

# On Track

YOUR CAREER DISCOVERY GUIDE

## 2010 Edition Corresponding Lesson Plans

September 2009

Dear Educator:

Read on to find lesson plans that can be used in almost any classroom or curriculum area. The supplemental material contained here is designed to be flexible to fit the needs and time criteria unique to your classroom, regardless of whether you teach one major subject, a cluster of subjects, or supervise an after-school program. You'll find ideas for building community as well as higher-level thinking questions to challenge your students. You may also use these plans to kick-off or plan entire events!

Some of the activities include more specific details, such as **advance preparation**, **objectives**, the kinds of subjects/skills that will be used, or **teaching tips**; other lesson plans contain one simple, overall objective. These are indicated in **brown**, **purple** or **blue** text. **Teaching tips** are included to underscore specifics that are relative to this age group. Additional suggestions, like discussion questions or guest speaker ideas, simply serve to provide an alternative route to the same objective. As a teacher, you can overlap, delete, edit, improvise, or follow the directions as they are written—you know your students, and know what will work best with them. An **assessment** section will be indicated by the **green** text, with ideas for gauging student progress.

As previously stated, we took time constraints into consideration—some of the activity suggestions take a matter of minutes, while others could be extended over a period of time. Again, the amount of time spent on many of the lesson plans can be adjusted to fit your schedule accordingly.

Finally, we have provided **modifications** to many of our suggestions to compensate for varying maturity and ability levels, classroom sizes, available resources, and interests.

We hope we have provided enough material to give you a firm foundation, but enough “wiggle-room” to customize the lessons in a way that will reach your students.

Sincerely,  
The staff at *On Track*

# On Track 2010 Lesson Plans

## Pages 2-3: “Team Green: Are you Ready to Join?”

### General Activity: Discussion

Subjects: Social Studies, Language Arts, Earth Science, Ecology

#### Objectives

- To introduce students to careers related to the environment
- To discuss careers
- To consider student strengths and likes in relation to career choices

**Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding. You may choose to make copies of these questions to distribute to students.**

As a whole class, discuss the following questions:

#### Before reading the article

- What are some jobs you think of when you think of the environment? What do you know about those jobs? Are they appealing to you? Why or why not?
- In what way do your actions express concern for the environment?
- How do you view your responsibility to the environment?
- Have you ever considered a job related to the environment? Why or why not?

#### While or after reading the article

- How do these jobs help the environment?
- What are some interesting jobs mentioned in the article?
- What does a photovoltaic technician do?
- What are some other examples of jobs related to the environment?
- What is a home energy analyst? Has your home been analyzed?
- What can you do to make the world a better, cleaner, more eco-efficient place?
- What impact have the Jonas Brothers made on the environment?
- What is your community or school doing already to impact the environment?

#### After reading the article

- What jobs related to the environment seem interesting to you? Why?
- What questions do you have about this field?
- Can you think of a job that would be made easier by using some type of eco-friendly technology?

**Assessment: Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.**

**Modification/Teaching Tip: You may have students write down their answers to these questions in a journal before discussing them, or discussing them with a**

**partner before sharing them with the class—especially for students with disabilities or special needs.**

### **Class Activity: Got Recycling?**

Subjects: Earth Science, Ecology, Language Arts, Marketing

#### **Objectives**

- **To raise awareness for recycling and caring for the environment**
- **To work cooperatively**
- **To build community within school and greater area**

**Advance preparation: You will need to secure a location to store recycled items, as well as make sure you have a place to deliver them once you're finished with the campaign. This would be a good way to get students involved in the community. You could have them contact a local recycling business to see if they will partner with the school on this project. They may even be willing to donate a prize.**

As a class, develop a recycling campaign for the whole school. Research celebrities who are doing something for the environment, like the Jonas Brothers on page 2. Some other examples could be Leonardo DiCaprio, who encouraged celebrities to arrive at the Oscars in hybrid vehicles, or Orlando Bloom, who is building a house in London using solar technology. Make posters with photos or drawings of these celebrities on them, encouraging teachers and students to get involved (like the celebrity Milk ads). Choose what you want to recycle—newspapers, plastic, cans, etc. Choose one day a month to use as a deadline for people bringing in their items and collecting items.

