personal qualities that describe me: <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	School subjects I like: <input type="checkbox"/> Language <input type="checkbox"/> Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	Total number checked in box #9 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--	--	--	--

Activities that describe what I like to do: <input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Participate in community services and/or volunteering. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	Personal qualities that describe me: <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition and logic <input type="checkbox"/> Non-judgmental	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	Total number checked in box #10 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	--	---	---

Activities that describe what I like to do: <input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	Personal qualities that describe me: <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> Sees details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	Total number checked in box #11 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	--	--	---

Activities that describe what I like to do: <input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	Personal qualities that describe me: <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	Total number checked in box #12 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	---	--	---

Activities that describe what I like to do: <input type="checkbox"/> Work with my hands and learn best that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce tangible results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment/machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	School subjects I like: <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts	Total number checked in box #13 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--	--	---	---

Activities that describe what I like to do: <input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money	Personal qualities that describe me: <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	Total number checked in box #14 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	---	--	---

Activities that describe what I like to do: <input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and help things be precise.	Personal qualities that describe me: <input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Drafting/Computer-aided drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Technical classes/Technology Education	Total number checked in box #15 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--	--	---	---

Activities that describe what I like to do: <input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things one place to another.	Personal qualities that describe me: <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	Total number checked in box #16 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
---	--	---	---

Disclaimer: Your interests may change over time. These survey results are intended to help you within formal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

The Sixteen Career Clusters

1 Agriculture, Food, & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
2 Architecture & Construction	Careers in designing, planning, managing, building, and maintaining the built environment
3 Arts, A/V, & Communication	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
4 Business, Management, & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
5 Education & Training	Planning, managing, and providing education and training services, and related learning support services.
6 Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
7 Government & Public Administration	Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.
8 Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
9 Hospitality & Tourism	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.
10 Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
11 Information Technology	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
12 Law, Public Safety, Corrections, & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13 Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14 Marketing, Sales, & Service	Planning, managing, and performing marketing activities to reach organizational objectives
15 Science, Technology, Engineering, & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16 Transportation, Distribution, & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

My top three clusters of interest are:

1. _____
2. _____
3. _____

Brainstorming Career Options

Objectives: Brainstorm, discuss and learn about various careers that family members, aunts, uncles and family friends currently hold, include career options that you are interested in.

Life Skills Learned: What careers do the people I know currently hold? What type of education might be required in order to achieve various careers.

National Education Standards: NDE 6.1; C:A1.1, C:B1.1, C:B2.4

Time Needed: ~ 60 minutes

Materials Needed:

- Poster paper – sticky note type is easiest or larger sheets of construction paper
- Markers. Pen or pencil
- Career Scattergories Game form – one per small group of 3-4

Experience the Activity:

Step 1 In your group you will brainstorm a list of careers that either your family members or your family friends currently hold. You might also include career options that are of interest to you.

Step 2 Create a list of careers that family members, aunts, uncles or your family friends currently hold. Also include careers that you are interested in. For example my dad is in sales, my mom is a teacher, my neighbor is a lawyer and I want to be a pilot.

If completing as a large group have each student record one or more of the careers on a piece of poster paper. If the group is 15 or more, divide the larger group into smaller groups of 3-4 students. Provide a piece of poster paper and markers for each group; make sure each student is providing careers.

Step 3 Example:

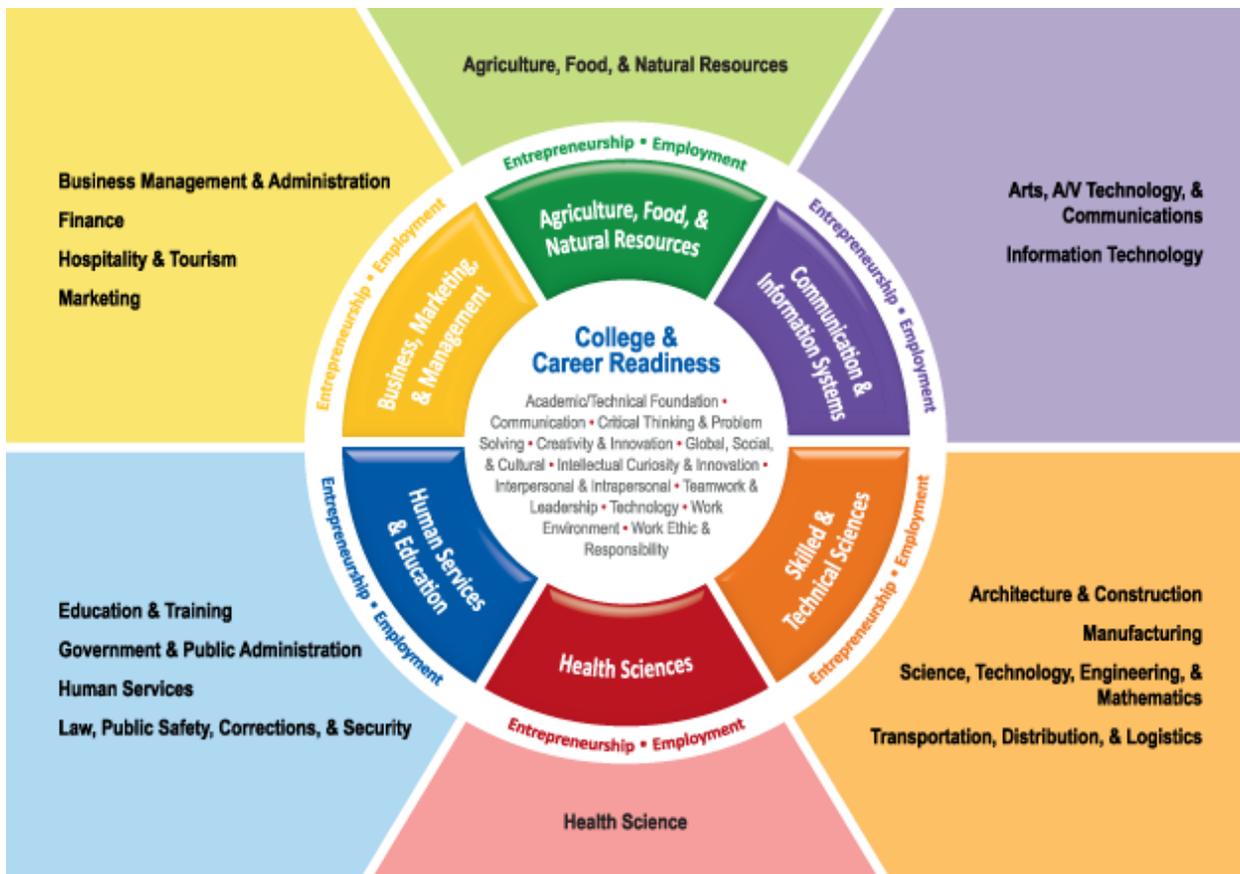
Salesperson	Lawyer	Pilot	Fireman
Teacher	Bricklayer	Store Manager	Doctor
Park Ranger	Programmer	Architect	Nurse

Step 4 Career Scattergories Game

Using the Nebraska Career Education Model and the six Career Clusters (<http://www.nebraskacareerconnections.org/careerClusters.htm>)

- Business, Marketing & Management
- Agriculture, Food, & Natural Resources
- Communication & Information Systems
- Skilled & Technical Sciences
- Health Sciences
- Human Services & Education

In small groups of 3-4 have students come up with one or two examples of a career in each of the categories (use the form at the back of this lesson). You can do this like Scattergories (for scoring). Each group says their term(s) and if no other group has it they get a point.



Step 4 Connecting to the local colleges & universities:

Future develop the lists created in Steps 1-3 by visiting the UNL website (unl.edu). Go the section titled Colleges and Departments where you will find several pages that list careers you could study at UNL. On the lists that you have already developed add the area of study that you think best fits the career. If no college or a different type of education or training might be

required include that too or if you don't know add a question mark! Or use one of these two UNL options:

- <http://admissions.unl.edu/discover/majors.aspx>
- <http://www.unl.edu/careers/careerguide>

Share: Review the education additions with your group/classmates. On the items with question marks see what others think.

Process: Were there any careers listed today that sound exciting to you? Why might it be important to start thinking about a potential career now?

Generalize and Apply:

Step 6

Reflection: Were there any careers amongst those listed that sound interesting to you? If so, which one and why?

Step 7

Family Discussion: Share with your family a career or two that sounds interesting to you and ask them if they can picture you in that career!

Career Scattergories Game Sheets

Provide each group with one of these game forms and a pen or pencil.

Business, Marketing & Management	Agriculture, Food & Natural Resources	Communication & Information Systems
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
Skilled & Technical Sciences	Health Sciences	Health Services & Education
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

Business, Marketing & Management	Agriculture, Food & Natural Resources	Communication & Information Systems
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
Skilled & Technical Sciences	Health Sciences	Health Services & Education
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

“Don’t Say It” Career Game

Objectives: Students will identify careers based on the tasks performed by people in those careers. Students will describe how their interests relate to a variety of careers.

Life Skills Learned: What are some of the careers available and what do these careers entail?

National Education Standards: NDE 6.1; C:A1.1

Time Needed: ~ 60 minutes

Materials Needed:

- “Don’t Say It” Game Cards – one set per group cut apart and placed in an envelope
- “Don’t Say It” Game Rules – one set per team/2 per group
- One-minute timers for each group or a clock with a second hand

Experience the Activity:

Step 1 – Introduce the game. Divide your students into groups of six (or more). Within each group divide the students into two teams – A & B. Distribute one copy of the Game Rules to each team, and one set of the Game Cards to each group, review them together. Provide each group with a one-minute timer or keep time on a clock with a second hand. You might want to ask one group to play a sample round as a demonstration. *(5-10 minutes)*

Step 2 – Play “Don’t Say It” Game - Let the fun begin! See how students do at guessing the various careers. If there are careers they have difficulty guessing – or have never heard of before – you might want to start a list for future career exploration. Remind students how they can learn more about careers. For instance, they can search for career information at the Federal Bureau of Labor Statistics, “What Do You Like” web site at www.bls.gov/k12 for more information. *(15-20 minutes)*

Step 3 Team A begins. One player from Team A should be the first Clue-giver. The Clue-giver sits facing his or her teammates, so that the teammates cannot see the Clue-giver’s card. Team B players can stand behind the Clue-giver so that they can see the card.