Student roles could include:

1. Communication team (communicating with teachers, students and businesses)
2. Collection team.
3. Sorting team.
4. Hanging posters/Marketing team.
5. Film or Audio Announcement team.
6. Prize team.

All students should report to you weekly on their progress.

Consider giving an ice cream or pizza party to the winning class.

**Modification: If your school allows access to Facebook, you might have students create an event for people interested in being a part of the campaign and allow people to RSVP and make comments.**

### **Individual or Group Activity: How to Go Green**

Subjects: Language Arts, Earth Science, Ecology, Computer Technology

#### **Objectives**

- **To raise awareness for eco-friendly practices**
- **To write for a purpose**

**Advance preparation: If you choose to make your manual as part of a Blog or PowerPoint, you will need to reserve time in the computer lab.**

Students will publish a manual for people to use to become more eco-friendly. Use eco-ventures.org. Be creative.

Include the following sections:

Volunteer opportunities  
Donations  
Interning  
Workshops  
Projects  
Program Areas  
Green Businesses  
Vision/Mission/Goals  
Capabilities

**Assessment: Assess students based on whether they have all of the sections and demonstrate creativity.**

**Modification: Do online in a blog format, or via PowerPoint.**

**Individual Activity: First person story**

Subjects: Language Arts, Earth Science, Ecology

**Objectives**

- **To write and express personal experience**
- **To connect personal life with the environment**

Write an article about your own life and how you have been impacted to change your habits related to recycling, or caring for the earth.

**Assessment: Use a writing rubric.**

**Modification: Watch *Wall-E* and analyze the long-term effects of poor care for the environment on the characters.**

**General Activity: Home Energy Analyst—One Day Only!**

Subjects: Environmental Science, Home Economics

**Objectives**

- **To make connections with the community**
- **To introduce students to a new career**
- **To make the concepts of the article more practical**

Advance preparation: Schedule a Home Energy Analyst in your community to come speak to your class. Have teachers volunteer for a room energy analysis.

As a class, brainstorm questions to ask the Analyst. Consider the following: how is your school energy efficient? How could it be more energy efficient? How can landscaping, window treatments and flooring affect efficiency?

**Modification: Analyze your home for its energy efficiency. OR Organize a school campaign.**

**Teaching Tip: Contact your local energy utility, if you have trouble finding an analyst. Consider coordinating with the school's environmental club.**

Helpful information:

For information on celebrities going green, <http://teens.aol.com/originals/red-cares/green-celebs> or <http://www.thedailygreen.com/living-green/blogs/celebrities/hottest-green-celebrities-2007-46010208>

For information on the milk campaign, [http://en.wikipedia.org/wiki/Got\\_Milk%3F](http://en.wikipedia.org/wiki/Got_Milk%3F)

For an example of a milk ad, [http://www.bodybymilk.com/celeb\\_miley\\_cyrus.php](http://www.bodybymilk.com/celeb_miley_cyrus.php)

For other celebrity information, [www.imdb.com](http://www.imdb.com)

## **Pages 4-5: “Calling the Curious”**

### **General Activity: Discussion**

Subjects: Language Arts, Social Studies, Economics

#### **Objectives**

- **To introduce students to possible careers related to social studies**
- **To analyze a piece of reading material**
- **To make connections between the social studies and real-world careers**

**Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.**

As a whole class, discuss the following questions:

#### Before reading the article

- What experiences do you have with people in social studies-related careers? (If students get stuck on teaching, direct them to other careers, like anthropology and psychology.)
- Brainstorm questions about life, the future, the environment, jobs, society, etc. that students want answers to. (Write these on the board.)

#### While or after reading the article

- Which industry features jobs that require a lot of curiosity? Why do you think this is?
- What are some questions that you have about society?
- Would any of the careers mentioned in the article address those questions?
- What classes would you need to take to be a geographer?
- Which social studies-related job mentioned in the article is most interesting to you? Why?
- What is the difference between a historian and a geographer? Why do they have to know some of the same information?
- What kind of person assists with movies to maintain the accuracy of periods and people?
- What kind of person gathers data on the stock market?
- What kind of person helps people cope with mental illness?
- Who is Kyle Hutzler? What did he win and why?
- What does someone who utilizes land for economic and social benefit do?
- What are some opportunities in your community for people who might be interested in anthropology or political science?
- What changes do you need to make to your school schedule for next year if you are interested in a social studies-related career?

**Assessment: Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.**

**Modification/Teaching Tip:** Give students an opportunity to meet with their school counselor, or have the counselor come to class one day and meet with groups of students. You may have students prepare questions for the counselor before meeting with him or her.

**Individual or Group Activity: Guidebook**

Subjects: Language Arts, Foreign Language, Art, Computer, Marketing

**Objectives**

- To write for a purpose
- To create a relevant and authentic product
- To communicate effectively and through art

**Advance preparation:** You will want to show students some examples of guidebooks, maybe even have them each borrow one from the library to use for ideas. If you want to make a guidebook as part of a class blog, you will need to reserve time in the computer lab. You may also want to borrow some digital cameras, or ask students to bring some in.

Make a guidebook for a part of your community or for your school for someone who has never been. Interview local people/students and include quotes. Give suggestions for eating out, accommodations, things to do, things the area is known for. Draw pictures or take photos, but use original work.

**Assessment:** Use a rubric to assess.

**Modification:** Take a virtual field trip to another part of your city, another city, state or country– Check out travel videos at your library or video store – i.e. Rick Steves, etc.

**Teaching Tip:** This would be a great activity to display student work!

**Group Activity: Create Your Own City**

Subjects: Carpentry, Business, Economics, Social Studies, Art

**Objectives**

- To understand what urban planners do
- To be creative
- To apply understanding of urban planning

According to the article, “[Urban planners] use research methods to determine how best to utilize land in cities and suburban areas for the economic and social benefit of the citizens while still protecting the local environment. Their conclusions determine where retail shops and businesses, transportation centers and highways, houses and apartments, schools and libraries, and parks and wildlife areas will be developed.” Create a model and plan for your own city.

Consider the following when making our city:

- streets
- restaurants
- parks
- downtown municipal area
- accommodations
- churches
- residential
- street lights
- sidewalks, roads
- businesses
- police safety
- hospital
- fire station
- traffic capacity/lights
- storm water handling
- trash
- utility management
- post office
- parking
- pedestrian versus vehicle needs
- emergency services
- recycling
- green space/trees
- building codes/procedures
- website

**Assessment: Use a rubric to assess. Consider having students include 10-15 of the above components or more for extra credit.**

**Individual Activity: Curiosity Never Killed Anybody**

Subjects: Any, Social Studies, Study Skills

**Objectives**

- **To understand jobs related to Social Studies**
- **To consider different jobs in the Social Studies field**

Make your own list of “how” and “why” questions and then, research the answers. Which job fits those questions? Here are some sample questions: How does water get to my house? How do we elect presidents? How are criminals held accountable?

The following are some possible occupations mentioned in the article:

- Psychologist
- Economist
- Geographer
- Human Resources Analyst
- Lawyer

- Judge
- Paralegal
- Sociologist
- Social Worker
- Anthropologist
- Political Scientist
- Historian
- Urban Planner
- Teacher

Use the Occupational Outlook Handbook to write a paragraph about how your job will answer a particular question or set of questions.

**Modification: Brainstorm questions together. Then, in small groups, connect them with jobs, and individually write paragraph.**

Helpful Information:

For information on guidebooks, <http://www.lonelyplanet.com/>

For information on jobs, [www.Bls.gov/oco](http://www.Bls.gov/oco)

For information on jobs in urban planning, <http://www.urbanplanningnow.com/>

## **Pages 6: “Be Prepared to Succeed”**

### **Group Activity: Back to Basics**

Subjects: Any, Math, Foreign Language, Language Arts

#### **Objectives:**

- **To develop study skills**
- **To apply study skills to math or language**

Have students create flash cards for your subject area with all of the useful information for a unit, the nine week period or semester. You could use this as a review for an end of semester/unit test, or at the beginning of the semester for students to refer back to throughout the year.