Step 4 The Clue-giver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Clue-giver is trying to get the teammates to name. The three words below the Guess word are the “Don’t Say It” words that the Clue-giver CANNOT use when giving clues.

As soon as a card is drawn, the timer is started. The Clue-giver shouts out clues and his or her teammates shout out the names of possible careers based on those clues. Remember, the Clue-giver CANNOT use the “Don’t Say It” words and cannot say the Guess word in any way!

The Clue-giver can use words or sentences for clues. However, no gestures, sound effects, noises, “sounds like,” “rhymes with,” or initials are allowed.

Step 5 Take 1 minute for each round. If the team guesses the career before the end of the round, the Clue-giver should draw a new card and keep going.

Add 1 point to the team’s score for each career correctly guessed.

At the end of 1 minute, switch teams: a player from Team B becomes Clue-giver, draws a card, and begins.

Share Ask students if they learned anything new about a career while playing the game. What did they learn? How can they learn more? Remind them that they can check the federal Bureau of Labor Statistics’ for more info. *(5-10 minutes)*

Process: What could you do now as an adolescent to help lead you towards one of the careers that interests you? Is there a strength you have that might further develop to help you achieve your career goals? What weaknesses might you need to work on and push yourself to strengthen? *(5-10 minutes)*

Generalize and Apply:

Step 6

Reflection: What careers in the game sound interesting to you? Or, on the other hand, what careers in the game would not like to have, why or why not?

Step 7

Family Discussion: When you get home talk with your family members about a few careers that sound interesting to you. Also ask them how they decided on the career they have? Ask about the education required for their career as well as the training, and how long did it take?

Adapted from: [Sparking the Future](#) is from the Washington State Office of the Superintendent of Public Instruction

Connecting to the local colleges & universities: Go to this website:

<http://www.unl.edu/careers/explore> and do some exploring! Go to Career Guide to UNL Majors and search by Interest Area two of the careers in the game to find out more info: What can you do with that career? What positions have recent grads with that degree have been hired into?

GAME RULES

(Provide two per group, one per team)

Guess the mystery career based on a set of clues?

PREPARING TO PLAY

Assign all players into groups of six (or more). Make sure each group has a pack of cards and a timer (or access to a clock with a second hand).

Break each group into two teams: Team A and Team B.

Team A begins. One player from Team A should be the first Clue-giver. The Clue-giver sits facing his or her teammates, so that the teammates cannot see the Clue-giver's card. Team B players can stand behind the Clue-giver so that they can see the card.

PLAYING A ROUND

The Clue-giver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Clue-giver is trying to get the teammates to name. The three words below the Guess word are the "Don't Say It" words that the Clue-giver CANNOT use when giving clues.

As soon as a card is drawn, the timer is started. The Clue-giver shouts out clues and his or her teammates shout out the names of possible careers based on those clues. Remember, the Clue-giver CANNOT use the "Don't Say It" words and cannot say the Guess word in any way!

The Clue-giver can use words or sentences for clues. However, no gestures, sound effects, noises, "sounds like," "rhymes with," or initials are allowed.

SCORING POINTS

Take 1 minute for each round. If the team guesses the career before the end of the round, the Clue-giver should draw a new card and keep going.

Add 1 point to the team's score for each career correctly guessed.

At the end of 1 minute, switch teams: a player from Team B becomes Clue-giver, draws a card, and begins.

Optional:

Use the page of blank boxes to add some additional careers; a great site for this is *onet.org*, where you may sort and search by industry, career cluster, keyword, job outlook and more! If there are some careers that are popular or common to your area you might just want to add them.

<p>ELECTRICIAN</p> <p>Current Wiring Transmitter</p> <p>Installs and repairs electrical systems in houses and other buildings.</p>	<p>PHOTOJOURNALIST (PHOTOGRAPHER)</p> <p>Picture Camera Story</p> <p>Photographs newsworthy people and places for newspapers, TV, blogs...</p>	<p>EMERGENCY MEDICAL TECHNICIAN (EMT) (PARAMEDIC)</p> <p>Ambulance Patients Paramedics</p> <p>Gives immediate care and transports sick or injured.</p>
<p>BARBER & HAIR STYLIST</p> <p>Hair Cut Clippers</p> <p>Cuts and styles people's hair.</p>	<p>SUBSTANCE ABUSE COUNSELOR</p> <p>Drugs Alcohol Group</p> <p>Helps people deal with addiction and substance abuse.</p>	<p>PHYSICAL THERAPIST</p> <p>Exercise Stretching Develop</p> <p>Treats injury or dysfunction with exercises and other physical treatments of the disorder</p>
<p>HOTEL MANAGER</p> <p>Motel Rooms Lodging</p> <p>A manager of a hotel is responsible for maintaining the entire business.</p>	<p>PLUMBER</p> <p>Pipes Water Sink</p> <p>Installs and repairs water, sewer, and gas lines in homes & buildings.</p>	<p>BUILDING INSPECTOR</p> <p>Job sites Examines Construction</p> <p>Examines the construction, alteration, or repair of buildings.</p>
<p>DENTAL HYGIENIST</p> <p>Teeth X-Ray Instruments</p> <p>Performs a variety of patient care and laboratory duties with dentists.</p>	<p>MUSICIAN</p> <p>Instrument Professional Band</p> <p>May play musical instruments, sing, compose, arrange, or conduct.</p>	<p>PHARMACIST</p> <p>Medication Prescriptions Pills</p> <p>A person who is professionally qualified to prepare and dispense medicinal drugs.</p>
<p>METEOROLOGIST</p> <p>Weather TV News</p> <p>Forecasts the weather on TV, radio, or Internet.</p>	<p>DENTIST</p> <p>Teeth Drill Cavities</p> <p>Treats diseases and conditions affecting the teeth and gums.</p>	<p>X-RAY TECHNICIAN</p> <p>Film Pictures Body</p> <p>A person who takes x-rays for doctors.</p>
<p>COACH</p> <p>Athletics Sports Team</p> <p>A teacher/leader of a specific team sport or individual athlete.</p>	<p>BRICKLAYER</p> <p>Masonry Mortar Fireplace</p>	<p>COMPUTER PROGRAMMER</p> <p>Program Software Function</p>

	Builds walls, floors, fireplaces, and structures with brick, concrete, and other materials.	Writes, tests, and maintains software for computers or other devices.
--	---	---

<p>FLORIST</p> <p>Flowers Bouquet Arrangement</p> <p>Cuts and arranges live or dried flowers for customers.</p>	<p>VETERINARIAN</p> <p>Pets Shots Treatment</p> <p>Treats diseased or insured animals.</p>	<p>PROBATION OFFICER</p> <p>Arrest Offenders Jail</p> <p>Police officer who is responsible for people released from jail.</p>
<p>INTERPRETER/TRANSLATOR</p> <p>Language Explain Decode</p> <p>A person who interprets, esp. one who translates speech orally.</p>	<p>FISH & GAME WARDEN</p> <p>Badge Animals License</p> <p>Protects and controls the safety of the natural habitat.</p>	<p>JEWELER</p> <p>Stones Ring Necklace</p> <p>Designs, makes, and repairs rings, necklaces, and other jewelry.</p>
<p>FUNERAL DIRECTOR</p> <p>Mortician Death Enbalming</p> <p>Plans memorial services and burial arrangements with the family.</p>	<p>ATHLETIC TRAINER</p> <p>Workout Equipment Sweat</p> <p>Provides athletes or teams with conditioning and therapy.</p>	<p>CHEF</p> <p>Kitchen Stove Baking</p> <p>Responsible for preparing meals.</p>
<p>LOAN OFFICER</p> <p>Bank Finance Credit</p> <p>A trained professional who arranges for mortgages, car loans, and other financing.</p>	<p>AIR TRAFFIC CONTROLLER</p> <p>Planes Tower Runway</p> <p>A person responsible for directing traffic in the sky.</p>	<p>CONTRACTOR</p> <p>Building Blue prints Boss</p> <p>A licensed professional who directs building or remodeling jobs.</p>
<p>GRAPHIC ARTIST</p> <p>Media Design Freelance</p> <p>Uses print, electronic, and film media to create art.</p>	<p>PARALEGAL</p> <p>Lawyer Documents Research</p> <p>Performs many of the same tasks as lawyer except those considered the practice of law.</p>	<p>ACCOUNTANT</p> <p>Money Taxes Bills</p> <p>A person responsible for keeping and inspecting financial records.</p>
<p>TEACHER</p> <p>Students Lessons Planning</p> <p>Teaches something; especially a person whose job is to teach students about certain subjects.</p>	<p>EVENT PLANNER</p> <p>Social Event Party Coordinator</p> <p>Someone who plans social events as a profession (usually for government or corporate officials)</p>	<p>AUTOMOBILE MECHANIC</p> <p>Tools Cars Instruments</p> <p>Maintains, repairs, and inspects vehicles.</p>

Getting to Know the Lingo

Objectives: Students will have a better understanding of the some of the common academic language/vocabulary used within the college environment.

Life Skills Learned: Learn some common vocabulary used in the college environment.

National Education Standards: C:A1.4, C:A2.1, C:C2.3

Time Needed: ~ 45 minutes

Materials Needed:

- (8) 4x6 index cards per pair (or more if you have time for additional vocabulary words) or copy the page of word cards at the end of this lesson on card stock
- Colored Pencils
- Large piece of construction paper
- Glue/glue sticks

Experience the Activity:

Step 1 Open the lesson with a discussion about unknown words. What do you do when you don't know what a word means?

- You ask someone.
- You look it up.
- You use Context Clues – what are they? Hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or in the sentence directly before or after.