- For Math, use formulas. Arrange them in order.
- For Language Arts or Social Studies, use vocabulary. Organize them based on units, chapters, novels, time periods, cultures, etc.
- For Foreign language, use cultural vocabulary or verbs.

**Modification: Have students use them to create a test by writing sample questions for each flash card.**

### **Partner Activity: Write a letter**

Subjects: Any, Language Arts

#### **Objectives:**

- **To write for a purpose**
- **To revise**

Write a letter to a friend about what you did last weekend or last summer just as you would normally write a letter to a friend, but make sure it is appropriate to share in class. Feel free to use normal slang or shortened forms of words.

Then, share the letter with a partner in your class. Have the partner revise the letter, removing the slang and using grammatically correct English. Also consider relevant details that would make the letter more interesting. Use the tips on page 6 to help with revising.

Finally, type the revised letter and print out a final copy to hand in for a grade.

**Modification: Have students read letters aloud to the class, or write a letter about something you are learning in a particular subject.**

### **Group Activity: Jigsaw**

Subjects: Study Skills, Any

#### **Objectives**

- **To develop study skills**

- **To teach a concept**
- **To think critically**

Divide the class into seven groups and give each group one of the tips on page 6. Have students create a lesson plan to teach their tip in a creative way. Explain any vocabulary that is difficult. Give examples whenever possible.

**Assessment:** Require them to have at least two questions as a part of their presentation and a quiz for the end.

**Modification:** Students could create a board game using the tips.

**Teaching Tip:** Sometimes giving students as much freedom as possible produces more creative results than giving them too many guidelines. Encourage students to be creative.

## **Pages 7-10: “Playing 4 Keeps”**

### **General Activity: Discussion**

Subjects: Language Arts, Physical Education, Study Skills

### **Objectives**

- **To read and understand a biography**
- **To connect with the text**

**Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.**

As a whole class, discuss the following questions:

#### Before reading the article

- Who is your favorite sports star/musician/writer/celebrity? Why? Do you have anything in common with this person?
- Do you think college football players are smart? Why or why not?
- Do you know anything about Tim Tebow or Myron Rolle?

#### While or after reading the article

- What do Myron and Tim have in common? How are they different?
- What are their accomplishments—football and academic?
- Which accomplishment do you think Tim/Myron is most proud of?
- What long-term goals do Tim and Myron have?
- How did Tim and Myron get to where they are today?
- What advice do you think these football players would give to middle school students?

#### After reading the article

- Do you have anything in common with Tim or Myron?
- What are your accomplishments?
- What are your long-term goals?
- How can you fulfill your dreams and stay focused on getting a good education? Why is this important?

**Assessment: Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.**

**Modification/Teaching Tip: You may have students write down their answers to these questions in a journal before discussing them, or discussing them with a partner before sharing them with the class—especially for students with disabilities or special needs.**

### **Individual and Group Activity: Teambuilding puzzle**

Subjects: Any

#### **Objectives:**

- **To work cooperatively**
- **To appreciate commonalities with classmates**
- **To build relationships and classroom community**

**Advance preparation: On a large piece of butcher paper or posterboard, cut out jigsaw-like puzzle pieces. You should have one piece for each student and plenty of room in class for students to move around.**

Give each student a puzzle piece. Looking at the stats for Tim and Myron, create general stats for our class, such as favorite movies, favorite subjects, favorite books. Be creative with your stats. On a scratch sheet of paper, have students fill out their own answers to the stats questions. Then, have each student decorate or design his puzzle piece based on his own personal stats. After students are finished, have them connect the puzzle pieces to form a square or rectangle—depending on what shape you started with.

**Modification: Include a puzzle piece for yourself so that you are a part of the team. Or have students create a puzzle piece based on their favorite celebrity instead.**

### **Group Activity: There's Something for Everyone**

Subjects: Any, Art

#### **Objectives:**

- **To celebrate uniqueness**
- **To build community**

Even if you're not good at athletics, everyone is good at something. So, take some time to acknowledge how the students in your class excel and are unique. Divide the class into four groups. Have each group work together on creating awards for the other groups. So, group one would make awards for group four and vice versa. If students say, "But I don't know that person," encourage them to interview that person about his hobbies and likes and dislikes.

Some sample awards could be:

- Most punctual for the student who is always on time to class
- Most artistic for the student who is always drawing.
- Most friendly
- Most likely to write a novel one day
- Most likely to rebuild a car.
- Most likely to find a cure for cancer.

Suggest that students consider the multiple intelligences (bodily-kinesthetic, naturalist, verbal, mathematical, logical, etc.) when they're trying to come up with awards.

For the actual award, encourage students to make an award. Awards could be modified old trophies, plaques, or created from a repurposed item. This is an opportunity for creativity and ingenuity. If students create the awards, you may consider awarding the group with the most creative, unique, best repurposed award, etc.

**Assessment: Students should receive a completion grade.**

**Modification: You could create your own awards for students. Or have students display their awards in some way—a class webpage, or a poster.**

**Individual Activity: Where Are They Now? The Athlete Version**

Subjects: Social Studies, Study Skills, Any, Language Arts

**Objectives:**

- To consider what makes someone successful
- To build study skills
- To connect entertainment and learning

**Advance preparation: You may want to direct students to some of the websites in Helpful Information.**

The article tells us that the NCAA webpage says, “When the athlete can no longer play, the student can still succeed.” Choose a former athlete, do a little research and write a report on him or her. How are they still impacting their community? How are they using their gifts and skills?

For example, Bill Bradley, Jack Kemp, J. C. Watts and Steve Largent were all athletes before they were involved in politics. And whatever happened to Mary Lou Retton and Michael Johnson?

**Helpful Information:**

For articles on former athletes, <http://www.sheknows.com/articles/804859.htm>  
<http://www.michigandaily.com/content/2009-05-18/former-athletes-turn-out-support-mott-childrens-hospital-0>  
<http://www.thecorporateplaybook.com/>  
[http://goliath.ecnext.com/coms2/gi\\_0199-5074696/A-whole-new-ballgame-many.html](http://goliath.ecnext.com/coms2/gi_0199-5074696/A-whole-new-ballgame-many.html)  
<http://www.cbc.ca/sports/columns/top10/politics.html>  
For information on multiple intelligences, <http://www.tecweb.org/styles/gardner.html>

## **Pages 11-15: “Jobs for the 21<sup>st</sup> Century”**

### **General Activity: Discussion**

Subjects: Any

#### **Objectives**

- **To better understand your personality**
- **To make connections between your interests, personality and potential careers**

**Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.**

As a whole class, discuss the following questions:

#### Before reading the article

- What do you know about your personality?
- Ask a trusted friend to tell you what he or she knows about your personality.

#### While or after reading the article

- Take the personality test privately.
- Mark jobs that interest you and are suggested for people with your personality.

#### After reading the article

- Do you agree with the personality test?
- Write a short reflection.

**Assessment: Collect the reflections.**

**Modification: Have students get in groups with others who have the same personality and draw a symbol to represent their personality. Display these on the wall.**

### **Individual Activity: More Education Equals More Money**

Subjects: Any, Math, Speech

#### **Objectives:**

- **To research jobs**
- **To research an authentic topic**
- **To analyze data**
- **To persuade**

Students should create a poster presentation of jobs within each category and how much the salaries are for those jobs:

- High school graduate
- Some college, no degree
- Associate degree
- Bachelor degree

- Master degree
- Graduate degree
- Professional degree

Then, choose one job and give a commercial/infomercial for that job. Persuade classmates that they should choose this job.

**Assessment: Require students to include at least three reasons why they chose this job and explain them through their commercial.**

**Modification: Students can film their commercials beforehand, OR work in groups.**

### **Group Activity: Career Fair**

Subjects: Any/All

#### **Objectives**

- **To write a business letter and a thank you letter**
- **To build relationships with the community**
- **To expose students to careers**

As a class, make a list of questions about careers. Display these for students to see. Divide students into groups based on their career interests. (Consider using the personality profile on page 11 and the career pathways on page 12 to do this.) These groups will create questions specifically related to their career area. Then, brainstorm types of professionals that you think could answer these questions.