Step 2 A head of time create sentences containing the target vocabulary words, using only one vocabulary word per sentence. You might use these:

Admissions	Contact the admissions office for help when you want to enroll in your local college or university.
College	I will attend college and study to be a fireman.
University	She wants to go to the university and study at the college of business administration.
Prerequisites	He will have to have all the prerequisites in order to sign up for calculus class.
Degree	I want to obtain a degree in elementary education.
Financial Aid	I will need to apply for some financial aid in order to be able

	to afford to go to college.
SAT	In order to get into the university I have to score a 1500 or higher on my SAT.
ACT	I will not be able to get into the school I want unless I get at least a 20 on the ACT.

Additional words that you might use:

Bachelors	After four years of study Mason will earn a bachelors degree in accounting.
Major	Dee has decided to major in construction engineering in college.
Minor	Dee has added a minor in business to his area of study.
Scholarship	After applying for twelve scholarships he received two in the amount of \$500.00 each.
Undergraduate	When I start college fresh out of high school I will be considered an undergraduate at the university.
Masters	After I get by degree in family sciences and want to get a masters in social work.
Doctorate	It will take me at least 8 years of college work to get my doctorate in education.
Professional	Jenny plans continuing her higher education and getting a professional degree in law.
Associates	I am attending the community college to earn an associates degree in criminal justice.
Certificate	Manny will earn her certificate in less than one year after successfully completing her classes.

Step 3 Review the list of vocabulary to be taught: (could add more)

- Admissions
- Degree
- University
- Financial Aid
- College
- SAT
- Prerequisites
- ACT

Have the students work in pairs to find the context clues in the sentences that give the vocabulary words meaning.

Each pair of students needs to then identify which type of context clues were used in their sentences and share out.

Each pair then needs to determine, based on the context clues, what the definition of the word is.

Step 4 Give each pair (8 or more) 4x6 index cards. They need to build a vocabulary word wall. They will create a word card that will include the word, the sentence (the one given them), the definition (the one they created) card, a picture, a synonym or two and an antonym or two on the

card. They can decorate their cards in college colors for the wall. Glue all the cards on the large piece of construction paper.

Share: Have each pair share their word/vocab wall. If students have additional synonyms or antonyms they may add them to their cards.

Process: Discuss the standardized tests that your students have been required to take in school (Iowa Basic Skills (ITBS), NeSA, DCA's (district common assessments)) and why it is important to do well on these tests? Explain that these required tests are similar in importance to both the ACT and the SAT; also discuss who takes the ACT and SAT, when and why?

ACT: The ACT college readiness assessment is a curriculum and standards based test used as an educational and career planning tool that assesses students' academic readiness for college.

SAT: The SAT is the most widely used standardized test for college admissions. The exam is created and administered by CollegeBoard. It covers three subject areas: critical reading, mathematics and writing. Students have 3 hours and 45 minutes to complete the exam. Each section is worth 800 points, so the highest possible score is 2400. The exam is offered seven times a year: January, March, May June, October, November and December. The SAT is designed to measure critical thinking and problem solving skills that are essential for success in college.

Also discuss these two additional terms that are more than likely words your students are not familiar with:

Prerequisites: Prerequisites are classes that must be taken (are required) and passed before you are allowed to sign-up and take other specific classes. For example you must take and pass with a grade of C+ or higher a level one Calculus Class before you may enroll and take a level two Calculus class. Another example is French Class, unless you already speak French you need to start with (and pass) French one before you take French two.

Financial Aid: Financial Aid is money that students and their parents or guardians might try to qualify for and receive in order to help them cover the costs of higher education. It is paid in a variety of ways including grants, scholarships, loans or even paid employment offered to a student to help them meet their college expenses.

Generalize and Apply:

Step 5

Reflection: What is the difference between a college and a university? When might you take the ACT or the SAT?

Step 6

Family Discussion: Ask your parents or other adults you know that either currently or previously attended college whether they took the ACT or the SAT and if they remember their score.

Connecting to the local colleges & Universities: Connect online to some local colleges and universities and see which entrance exam they require and minimum score required for acceptance into their institution.

Example of a Word Card

University

Sentence: She wants to go to the university and study at the college of business administration.

Definition: A school for instruction of students in many different areas of advanced study, it is made up of a variety of colleges.

Synonyms: college, school, institution of higher education

Antonyms: elementary



Setting S.M.A.R.T. Goals

"The ultimate reason for setting goals is to entice you to become the person it takes to achieve them." -- Jim Rohn

This is your life. Don't settle for anything less than you deserve. You can have whatever you want, so don't be afraid to dream, even if you're not sure right now on how you'd achieve any of those goals.

Objectives: Learn the importance of setting goals and how to achievement them by creating SMART goals.

Life Skills Learned: The ability to set goals, and create an action plan for achievement.

National Education Standards: C:A1.6, C:A1.7, C:A2.9, C:B1.2, C:B2.1, C:C1.2, C:C1.3

Time Needed: ~ 60 minutes

Materials Needed:

- Scissors
- Scrapbook or Construction paper
- Glue or glue sticks
- Magazines
- Pen or pencil

Experience the Activity:

Step 1 Grab those scissors and get busy cutting

Grab some scrapbook paper, old magazines, scissors and some glue. You're going to do some good old-fashioned magazine cutting and create an awesome vision board (collage). Do you want to live in that house? No cut it out. Do you want to marry someone who looks like that? No, problem cut them out. Do you want to travel to an island like that? No problem cut it out. You get the idea right? Don't be afraid to cut pictures.

Divide your poster into four quadrants and label them short term, long term, career or school, and sports/activities now stick those pictures on your paper and voila, you have your vision board (collage)! Spend a few minutes imaging how your life would be if that vision was a reality. Does it make you feel excited? If not, then rip out some pictures and find some better ones!

Step 2 The following are components of an effective goal. The SMART acronym can help us remember these components.

Specific	The goal should identify a specific action or event that will take place. Be very clear about what you want.
Measurable	The goal and its benefits should be quantifiable; you need to be able to track your goal.
Action	What small actions must you take to achieve this goal? (or Achievable : The goal should be attainable given available resources.)
Realistic	The goal should require you to stretch some, but allow the likelihood of success. Is it doable?
Timely	The goal should state the time period in which it will be accomplished.

Here are some tips that can help you set effective goals:

1. Develop several goals. A list of five to seven items gives you several things to work on over a period of time. Some examples:

- Get up when alarm goes off
- Make my bed right when I get out of bed
- Eat a healthy breakfast everyday
- Drink my milk at lunch everyday
- No more than 45 minutes of video games per day
- Get at least 1 hour of physical activity everyday
- Meet three new friends at school this quarter

2. State goals as declarations of intention, not items on a wish list. "I want to get up when my alarm goes off everyday" lacks power. "I will get up when my alarm goes off everyday," is intentional and powerful.

3. Attach a date to each goal. State what you intend to accomplish and by when. A good list should include some short-term and some long-term goals. You may want a few goals for the year, and some for two or three-month intervals.

4. Be specific. " Find a physical activity I like to do" is too general; "try at least three new new physical activities before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.

5. Share your goals with someone who cares if you reach them. Sharing your intentions with your parents, your best friend, or your teacher/leader will help ensure success.

6. Write down your goals and put them where you will see them. The more often you read your list, the more results you get.

7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.

Step 3 Goal Setting Practice

My School (Academic) Smart Goal

Goal (**S**pecific, **M**easureable, and **R**ealistic):

Are there any obstacles I may need to overcome to help me achieve my goal and how will I overcome them? (**R**ealistic)

What short term **A**ctions should I take in the next year to help me achieve my goal?

What long term **A**ctions should I take to help me achieve my goal?

I would like to achieve this goal by the time I am: (**T**imely)

My Health & Wellness Smart Goal

Goal (**S**pecific, **M**easureable, and **R**ealistic):

Are there any obstacles I may need to overcome to help me achieve my goal and how will I overcome them? (**R**ealistic)

What short term **A**ctions should I take in the next year to help me achieve my goal?

What long term **A**ctions should I take to help me achieve my goal?

I would like to achieve this goal by the time I am: (**T**imely)

Step 4 – Supplemental Activity – visit the website <http://www.goalsontrack.com/> and do some online goal setting.

Share:

- Share your poster with your group/classmates and talk about your dreams and desires.
- Share one or both of your goals with a partner, help encourage each other.

Process:

- Why is important to set goals?
- Why might you share your goals with your friends and family?

Generalize and Apply:

Step 5

Reflection: After setting some goals what are you excited about now?
Remember to revisit your goals often and adjust as needed!!

Step 7

Family Discussion: When you get home talk with your family about some of your dreams and desires and share the goals you set for yourself today. Also ask them if they have some goals for themselves? What they are doing to achieve these goals? What about goals or dreams they once had but did not achieve or least have not achieved so far, what went wrong? Or better yet what can you do to help them achieve their goals? Explain what a SMART goal is and how it could help!

Connecting to the local colleges & universities:

Go to the UNL website and find an area of study that fits into your goal aspirations. How many years of college will it take for you to achieve this goal? Can you achieve it all at UNL or within the state?

Making Choices

Objectives:

Youth Will:

Understand the cost of choices they make

Strategize ways to save money to pay for college

National Career Development Guidelines

Use a process of decision-making as one component of career development (CM2)

Materials/Supplies

"Making Choices" worksheet, pen/pencil

Experience the Activity:

Step 1

Divide into groups of 3 or 4. Then, distribute the Making Choices 1 worksheet.

Step 2

Have the youth work the word problems and answer the worksheet questions.

Step 3

Processing:

- As a group ask the groups to share their answers. Discuss with students the importance of budgeting and saving money for future purchases.
- Ask the students to discuss when they have had to *save* money for a period of time in order to purchase something they wanted.
- Ask the students if they were successful in saving enough to buy the item. If they were not, discuss why they *gave* up and spent the money on something less than they wanted. Discuss the level of satisfaction the student had with the substitute item.

Step 4

Ask the youth if there are things they want which are bigger and may take more time to save for?

Explain one thing which you may want to save for is a college education. There are lot of resources which can help you pay for college one thing you can do on your own is to start saving now. Using

the skills you just practiced in the last set of choices lets think about how Diane and Dan could save money to help pay for college.

Hand out Making Choices 2 worksheet.