Review the business letter format. Have students write letters to local companies asking them to send a representative for a Career Day. They can use the list of questions to help them brainstorm their letters. You may also ask parents in any of these career fields.

As you hear from professionals who are willing to make presentations, assign two to three students to each professional. These students should be responsible for communicating with and orienting the professional to the school, as well as gathering and setting up materials the professional may need. Ask professionals to bring a display board and be prepared to give presentations to small groups. Have students walk around the fair asking their questions from the first step.

Following the fair, have a discussion where students share the answers they have received to their questions from step one. Debrief on the experience of putting together the fair. What went well? What could be improved? Was there anything they could have done differently to make the fair run more smoothly or more organized? Also, as a class write thank you letters to all of the professionals who participated in the fair.

**Assessment: Have students make a copy of their letters before mailing them to turn in for a grade based on understanding of letter format. Have students complete a self-assessment following the fair to determine their level of involvement.**

**Modification/Teaching Tip: This is a great way to get the whole school involved. Your class can organize it, but try to get a large room reserved and invite the whole school. Or do a smaller version and have one professional come to your class each month.**

**Individual Activity: The Path to Your Career: Who Am I and What Should I Do With My Life?**

Subjects: Speech, Art, Any

**Objectives**

- **To help students make connections between personality types and meaningful careers**
- **To introduce students to job possibilities they may not have considered**
- **To practice giving an oral presentation**

After taking the personality test, students should read through the 6 Career Pathways and mark jobs that interest them. Have them choose one job to research and present to the class from the list of jobs recommended for their personality. Students should find out what the salary range is and how that changes based on education level, or if and what education is required.

Then, students should make a list of questions that they have about their chosen career. Interview two people in that field (one person could be your school counselor or a college admissions counselor). Help students look through the phonebook to find someone to interview or you may have a list of people who would be willing to talk with students via the phone or email. Require one library reference book/online/DVD resource.

Conference with students, if possible two to three at a time, or do as entire class or for group activity. Have them answer these questions to prepare for their presentation – some of these questions may be worked into their interview questions:

- Why did you choose this job? How does it fit with your personality?
- Where would you live? Would you have a roommate, be married, have children?
- What would your daily life be like? How many hours would you work?
- Who would you work for? A large or small company? Your own business?
- How old would you be when you finished your education? Would you work first before finishing your education? Would it matter where you were educated?
- Would there be any room for advancement (promotions, etc.)? How far would you want to advance?
- What would you enjoy about the job? What would you dislike about the job?
- Is there anything you have done or can do to prepare for this job while you are still in middle school and high school?
- How would you convince others to the same job?

Students should give a five-minute presentation about their job to complete the project. The presentation could be given in the first person as if the student is currently in the job. The students may want to dress in the appropriate clothing for their career.

**Assessment:** Give students a rubric before they give their presentation with a list of skills for oral presentations that you have modeled and will be looking for, including a list of required research for them to include in the presentation.

**Modification:** Instead of a presentation, have students create a visual representation of their research and display them around the room.

**Teaching Tip:** Giving time at the beginning of an assignment like this or giving time consistently at the beginning of class, will give students the chance to ask you questions.

**Group Activity: The Path to Your Career: Get Practical!**

Subjects: Math, Home Economics, Any

**Objectives**

- To help students practically sort through finances
- To create a budget
- To analyze their career choice and life expectations

**Advance Preparation:** Provide students with community research, like housing information, or be prepared to direct them to some trusted sources, or provide sources in your classroom. Students will need access to Excel and computers, unless you provide them with a chart to use.