Step 5

Share / Process:

Have each team present their solutions to the problem. What are the creative ways Diane and Dan could save money for college? Beyond money what else were Diane and Dan gaining by working?

Generalize and Apply:

Discuss with the students the feeling of pride and self-discipline required to *save* money for a long period of time without giving in to a desire to spend the money before *they* reach their goals. Have each youth write two ideas they might have that would help them reach the goal of attending college. Who could they ask to help them with these goals?

Making Choices 1

Name: _____

Instructions: The following stories describe two strategies used by teenagers who each wanted to achieve the same short-term goal—to purchase "Run Fast, Jump High" sneakers at the end of the summer. Be prepared to write down ways both Dan and Diane saved their money.

Diane, age 13, wants to purchase "Run Fast, Jump High" sneakers for \$100. Her parents tell her she must look for a summer job and save her money for her sneakers. She decides to baby-sit for some neighbors. She charges \$5 dollars per hour and usually has 12 hours of work per week. She's decided to save half of what she earns and spend the rest on movies, clothes, and snacks. Will she have enough at the end of five weeks to buy her sneakers? Why or why not?

Dan, age 14, also wants to purchase "Run Fast, Jump High" sneakers for \$100. He decides to wash cars in the neighborhood during the summer. He has five steady customers who want him to wash their cars every week for eight weeks. He charges seven dollars per car. He's decided to spend his first two weeks' salary on movies, candy, and bowling with his friends. He tries to save half of his earnings for the rest of the weeks but only saves ten dollars each week. Will he have enough to buy his sneakers? Why or why not?

Making Choices 2

Name: _____

Instructions: The following stories describe two strategies used by teenagers who each wanted to achieve the same long-term goal—to save money to help pay for college when they graduate from high school. Be prepared to write down ways both Dan and Diane saved their money.

Diane, age 14, loves to create new things to eat. She wants go to college to study Culinology and one day get paid to create new food products. Last summer Diane worked as a baby-sitter and made some money. She thinks she could save more if she had a plan. She decides to continue to baby-sit for some neighbors on the weekends and evenings. She will charge \$8 dollars per hour and should have 10 hours of work per week. Diane also gets \$20 a week for doing chores at home. Diane want to spend less and save more. She usually buys something to drink after school (\$1.50) and a snack (\$2.50) every day. On the weekends she usually goes to at least one movie (\$12). How much could Diane make in a month? What are her expenses? What could Diane do differently? Create a plan where Diane could save more for college.

Dan, age 15, also wants to save money for college. He likes plants so he got a job at the local greenhouse. Dan will get paid \$9 dollars an hour and plans to work 15 hours a week. Dan really likes video games and buys about two a month (\$35 each). He spends about half of his earnings each week on movies, candy, and bowling with his friends. If he saves the rest for college how much will he have in a year? What could Dan do if he wanted to save more?

University Scavenger Hunt

Objectives: Use research skills to answer questions regarding your local state university – UNL. Students will use technology to navigate through UNL’s website and locate answers to the scavenger hunt.

Life Skills Learned: Students will learn facts about UNL, details about specific majors, and through the act of research foster new inquiries about college.

National Education Standards: NDE 5.1. 6.1; C:B1.6, C:B2.1

Time Needed: ~45 minutes

Materials Needed:

- Computers w/Internet
- Pencils
- Copy of the Scavenger Hunt

Experience the Activity:

Step 1 Utilize the Internet to research information about a local state college or university in order to complete a University Scavenger Hunt

Ease of Teaching Tips: Students may want to work in pairs to complete this Scavenger Hunt.

Step 2 Log in to the website of the University of Nebraska-Lincoln (unl.edu) or another local university and explore the site searching for the answers to the Scavenger Hunt.

Step 3 Record your answers on the Scavenger Hunt handout. One is specific to UNL the other is generic.

Step 4 Complete the hunt by drawing an illustration of you in college!

Step 5 Take a few minutes to locate an area of interest to you a list three possible subjects you might major in.

Share – Share your picture with your computer partner and share your answers to question number 4.

Process: Why is it important to know how to navigate around a website that you might use frequently?

Generalize and Apply:

Step 6

Reflection: What new piece of information did you learn about UNL or the college or university you “hunted”?

Step 7

Family Discussion: Talk with your family members about the scavenger hunt you took today and share with them what you learned.

University of Nebraska – Lincoln Scavenger Hunt

You and your partner(s) must navigate UNL's webpage and complete each question.

It's time to research a little about your local state University.

1. Visit UNL's webpage at www.unl.edu

2. Who or what is the school mascot and name?

a. _____

3. Who is the school Chancellor?

a. _____

4. Name 3 colleges within the UNL system?

a. _____

b. _____

c. _____

5. Business is a popular college at UNL. Find Undergraduate Programs in Business. What are the 5 areas of focus for students in the Bachelor of Science in Business Administration?

a. _____

b. _____

c. _____

d. _____

e. _____

6. What is UNL's address?

a. _____

7. What are 3 unique athletic team sports played at UNL? (Unique – not football, volleyball, or track and field)

a. _____

b. _____

c. _____

8. Who is the Head Coach for the Women's Swim team?

a. _____

9. Find out more about UNL and their Extension Program, which is funded through a Land Grant, what does that mean?

10. How do you become a Husker? What classes do you have to take in high school in order to become a Husker?

10. Will you attend college someday? If so, where and what will you study?

10. Illustrate Yourself in College



University Scavenger Hunt

You and your partner(s) must navigate a local college or universities webpage and complete each question.

It's time to research a little about one of your local state Colleges or Universities.

1. Visit the webpage, record the URL here: _____
2. Who or what is the school mascot and name?
 - a. _____
3. Who is the school Chancellor/President/Leader?
 - a. _____
4. Find an area of study that interests you. What are 5 areas of focus for students with that major? Circle the one that you would choose.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
5. Now dig a little deeper and find the name of someone you might call to find out more information about the major you circled above.
 - a. _____
6. Find a list of clubs that someone in your chosen major might get involved with and list three of them below:
 - a. _____
 - b. _____
 - c. _____
7. What is address of the college or university you have chosen??

a. _____

8. What are three unique athletic team sports played at this college/university?
(Unique – not football, volleyball, or basketball)

a. _____

b. _____

c. _____

9. Find out more the History of your chosen college/university:

a. What year was it founded? _____

b. Who or what group was among its original founders?

c. Tell briefly how the school has changed over the years?

10. Will you attend college someday? If so, where? What will you major in?

11. Illustrate yourself in college:



Extending a Helping Hand

Objectives: Learn about the circumstances of why an individual or family might need to use a Nebraska helping hands organization like the Center For People In Need, and develop a print advertisement for this or a similar organization.

Also learn why being a volunteer is a huge asset when applying to college. How it sets you apart from other students and displays dedication to and involvement in your community.

Life Skills Learned: The importance of volunteering in your community.

National Education Standards: C:A1.4, C:A1.7, C:A2.1, C:B2.5; English

Time Needed: ~ 60 minutes (more depending on which steps are done)

Materials Needed:

- Poster Paper
- Markers
- Scissors
- Glue Sticks
- Lined Paper
- Pen/Pencil

Experience the Activity:

Step 1

Imagine a world where human beings weren't serving each other in big ways and small ways each and every day. Serving others is the way we give back to our families, schools, communities and our nation for all the help and support we have received. Students will consider that great human beings are helpful humans beings.

Being a volunteer is also a huge asset when applying to college. It sets you apart from other students and displays dedication to and involvement in your community. Plus, there are personal benefits to volunteering. Not only does it make you feel good to have an impact on your community, but you may also be rewarded with one of the many scholarships available to volunteers.

Discussion:

--Why should people volunteer?

--Brainstorm a list of places where people in need might turn for help?

--Do you think it will be possible for people to recover from their financial hardships to make a fresh start? Why or why not?

--If there were individuals or families willing to donate money or goods to those in need, how do you think they might find out about these cases?

Step 2

Work in groups to create a compelling print advertisement for the Local Food Bank.

Instructions:

Tell the students to imagine that you have been hired by a local advertising agency's public relations department to create a full-page advertisement for the local Food Bank.

Distribute poster board, markers, scissors, and glue sticks to each group, have students brainstorm ideas for their ads. Groups create print advertisements for the Food Bank that must include the following criteria:

-an illustration, graph, or other image

-a fact or statistic

-clear information about the Food Bank

Students spend the remainder of the time working on their advertisements in their groups.

Teaching Tip –Find a few print ad examples from newspapers &/or magazines to show your students.

More about the Holiday Food Bank Event:

With many of the families that we serve, a full Holiday meal is out of the question. For those with a limited income, the money to afford such a grand meal is already spent on basic necessities and bills. To help make sure all our neighbors can afford to celebrate this Holiday, we put on an annual Holiday Food Bank event. However, we cannot put on this event without your help! Many volunteers are needed to assist us in serving thousands of people who typically participate and need your help.

Step 3

How does this activity or any community service/volunteering activity make you feel about yourself? How does this activity or any community service/volunteering activity you might be involved in help you get into college? How do students get accepted into the best colleges? The checklist is lengthy, but for decades the top contenders have included SAT scores, AP classes, and perhaps, most important of all—good grades. Extracurricular activities such as sports, involvement in clubs, volunteering/community service, and special focus on arts and sciences also contribute. But how much? Do activities outside of academics really affect the college admissions process?

DoSomething.org, one of the largest U.S. organizations helping teens take action on causes they care about, just released a study tying volunteering to college admissions. The survey reports admission officers place a high value on a student's long-term commitment to a cause or organization.

Recent survey shows 72 percent of admissions officers prefer that students be consistently involved with one issue over a variety of causes. Students who support one cause over time show commitment and perseverance, both of which are stellar traits for potential co-eds.” Admissions officers want well-rounded applicants who take their studies seriously, are engaged in a cause or two they are passionate about, and are involved in extracurricular activities

Survey reports “good citizenship,” a skill developed in service activities, is instrumental in the admissions process (76 percent reported leadership plays a critical role). “It’s no mistake that what makes an amazing college applicant also makes a great job applicant,

<http://money.usnews.com/money/blogs/outside-voices-careers/2011/11/30/community-service-work-increasingly-important-for-college-applicants>

Step 4 Arrange a tour or an afternoon of volunteering for your group. They might help in a distribution center, a food kitchen or something similar.