After choosing their career and researching the salary range, place students in groups based on their salary ranges. As a group, have students create a budget for their salary. Some roles for students can include charter, organizer, time manager, research assistant, and double checker. Use Excel, or a chart that you provide for them. (If you're using Excel, you can create a formula to calculate as you add in new expenses.) Encourage students as they add expenses, to shuffle things around to make their budget work. Divide your salary by 12 months to calculate a monthly income. Include the following in their chart and require the starred ones:

- \*Monthly Income
- \*Housing expenses (property values/ranges based on your area and calculated into a monthly mortgage or apartment rent prices)
- \*Taxes
- Charitable Giving
- Utilities
  - \*Phone/Cell phone
  - \*Water
  - \*Electricity
  - \*Trash pick-up
  - Gas
  - Internet
  - Cable
- \*Car maintenance (including gas) and insurance or Monthly public transportation costs

- \*Saving Goals
- \*Groceries for your family size (Estimate what a day's worth of meals cost and multiply it by 31.)
- Insurance – Health, Life, and Home or Renter's Insurance
- Eating out
- Home repair
- Gifts
- Entertainment
- Furniture to furnish your house/apartment
- Travel
- Miscellaneous expenses

Check your calculations to make sure that the budget balances. If it doesn't, go back and remove some expenses.

After all groups have completed their budgets, discuss what students learned in this assignment. Did any students change their minds about their career choice? Was this a difficult assignment? Why or why not?

**Assessment:** Make sure students have at least included the required categories. Check their math calculations. Have students create a neat, organized budget to turn in for a grade.

**Modification:** For students who struggle with math and logical assignments, make sure they are partnered with stronger students. If you have access to Quicken or some other budget software, you may want to introduce the whole class to budgeting software.

**Teaching Tip:** Display these on the wall, with a Get Practical banner.

### **Group Activity: The Straight and Narrow Path**

Subjects: Any

#### **Objectives**

- To build community
- To think critically about careers
- To compare strengths and weaknesses

**Advance Preparation:** Reserve some time in the computer lab. Teach or review with students how to use Power Point, or other presentation software.

Divide students into 6 groups. Give each group one of the career pathways. Create a Power Point presentation. Incorporate music, video, or other multimedia whenever possible. The presentation should include slides for:

- Descriptions of the jobs mentioned in the article for that pathway, as well as two more that the group adds
- A picture to represent each job (this can be a photo, an illustration, a cartoon, etc.)
- Descriptions of tools or equipment used for that job

- Skills or subjects needed for that job.
- Famous people or companies related to that job
- Historical significance of job
- Demand for job
- Salary Range
- Most unique thing about this job

It may be helpful for students to create a rough draft of their slides before creating them in Power Point.

**Assessment:** Assess students based on completion of above slide requirements, as well as a creativity component.

**Modification:** Create slide requirements together as a class. Have a few required ones in mind and let students add to them, based on their interests.

**Teaching Tip:** Make sure students know how to save their presentations so that you can show them in class. Allow students to do a test run before the final presentation is due.

Helpful Information:

For resources on jobs, try [www.bls.gov/oco/](http://www.bls.gov/oco/).

For a sample budget chart, try [http://en.wikipedia.org/wiki/Personal\\_budget](http://en.wikipedia.org/wiki/Personal_budget).

## **Back Cover: Education Equals Money**

### **Individual or Partner Activity: Crossword**

Subjects: Any

#### **Objectives:**

- **To apply the concepts and information from the magazine in a creative way**
- **To make a product**
- **To consider different careers**

Have students complete the crossword on the back. Then have students create their own crossword or other word puzzle from the magazine, an interesting job found in the magazine, or a unit you've just completed in class. Students can swap crosswords with each other to complete them.

**Assessment: Consider accuracy of clues and number of answers.**

**Modification: Have students create their own crossword or word puzzle with jobs from each of the income categories at the top of the page. Or come up with other games like charades or pictionary using the names of all the careers mentioned in the magazine.**

### **Individual Activity: Photographic Success**

Subjects: Photography, Art, Any

#### **Objectives:**

- **To symbolically represent an idea**
- **To use art to apply abstract concepts**
- **To be creative**

Gather photos from magazines or take photos. Choose photos that communicate the idea of success. Create a photomontage from the photos that you accumulate.

Have a class discussion on the photo displays. Discuss what defines success. Encourage students to move beyond being well dressed or financially wealthy and consider being hard working and well educated.

**Modification: Have students write a report explaining their photomontage and personal definition of success.**

**Teaching Tip: Read a short story related to the concept of success before the photomontage to help get students started thinking about success in an abstract way.**