Step 5 Consider volunteering for an organization of your choice on a weekly or monthly basis. Keep a record of all your volunteer hours over the years, as this will be very helpful when applying to schools and for jobs! Not too mention that it will help you feel good about yourself!

Step 6 Create and keep a log of ALL the volunteering/community service hours you complete. Keep this log going through out your high school years It will come in very handy when you are filling out scholarship applications, college applications and career applications.

Share: Have each group present its ad and place them on display around the room.

Process: If you were able to do the volunteering activity have the students discuss how they felt before, during and after their experience.

Generalize and Apply:

Step 6

Reflection: Each student reflects further on the notion of community service/volunteering by responding with a written paragraph on of the following quotations:

“No man can become rich without himself enriching others.” Andrew Carnegie

“Never look down on anyone unless you’re helping them up”

Also: Do you agree that those with extra resources have an obligation to help those less fortunate? Why or why not?"

OR

After thinking about so many others that have less than you make a list of all of the things in your life for which you are grateful. Invite your friends and family to do the same, and then share and discuss your lists.

Step 7

Family Discussion: Talk with your family about the importance of community service/volunteering and see if they might agree to volunteer with you.

Connecting to Local Universities & Colleges:

See how you can stay or get involved when you are in college. Look at all the clubs and organizations that are available at or through UNL and find a few that interest you.

Communication Chaos

Objectives:

Participants will:

- Learn the importance of various communication skills relating to employment.
- Understand the importance of communication, problem solving, and team building in the workforce
-

Time Involved: 45 minutes

Materials Needed: Two or three soft (koosh) balls per group, a food item, a cell phone

Experience the Activity:

Opener:

I would guess most of you have hear about the skills you will need to be successful in college and in a future career. Today, we are going to focus on a few of the skills you will need to have in order to be successful in a career.

I think we would all agree that we communicate differently, depending on whom we are communicating with. I think I can safely say that I use difference verbal language and non-verbal language when I talking with students than I do to my colleagues.

Today, we are going to learn how to “flip the switch” when it comes to communicating between our friends, family, or in a professional setting.

Activity 1: Flip the Switch

Step 1

Direct the group of students to stand up and form two lines facing each other so that everyone has a partner.

Step 2

Tell the students you will give them a series of prompts and who the prompt is targeted at. Their job is to act out to their partner how they would communicate this prompt. Remind them that communication includes their verbal language (what they say and how they say it), and non-verbal language (facial expressions, behavior, body language, eye contact, etc.)

Step3

For example, I will give the prompt: Saying hello or goodbye. When the bell rings, you will communicate how you say hello or goodbye to a friend. When the bell rings, you will communicate how you say hello or goodbye

to family. And, when the bell rings, you will communicate how you say hello or good bye to a professional.

Step 4

After the students go through this practice round, have them go through the following prompts, with the bell signaling when it's time to change to a new audience (friends, family, professional).

- a. Asking for help
- b. Meeting someone new
- c. Showing excitement
- d. Letting them know you will be late
- e. Admitting to making a mistake or being wrong

Process:

1. When the audience you were communicating with changed, did your message change? Why or why not?
2. What are some examples of communication (both verbal and non-verbal) that you would use when communicating with an employer?
3. How would your friends react to you if you communicated with them in the same way you would to an employer?

Transition:

Knowing how to communicate with people in the correct context for a given situation is an important skill, as there are often unspoken rules and standards that are just expected. For example, its common practice in the professional world to shake hands with people when meeting, rather than offering a high five or a fist bump. We might use slang with our friends or family when talking about what happened at school, but we would use different words and mannerisms when telling adults the same information.

Today we are going to pretend that you are already employed. You will be working with a team to accomplish a project.

Activity 2: Communication Chaos

Directions:

Step 1

Split the group into groups of 5-8 students, depending on class size.

Step 2

Direct each group to stand in a circle.

Step 3

Tell the students that they are all employees working on a project. Each student is given an index card with a role they will play:

- a. Fully engaged employee
- b. Absent employee (go stand by the door)

- c. Employee texting on cell phone (never look up from phone)
- d. Employee eating
- e. Employee chatting to the person next to them

Step 4

Give one student a ball. When I say “Go”, the ball will begin to be tossed to each member of the group. The rule is that everyone must catch and toss the ball once before someone can throw it to someone for the second time. Also, you cannot throw to the person next to you when tossing. The ball represents the project your team of employees is working on.

Step 5

After the students have tossed the ball around for a while, stop them. Tell the students their boss has now given their team of employees another huge project to work on in addition to the current one. And, this project is due tomorrow. Given the project load and deadline, the tossing of the koosh balls will be timed. The same rules apply, everyone on the team must catch and toss the ball once before someone can toss it to someone who has already had it. You have 90 seconds to get this done.

Step 6

Have the group attempt this challenge, tell all students who were role playing to now participate as a fully engaged employee. Direct the students to go through the timed challenge again.

Share and Process:

1. How did you did your process go when some of your team was distracted?
2. As a member of the team, how did it make you feel when others weren't pulling their weight?
3. Why do you think it's important to be a good team player in the workplace?

Generalize and Apply:

This experience may seem trivial to you if you have no expectation of working in a business. However, this experience is applicable to each and every career path I can think of. Why?

What difference would working as a team make in any task you have to perform?

What can you do if others are not pulling their weight on a project?

Be On Time

Objectives: Learn about the importance of being on time.

Life Skills Learned: How important it is to be on time to school, to work and to life!

National Education Standards: C:A1.7, C:A2.2 C:A2.8

Time Needed: ~20 minutes

Materials Needed: none

A lot can happen in a few moments - especially in a fast-paced classroom.

What if you missed the first few minutes of instruction in a class you are already having difficulty in? Chances are that you won't feel so hot on a class that you're not doing well in, so you'll come in late and do even worse. This lesson serves to help illustrate that and emphasize the importance of coming on time to school, work any time you are expected to be somewhere at a specific time.

What if you are late to your job? What might happen the first time you are late? What about the second time? Third? Will there even be a fourth? If you are late to an interview what kind of first impression does that make? Would likely be hired based on this first impression?

Step 1

Tell the class that you're going to teach them how to make a paper crane or any kind of folded item. Give them each a piece of paper and encourage them to follow along, step by step. However, after a few steps, tell the students to leave the class for a moment. When they return, you will have progressed a few steps, and it will be difficult for them to figure out what to do next because of what they missed.

Step 2: Define Terms

Punctuality – the quality or habit of adhering to an appointed time... coming on time frequently.

Step 3: Make It Relevant

Ask the students to identify the classes that they find the most difficult, and then discuss how missing a lesson may make a class seem more difficult than it would otherwise be. Ask the class to identify how missing instruction could make it much more difficult to succeed in the classes.

Step 4: Raise the Emotion

Ask the class members to share things they hope to do during their lives, such as "get my driver's license" or "become a doctor". List the responses in a column on the board, or a large piece of paper, then help the class guess what would happen if they missed instruction when preparing for these activities. Relate this to missing instruction time at school, or missed time at work.

Step 5 Scenario/Discussion

Now let's say that you and your friend are both interviewing for a job at a local fast food restaurant. You both get good grades in school, you both are in band, and honestly you are a lot alike however you tend to run late! Your friend's interview is at 10:00am and yours is at 10:45am. Your friend arrives on time; actually they were early by about 10 minutes. His/her interview goes well and gets over at 10:40. The interviewer takes a quick restroom break and is ready to meet you at 10:45 but you don't arrive until a few minutes after 11:00! Seeing how they only need to hire one person and you both have similar qualifications, who is way more likely to get the job?? Why?

Step 5: Reflection

- Most people learn best and can most easily master information when they are present for all of the instruction that is offered.
- Most people have problems learning and mastering information when they miss some of the instruction that is offered.
- Most people have great difficulty learning and mastering information when they miss all of the instruction that is offered.
- Many classes that seem to be very difficult may actually be relatively simple to master if you receive all of the instruction offered.
- Learning can be easy when you're there to learn.

Take one or two of the above prompts and write about your thoughts and feelings relative to the statement.

Step 6: Family Discussion

Consider how you personally feel about being on time, and if you feel good about it. How does your family feel about being on time? If you are on time, why is that and how does it happen? Why would you come late? How did you develop this habit? Would you like to change it?

Writing a Thank You Note

Objectives: Students will learn the value of writing a thank you note to someone who has done something special for them, especially following an interview.

Life Skills Learned: How a thank you note; especially a hand written one, reflects well on the sender.

National Education Standards: C:A1.3, C:C2.4

Time Needed: ~30 minutes

Materials Needed:

- Note paper/stationery
- Envelopes
- Pen
- Stamp (if actually mailing)
- Address of the receiver (if actually mailing)

The value of writing a thank you note is often under estimated! A thank you is always appreciated and reflects well on the writer.

Saying “thank you” is something most of us do without even thinking – after a waitress serves a meal, a sales clerk helps you find a particular item, someone holds a door open, or after you sneeze and someone nearby says bless you.

These pleasantries are part of our daily routines, our culture. Yet, “thank you” seems to rise in value when it’s in the written form. When was the last time you wrote a thank you note by hand?

In the job-seeking world, a simple thank you note goes a long way in showing your respect for the interviewers, your values and interest in the job. But these days, is it okay to send a text thank you? How about an e-mail? Does it have to be a hand-written note on a fancy card or stationery?

Choosing the Right Thank You

Can I text a thank you?

While text messaging is a popular way to communicate, it may not be the best choice for a thank you message after a job interview unless you have already established a pattern of texting with the individual. Therefore, I strongly recommend that you consider an e-mail instead.

Can I e-mail a thank you?

Sending an e-mail is perfectly okay. It’s a great way to send a timely message thanking the interviewer for his or her time and to follow up on your conversation, the

same day; this can be helpful if the hiring manager is traveling and plans to make a hiring decision before returning to the office. However, to really make an impression, you still should send a paper, hand-written note in addition to your e-mail.

What to include: Remember to start off with an opening, thank the person for his or her time and mention something brief about how you are a good fit for the position. Don't forget to close the message with a "thank you" or other closing statement and include a signature that has your contact info.

Do I have to send a paper note?

Paper, hand-written thank you notes go a long way in showing your respect for an interviewer. They also help you stand out from the crowd as many people don't send thank you notes in this format.

Hand-written thank you notes can be written on a half sheet of blank card stock or on a generic, blank thank you note. In fact, it is a good practice to keep a box of the blank thank you notes so that you always have them on hand.

What to include: This note will be much like your e-mail message – including an opening, two or three sentences about why you're excited about the job and why you're the best qualified, and a brief closing that thanks the interviewer for his or her time. Most importantly, you want to write this note the same day of your interview and get it in the mail right away. Check out the samples below for help in writing yours.

In today's fast-paced world, I recommend sending an e-mail thank you on the same day that you interview for a position. Sometimes a hiring manager is anxious to make a decision quickly – so they won't have time to wait for your thank you card to arrive in the mail. However, it's also really important to send the hand-written note, too, as it will show your attention to detail and will speak volumes about your personal character.

On average, about half of candidates don't send a thank you note. So, taking just a few minutes to send thank you notes can really make you stand out from other qualified candidates. The time you invest in writing these notes will be worth the effort.

Now - Have your students write thank you notes to:

- Every quest speaker who visits with your group
- Anyone they interview for additional career info
- A parent /guardian for all the things they do to help support them
- A friend or relative for a gift received

Example 1 - sent after a career information-gathering interview:

Dear Ms. Smith,

Thank you so much for taking time out of your daily schedule to interview with me. I learned so much about being a lawyer and I am very excited to study law in college. First I need to study hard and get good grades in middle and high school.

Thanks again,
Sarah Jones
sjones@gmail.com
402-555-1212

Example 2 – sent after a job interview:

Dear Mr. Johnson,

Following our interview I am very excited about the store manager position that you have to offer. I know that my management education from UNL and my work experience with Target make me the perfect candidate. Thank you for taking the time to interview me and I look forward to hearing from you very soon.

Thanks again,
Sarah Jones
sjones@gmail.com
402-555-1212

Capstone Activity – Career Poster Presentation

Objectives: Students will research a career they are genuinely interesting in finding out more about. With all the information they gather the student will create a poster presentation about this career.

Life Skills Learned: What it takes to succeed in a career of the students choosing.

National Education Standards: NDE 4.2, 5.1, 5.3; C:A1.8, C:B1.1, C:B1.2, C:B1.3, C:B1.5, C:B1.8, C:B2.1, C:B2.3, C:C2.4

Time Needed:

- **Interview ~30 minutes**
- **Research ~3 hours**
- **Job Shadow ~3 hours**
- **Create Poster Presentation ~ 3 hours +**

Materials Needed:

- Computer w/Internet
- Tri-fold poster
- Paper
- Markers

Experience the Activity:

Step 1 In this final activity you will research a career that holds a high amount of interest to you. You will complete the research in at least two of these three ways: online, in an interview, and (if able) in a job shadow experience.

Step 2 After you have decided on your career ask a trusted adult to help set up an interview with a person who holds that career. Also **see if you can** set up a 2-3 hour job shadowing experience with this person, or someone else in the same field. Of course you will need to have your parents/guardian/teacher/leader help with all of this, especially with the transportation.

Step 3 Complete the online research at the Bureau of Labor Statistics website (<http://www.bls.gov/k12/students.htm>): – being sure to answer these questions:

- Job Duties – What do they do? The duties and responsibilities should be clear, thorough and accurate.
- Work Conditions/Environment – What kind of hours do they work? What is the job atmosphere? The conditions should include the expected hours per week, the work atmosphere, vacation time, and all working conditions.
- Training Requirements/How to Become One – What kind of education/training/experience and qualities do they need to have?

- Earning Levels/Pay – What are the salary ranges within this career at all levels: entry-level? mid-level? top-level?
- Job Outlook/Job Prospects – What does the future look like? Include the estimated number of future jobs available for this career and where they might be located.
- Similar Occupations – what other careers are in the same general field.

Step 4 Create a set of interview questions, keeping in mind all of the information needed from step 2. If you have not already, together with a trusted adult set up an interview with someone who works in the area you have chosen to pursue. Complete the interview.

Step 5 Complete the Job Shadow experience, if able. Again seek assistance from a trusted adult when arranging this! Take your interview questions along and be sure to ask lots of questions, if time allows.

If students are not able to arrange job shadow experiences arrange for a few business professionals to come in as guest speakers. They can use their interview questions here as well.

Step 6 Put together the career poster. See an example of a board layout on the last page of this section.

Share: Leaders should arrange a career fair for their group where the group members will be able to share their posters with family, friends and group members. You will want to practice these presentations within the group before the fair (see family discussion – step 8).

Process: Why is it important to practice ahead of time a presentation that you will give to others? How does practice make you better?

Generalize and Apply:

Step 7

Reflection: After it's all said and done are you still excited about this career? Why or why not? What may have persuaded you either way?

Step 8

Family Discussion: Share your poster with your family, practice presenting it to family members before the career fair!

Connecting to Local Universities & Colleges:

If possible attend a college career fair in your local area; it's never too early to start dreaming and planning ahead!

CAREER

Job Duties

Pay Levels

Pictures

Work
Environment

Job Outlook

How to
Become One

Similar
Careers

Resources

Connector Activities

The following activities are designed to be supplemental content you can use to connect careers and college readiness to the other subject areas you may teach. They are not necessarily standalone lessons, but could be adapted if there is a specific content area addressed which is a need for your group.

Each lesson is designed to require minimal supplies and should only take 10-15 minutes to complete. Your job is to connect the content taught previously to the activity relating to a college or career ready skill.

Business/Entrepreneurship

Connecting to Community Businesses

Divide students in groups of four. Have them make a list of businesses in your community and categorize them (for example: restaurants, clothing, service, etc.). Encourage students to think of businesses they think are needed in your community even if they currently do not exist. Students might generate ideas from the areas of the state or country that they have visited and experienced. How many can you identify? When making the list make sure to identify businesses that would relate to the content you just taught.

- Example - You just did the "Seed in a Glove" activity, point out the connection to the local greenhouse and what careers are available there related to the program you just did.

Processing: What job opportunities are available in your community? How does this affect you now? How might the job opportunities available in your community affect you in the future?

Skills You Will Need Now and Later

Description: How do your skills stack up? Fold a piece of paper" hot dog" style and label one column "now" and the other "later." In the "now" column, write down all of the skills you have now that could help you in starting your own business. In the "later" column write down the skills you need to learn in order to be successful in your own business.

- For additional lessons around identifying skills see - <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1172?task=view>

Processing: How might you build skills to start your own business? What classes might take to help you build those skills? Are any of these skills important for other jobs you might want to do in the future?

High School Head Start

Description: As a group, make a list of the high school courses that could help give a student interested in a specific career a head start. Discuss the options that are available. Discuss the advantage of the "free" options now versus having to pay for this knowledge at the college level.

- Make sure to connect the content you are teaching to future classwork or interest areas.

Processing: Why should you begin thinking about high school courses now? How can these courses help you get a head start? How do you think potential employers will view these courses on a resume?

Who is Your Inspiration?

We all come from different walks of life, each shaped by family and circumstances. We are all unique and have many options in our lives. Sometimes we're successful and sometimes we struggle. Some people can be "older" and still not know what they want to be when they grow up. Students sometimes say they want to be a millionaire by the time they are 35. Ask students to respond to the following questions: Do you have a life plan? Who inspires you? Who empowers you? Who shares your passions and who will be the best influence on your future career?

- This processing activity gives youth the next step to connect their passions to those who could help them accomplish their goals or act as role models.

Processing: Why is it important to have a role model? Is there someone in your community who might serve as your future career role model? What traits does this person have that you admire?

What Questions Would You Ask?

Have students imagine they are the human resource manager preparing to interview some job applicants. They need to compile a list of interview questions. Working in groups of 3, students should design 3 sets of interview questions. Questions should be aimed at determining their problem solving, creativity, and ability to work with others.

- Depending on the content covered you could also give them an example of a position related to the content and have them determine what questions they would ask to see if someone was qualified for the position.

Processing: Why is it important to become familiar with basic interview questions? Which set of questions do you think are most important to employers? Why? What other types of questions might employers ask? Where else could you use questions like this to find out more information?

What is an Entrepreneur?

Write the word "entrepreneur" on the board and have students discuss what an entrepreneur is or is not. Together, come up with a definition for the word. Work through the skills needed to be an

entrepreneur and how those skills could be used in creating solving a problem related to the content you just taught.

Processing: What does an entrepreneur look like to you? Name some entrepreneurs within your community. What new ideas or skills do you have that could make you entrepreneur? How would your business idea benefit your community?

Definition: *An entrepreneur is a person who organizes and operates a business or businesses, while taking on financial risk to do so. An entrepreneur has a new enterprise, venture, or idea and is responsible for the inherent risks and outcome.*

Careers

The Education Game of Acronyms?

When people attend school, they receive recognition when they graduate. The awards they receive recognize their educational accomplishment level and hard work. Match the words and abbreviations by drawing a line between an abbreviation in Column A and its corresponding description in Column B.

- The list could be handed to each youth you are working with, or this could be an activity you write up on a flipchart.
- When processing through the activity make sure to relate the education accomplishment back to the content you just taught.
 - o For Example: If you just got done teaching an Animal Science food safety – What are the careers related to that activity and what education did the person with that career need? You may talk about a quality assurance technician who received a B.S. in Food Science from UNL.

Column A	Column B
D.V.M.	Associate of Arts
M.B.A	Juris Doctor
M.S.	General Educational Development
A. A.	Bachelor of Arts
Ph.D.	Master of Arts
B. S.	Master of Science
Undergrad	Doctor of Philosophy
Ed. D.	Bachelor of Science
M.A.	Doctor of Education
G. E. D.	Doctor of Veterinary Medicine
B. A.	Undergraduate Student
J.D.	Master of Business Administration

Processing: Why is it important to understand the vocabulary used in education? How long might you be in school to achieve different levels of education? What kind of jobs could you get after completing each level of education?

Definitions:

- G. E. D. = General Educational Development = A test that measure proficiency in science, mathematics, social studies, reading, and writing. Passing the GED test gives those who did not complete high school the opportunity to earn their high school equivalency credential.

- A. A. = Associate of Arts = An undergraduate academic degree awarded upon completion of a course of study usually lasting two years.
 - B. A. = Bachelor of Arts = An undergraduate academic degree awarded upon completion of a course of study lasting approximately four years usually in liberal arts or humanities.
 - B. S. = Bachelor of Science = An undergraduate academic degree awarded upon completion of a course of study lasting approximately four years usually in a branch of the sciences.
 - Undergrad = Undergraduate Student = A student in a university or college who has not received a first, especially a bachelor's, degree.
 - M.A. = Master of Arts = A college or university degree in an art or social science that is higher than a bachelor's degree and below a doctor's degree.
 - M.S. = Master of Science = A college or university degree in science that is higher than a bachelor's degree and below a doctor's degree.
 - M.B.A = Master of Business Administration = A graduate degree achieved at a university or college that provides theoretical and practical training to help graduates gain a better understanding of general business management functions. The MBA degree can have a specific focus such as accounting, finance or marketing.
 - J.D. = Juris Doctor = Represents professional recognition that the holder has a doctoral degree in law, required by most states before a candidate can sit for the bar exam to become a licensed attorney
 - D.V.M. = Doctor of Veterinary Medicine = A doctoral degree qualifying someone to become a veterinary physician, commonly called a vet.
 - Ed. D. = Doctor of Education = A doctoral degree that has a research and/or professional focus. It prepares the student for academic, administrative, clinical, professional, or research positions in educational, civil, private organizations or public institutions.
 - Ph.D. = Doctor of Philosophy = Also called doctorate, usually to a person who has completed at least three years of graduate study and a dissertation approved by a board of professors.
-

How Much Does it Pay?

Put this on the board / flipchart

Hourly Wages	Weekly Income	Monthly Income	Yearly Net Income (x12)
Minimum			
\$10.00			
\$15.00			
\$20.00			

Have students calculate the amounts for the rest of the columns. (For minimum first ask students if they know what it is, Nebraska is \$7.25)

Now work backwards from the viewpoint of a salaried position.

Yearly Salary	Monthly Income	Weekly Income	Hourly Wages
\$30,000			
\$45,000			
\$60,000			

Have students calculate the amounts for the rest of the columns.

- \$30,000 represents the median income with a high school diploma, \$45,000 represents the median income with a bachelor's degree, and \$60,000 represents the median income with a Master's degree of higher. To find out more visit <http://nces.ed.gov/fastfacts/display.asp?id=77>.

Next, if time allows, introduce the idea of take home pay. Have the group add another column to the chart representing taxes (28% is a realistic percent to use).

Processing: Could you move out and support yourself on these amounts? How much an hour per year is enough to support the things you want to do? Why is it important to think about the salary of a job?

Answers:

Hourly Wages	Weekly Income	Monthly Income	Yearly Net Income (x12)	W/ Taxes out (- .28%)
Minimum	$\$7.25 \times 40\text{hr} = \290	$\$290 \times 4.33\text{wk} = \$1,256$	$\$1,256 \times 12 = \$15,072$	\$10,852
\$10.00	$\$10 \times 40\text{hr} = \400	$\$400 \times 4.33\text{wk} = \$1,732$	$\$1,732 \times 12 = \$20,784$	\$14,965
\$15.00	$\$15 \times 40\text{hr} = \600	$\$600 \times 4.33\text{wk} = \$2,598$	$\$2,598 \times 12 = \$31,176$	\$22,447
\$25.00	$\$25 \times 40\text{hr} = \$1,000$	$\$1,000 \times 4.33\text{wk} = \$4,330$	$\$4,330 \times 12 = \$51,960$	\$37,411

Yearly Salary	Monthly Income	Weekly Income	Hourly Wages ~(take home)	W/ Taxes out (- .28%)
\$30,000	$\$30,000/12=\$2,500$	$\$2,500/4.33=\577	$\$577/40\text{hr}=\14.43	\$10.39
\$45,000	$\$45,000/12=\$3,750$	$\$3,750/4.33=\866	$\$866/40\text{hr}=\21.65	\$15.59
\$60,000	$\$60,000/12=\$5,000$	$\$5,000/4.33=\$1,155$	$\$1,155/40\text{hr}=\28.88	\$20.79

Connecting Likes and Career Options

Have students compile a list of their likes, hobbies, skills, and things they enjoy doing in one column. In a second column, list job options related to these likes.

Processing: Why would you think about your likes, hobbies, and skills when choosing a potential career? How important is it to like your career when you are choosing a career? Where else could you use the list of likes, hobbies, skills, and things you enjoy?

Monthly Bills

As a group, discuss the following question: how much will it cost to move out and pay your bills on your own for one month? Have students make a chart with the items that they would have to pay for on their own and assign a dollar amount to them. What is the total? Compare this to the average for the monthly costs in your area.

-This activity can help youth think about the bills they are going to have to pay when they are on their own. The connection we want to make is “education can increase your earning potential”.

Processing: How much do you have to earn per hour to afford these expenses? Which expenses are needs? Which expenses are wants? Why is it important to know the difference between a monthly need versus a want? What can you do to earn more money?

Writing a Resume

Show students an example of a resume. An example can be found at <http://www.unl.edu/careers/>. Ask them to explain the purpose of a resume and how it is used in the job seeking process. Name the parts of the resume and ask them to explain why each is important. How and where could youth include information about their participation in your program on their resume?

- For Example: The youth are currently taking part in the 4-H Robotics program. They could list the team they were a part of and how they demonstrated problem solving and leadership skills as a part of the team.

Processing: How is a resume like writing an advertisement? How can a resume help you get a job? Why should you start planning for your resume before you graduate high school?

Writing a “Thank You” Note

Sending a "thank you" after an interview can boost your chances to get a job, according to Robert Half International. Which of the following is the best way to send a "thank you" to an employer?

- Send a text message from your cell phone
- Call them
- Send a formal letter or note
- Send an e-mail
- Send an e-mail within 24 hours of interview, then follow up with a letter

(Most correct answer: D- The e-mail tells the employer you are efficient, the letter shows you are a professional.) Discuss when each type of “thank you” would be appropriate.

Now, practice writing a thank you letter to someone who helped with the program you just completed. Remind the students to not make the process harder than it needs to be, the more you practice the easier the process becomes.

- The “thank you” could also be connected to building a network. Thanking people for their help is a good way to build a relationship which could help you find a job or opportunity in the future.

Processing: Why would it be important to send a thank you note? Why should you send a thank you following an interview? What might you say in a thank you?

Preparing for a Job Interview

Ask the group what is the purpose of the job interview from the employer's standpoint and from you, the potential employee? How do you prepare for a job interview? Have them write down everything they know about the interview process and what they should do to prepare. When they are done have the group divide into groups and practice a short interview related to a job that would fit the content you just taught.

- Example: You just taught a program on Rocketry. The youth could divide into groups of three and take turns interviewing each other for an engineering position. As a group they could create questions which would be important to ask someone who they wanted to hire to design one of the parts of a rocket.

Processing: Why is it important to prepare for a job interview? What are some ways you might prepare for an interview? Who could you ask or where could you go to get help in preparing for an interview?

Dressing the Part

Tell students to fold a piece of paper in half. In one column write Do's and in the other Don'ts. Have students think about how they should look for an interview. Write down as many items in each column about grooming and dressing for the job interview.

- If you have time give the students a couple of examples of jobs and discuss the difference in how they might dress to interview for each. For examples see <http://www.unl.edu/careers/graphics/whattowear.pdf> .

Processing: How will you make a good first impression from head to toe? Why is grooming and dress important during a job interview? Where else might it important to dress appropriately?

Practice Questions for an Interview

Give students some practice interview questions. Have them write out their answers. The answers should be at least 5 sentences long.

#1: Tell me about yourself.

#2: What are your career goals? (for younger audiences it could be – Why do you want a career in _____?)

Next pair youth up and have them practice the questions and answers.

Processing: When answering questions in an interview what types of responses are best? Are there specific things you should include in your answers? Why would you practice interview questions? What other questions might be asked during an interview.

Job Preferences

Knowing what you like to do can help determine the right career. Have students respond to these questions: Do you like working with people or alone? Do you want to work indoors or outdoors? Do you want to work for a large or small company? Do you want to stay in the community or move away? What are your favorite school subjects? Come up with 10 working conditions that are important to you.

- To link back to the subject you just taught, work through the characteristic of a career related to the subject.
 - o Example: A program on crop science could relate to an agronomist. Talk about where they could work, responsibilities, characteristic of job, etc.

Processing: Why is it important to know how you like to work? Will every job you find fit all of your top 10 working conditions? Which conditions are your must haves? How might these preferences change over time?

Think About Your Dream Career

Ask students what will they be doing 10 years from now? Have them describe their career, job duties, and the education they received and where they are living. What brings them job satisfaction? What have they achieved? Draw a picture of you in your dream job.

Processing: Why should you think towards the future? Does everything always work out exactly how you think it will? What can you do to keep on track for your dream job, even if you hit a bump in the road?

Leadership

Growing Your Skills

Have the students fold a piece of paper horizontally. In one column, write "Skills I Do Well" and in the other column write "Skills to Strengthen" Give the students five minutes to write down as many as they can. Next ask them to pick three skills from each list. For the "Skills I Do Well" have the youth list examples of where they use these skills. For the "Skills to Strengthen" have the youth list ideas of activities/places where they could develop these skills.

- Reinforce what skills they just gained by participating in your program and where else they could use them.
 - o Example: You just finished with a judging contest workshop. They develop decision making skills and the ability to discern quality and match standards.

Processing: Why is it important to know your strengths and weaknesses? Which was the most difficult to identify- skills you do well or skills you need to improve? Why? How can you strengthen the skills on your list? How will strengthening the skills on your list help you when beginning the job search process or in a new job?

Pillars of Character

Have students work cooperatively in two circles. Put half of students in an outside circle and half of students inside circle. The circles face each other and students' pair up - one from the inside, one from the outside circle. After each question, the inside circle rotates one space to the left. The 6 Pillars of Character are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. First question - how do you demonstrate and communicate the first pillar of "trustworthiness"? Have the students discuss with their partner for about 2 minutes. Rotate. Second question - how do you demonstrate and communicate "respect"? Continue through each of the 6 Pillars.

Processing: Why are these character traits important to demonstrate? In your dream profession, how might you demonstrate one of these traits? How can you build these traits? Think about the activities we just completed. What did you learn about the 6 Pillars of Character from our program?

Personal Growth and Leadership

Have students use the "think, pair, share" technique. Have them think about and write down ways a person grows and develops throughout their life. Have them list how a person grows as a young child, an adolescent their age, a teenager, a young adult, middle aged adult, and a senior citizen. Then, have them pair up with another student and share the ideas they wrote down.

Processing: How easy was it to think of ways you grow personally? What are signs of personal growth in an individual? How many of the items you wrote down were ways you grow physically? Emotionally? Socially? Intellectually? Morally? How does growth during each age build the skills and confidence you need to build a career? What are things you can do now to grow as an individual?

Being a Leader Who is Passionate

Learning to be a leader takes time. Leaders are passionate. They are enthusiastic about their work and they even have the ability to transfer this energy on to their followers. Have the students write down something they're passionate about and why they're passionate about it. Then have them write down something they're not passionate about. Give the students 30 seconds to "sell" their passion to a partner.

- This is a good opportunity to explain what you as an educator are passionate about and how you have used your passion to be successful in your career.

Processing: How did you sell your passion? How could you tell your partner was passionate? What is the connection between being passionate and being a leader? How can this passion help in a future career?

Developing Leadership through Two C's

Two skills that can help you sharpen your journey to success are *confidence* and *communication*.

Hold a discussion with the students using the following questions:

- A. How can you become confident in a skill?
- B. Why is confidence about building trust in the people you work with?
- C. How long does it take to build trust in the workplace?
- D. Why is it important to be a good communicator?
- E. What happens if there is bad communication?
- This activity is especially relevant if you did any group projects in your lessons. To link back to your content discuss why *confidence* and *communication* are especially important when working in groups to solve problems.

Processing: How might confidence and communication help you get a job/go to college? How can confidence and communication help potential employers get to know YOU? How important is trust when working in a group?

Making a Good Decision

As a leader, team member, or co-worker, decision making is important. When making decisions, you need to evaluate your decisions and acknowledge the impact your decisions have on others. In the chart below, have youth write the most recent decisions they made, who they affected, and how they affected them.

Type of Decision	Who Did It Affect?	How Did it Affect Them?

Next discuss what process the youth use to make a decision. Do they stop to think about the consequences of what they are deciding? There are many ways to think about making a decision, here is a list of possible steps to consider:

1. What is the problem you are facing? What is the problem to be solved?

2. Gather information. Ask for advice.
3. What is important to you?
4. Brainstorm and write down your possible options / come up with ideas and choices you can choose from.
5. What are the consequences (good and bad) of each choice?
6. Decide on the best choice for you.
7. Create a plan and carry it out.
8. Measure/evaluate the results.

Processing: How can even little decisions affect those around you? How should you take that into account when making decisions? What steps do you take when making decisions?

Ways to Communicate

Ask the students this rhetorical question: have you considered the effectiveness of communication and collaboration in the people that you come in contact with every day? Provide students with a copy of the chart to complete. Then, have the students discuss their charts with a partner.

Processing: Can you use the same forms of communication with each group of people? Is it appropriate to use "texting language" at work? What impression do you think you need to convey in the types of communication used? What is your strongest method of communication? Why? What method of communication do you need to strengthen?

List Ways You Communicate					
Friends					
Family					
Acquaintances					
Supervisors					
People you expect to lead					
People and organizations you may do business with					

PAPERCLIP ACTIVITY

Do this activity at the beginning of the day. Give each student 5 paperclips to carry in their pocket. Each time they complement or meaningfully connect with another person, they transfer one paper clip to another pocket. At the end of the day all the paperclips should be moved. You can make this more challenging by telling them they must connect with someone they do not know. Have students discuss the results of their encounters the next time you meet.

Processing: How did this activity make you feel as a compliment giver? As a compliment receiver? Why should you make it a point to compliment others? Why would connecting with others be an important skill to practice? How might this help you in a new job?

Practicing Verbal Communications

Tell the students: to be efficient and effective, leaders must make sure their message is understood; they must make sure the receiver understands the intended message. However, they must listen as well as speak. Have students' pair up and take turns giving each other directions on how to tie a shoe. The person receiving the directions can only do exactly what they are told – not what they know.

Processing: Why is listening just as important as speaking? How much of our communication is about listening? How can listening more help us be better employees or co-workers?

Manners

Making Introductions

Making introductions is an important skill, one that must be practiced to be perfected. It is important when making introductions to say the person's name clearly so that it is easily understood. The person listening should repeat the name as well as a simple greeting like, "it's nice to meet you." The person making the introductions should then say something interesting about this individual in order to start a conversation and make everyone feel welcome. In a small group, write a short introduction script for the following situations:

A. A new student has moved to town from Gillette, Wyoming and has joined your soccer team. Introduce him/her to your friend on the soccer team.

B. Your aunt is staying with your family for one week while her apartment is being repainted. She is an avid skier. Your friends drop by the house while your aunt is there. Introduce your aunt to your friends.

Processing: Why is it important to learn how to give and receive a proper introduction?

What are three examples of why introducing another person is important?

Give three examples of why listening during an introduction is important.

Thinking about college and career exploration, why would introductions be a skill to practice?

What You Choose to Wear Matters!

What we choose to wear for certain situations can leave a lasting impression on those we meet. Make a list of 10 situations where clothes matter. Share your list with your small group. Discuss the importance of matching the clothing you wear to the occasion. You may talk about how they chose what they were going to wear today.

Possible answers could include:

- *Job interview*
- *Weddings*
- *Funerals*
- *Holidays*
- *Formal events - weddings, prom, school dances*
- *Meeting someone you don't know*
- *Religious events*
- *Dress codes*
- *Important meetings*

Processing: Why would clothes matter during a job interview? What might you wear to a job interview? What would you leave at home?

Non-verbal Communication Cues

Non-verbal communication accounts for over 50% of a message that is being communicated. Non-verbal communication is also referred to as body language. Make a **T** chart. On the top of one side write the heading "Positive Non-verbal Communication" and on the top of the other side of the chart write the heading "Negative Non-verbal Communication". Come up with as many forms of positive and negative non-verbal communication as you can think of in 3 minutes. Be prepared to discuss your ideas.

Positive Non-verbal Communication:

*Smile
Eye contact
Firm handshakes
Welcoming hug
Clear voice
Relaxed body
Emotionally present face
Good posture*

Negative Non-verbal Communication:

*Hands on hips
Arms folded
Weak handshake
No eye contact
Tense shoulders or jaw
Wavering voice
Mask-like face (unexpressive)*

If time allows, have the youth in the group act out some of the non-verbal communication actions they listed. This could be run like charades, where youth would pick one of the non-verbal actions identified. The group would have to identify the action and state if they thought it was a positive or negative cue.

Processing: What is the difference between positive and negative non-verbal communication? Why is it important to be aware of the message you are communicating? When interviewing for a job, why would it be important to be aware of your non-verbal communication?

Let's Shake on It – First Impressions

A firm handshake can show respect, admiration and self-confidence. Practice your and handshake skills. Choose a partner. First shake hands with a limp, lifeless grasp. Next, give a firm solid handshake. Hold the other persons hand in yours, make eye contact, smile, offer a pleasant greeting, something like "nice to meet you", "thank-you" and mean it! This is a greeting so you are also not squeezing their hand.

Processing: What impression did you get when you received a limp handshake? A firm handshake? When shaking hands with someone why is it important to give a proper handshake? When is it appropriate to shake someone's hand?

How Rude 101

85% of the general population feels that rudeness has worsened in the past 10 years. But, what is rude? In a small group, make a list of things you have witnessed that may be considered rude in a social situation. Share your list with the class or another group.

Possible answers could include:

- *Interrupting someone who is speaking*
- *Texting while someone is talking to you*
- *Cutting in line*
- *Sharing something personal about someone else*
- *Talking your phone during a movie*
- *Aggressive driving/road rage*
- *Using bad language*
- *Disrespecting others*

Processing: Why are each of these things considered rude? When you are rude, what message are you communicating? What steps can you take to avoid making these mistakes or correct them if you accidentally do one of these things? Are there specific behaviors that might be accepted in some places, but not others?

Texting

The actual term for texting is Short Message Service, or SMS. When your fingers fly to text a message, consider some do's and don'ts. Messages should be 160 characters or less. When is it appropriate to text? When is it just plain rude? Make a T chart. On the top of one column write the heading texting do's. On the top of the 2nd column write the heading texting don'ts. With your small group, do your best to fill your chart in 5 minutes.

Texting Do's

- *Choose your words carefully*
- *Do keep your messages informal*
- *Do make a voice call if your message is urgent*

Texting Don'ts

- *Don't text while you're speaking with someone else*
- *Don't text while you're driving*
- *Don't send anything personal, private, or confidential*
- *Keep messages brief*

Processing: Should you ever text when you want to be professional? When can texting benefit you? When can it be negative?

Teen Netiquette

Make a "Top 10" list of the most important netiquette principles for teens. Create a fact sheet to share these principles in a creative, informative way. Think of these as ground rules the group could create for themselves. If the group struggles give them examples like things you post to social media.

Processing: Why is it important to have proper netiquette? Why is proper netiquette especially important while job searching? How can the internet help you when job searching? How could what you post online hurt you when trying to find a job?