

next

IDEAS FOR TEACHERS AND GUIDANCE COUNSELORS



High School

Activity 1

Teen Time Management

Activity 2

Healthy Habits for Life

Activity 3

Choose to Serve



Money

Activity 1

Car Quest: Finding the Right Ride (with worksheet)

Activity 2

Budgeting Basics (with worksheet)

Activity 3

Saving Savvy



College

Activity 1

Keep It Together: Organize Your College Search

Activity 2

Make Your Campus Visit Count

Activity 3

Scholarship Essay Success



Jobs & Careers

Activity 1

Resume 101

Activity 2

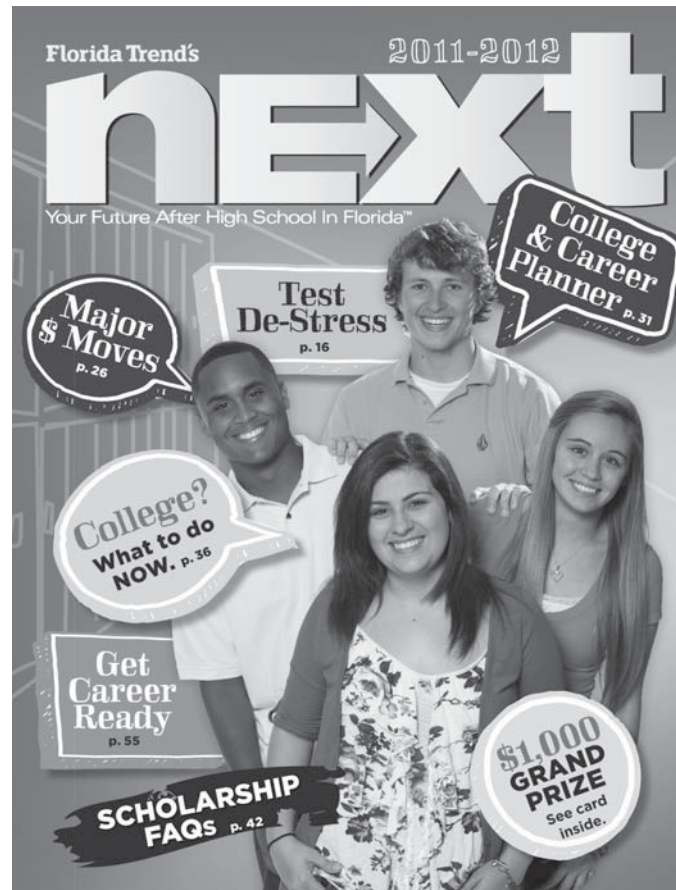
Job Interview Preparation

Activity 3

Career Counsel: Planning Your Future

Classroom Activity Guide

2011-2012



ACTIVITY 1: TEEN TIME MANAGEMENT

In this activity students will learn to prioritize their activities in order to better manage their time.

1. Open discussion by asking students:

- Do you sometimes feel pressed for time?
- Are there some important activities or assignments that you don't seem to have enough time to complete?
- Do you wish you had more time to do the things you'd like to do?

2. On a sheet of paper, ask students to list all of the activities and tasks they are involved in after school and on weekends, along with the amount of time they require. Examples include sports practices, studying, part-time jobs, music lessons, household chores, volunteering, church activities and leisure time with friends.

3. Now ask students which of the items on the list are “must-dos” and have them highlight those in one color (i.e., homework, family obligations, etc.). Highlight the next most important activities in a second color, and the least important activities in a third color.

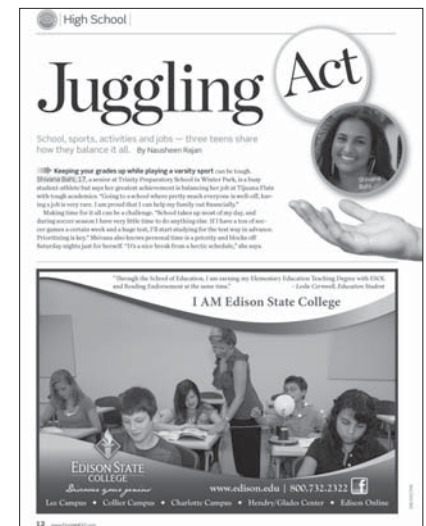
4. On the blank calendar, ask students to plug in their most important activities first. Then they may fill in the second set. If there is still time in their schedule, have them choose a few of the “least important” items. It is important to note that leisure time is not necessarily a low-priority item, but can be a necessary part of a balanced and healthy schedule.

5. Encourage students to follow their “new” schedules for at least two weeks, then follow up to see if they’ve noticed any improvement in their daily routines.

Take it to the NEXT level:

After two weeks, have students reassess their schedules. Were they realistic about the time they allotted for each activity? Do they need to make any adjustments to improve their day-to-day efficiency?

To follow reading and discussion of *Juggling Act* on page 12.



Sunshine State Standards:

- LA.910.2.2.3 ; LA.1011.2.2.3
The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).

Materials/Preparation:

- Paper and pencils
- Highlighters in three color
- Blank weekly calendar, preferably broken down into hourly blocks

ACTIVITY 2: HEALTHY HABITS FOR LIFE

In this activity students will identify ways they can establish healthy patterns in sleep, diet and exercise.

1. Open discussion by asking students to respond to the following questions on their own paper::
 - How many hours of sleep did you get last night?
 - List everything you ate yesterday.
 - How much time have you spent exercising or participating in a physical activity over the past week?
2. Ask students to compare their responses with the guidelines and tips provided in the article. How do they rate? Which areas are the hardest to maintain healthy habits? Why?
3. Ask students to think about any improvements or benefits they would experience by adapting to healthier habits. Provide time for students to share their thoughts, either with a partner, a group or the whole class.
4. Have each student choose at least one area (sleep, diet or exercise), and to develop an action plan for making healthier choices over the next week. Students should keep a daily log of what they are doing differently, and any changes they notice.
5. After a week has passed, have students share their experiences with the class. What were the challenges and benefits of the adjustments they made? Discuss how making permanent lifestyle changes can be helpful for years to come.

Take it to the NEXT level:

Have a student or group of students research the USDA's new dietary guidelines (<http://www.choosemyplate.gov>) and present their findings to the class.

Encourage a group of students to create a new after-school club based on a fun physical activity (hiking, surfing, kayaking, etc.)

To follow reading and discussion of *Healthy Habits, Healthy Life* on page 20.



Sunshine State Standards:

- HE.912.B.3
The student will demonstrate the ability to use decision-making skills to enhance health.

Materials/Preparation:

- Paper and pencil

ACTIVITY 3: CHOOSE TO SERVE

In this activity students will work in groups to plan and execute a service project of their own to benefit their school and/or community. They will videotape the project and then share with the class.

1. Divide students into small groups. Ask each group to list issues in the school or local community that concern them. Then ask students to brainstorm possible solutions to those problems. These should be solutions that would be feasible for them to actually implement. Examples include: Cleaning up campus or a local playground, assisting an elderly neighbor with odd jobs, conducting a food drive at a local event, etc.
2. Have each group select one solution to be their service project. Provide time for groups to plan the steps necessary to execute their project.
3. When the time comes to carry out their plans, ask each group to videotape the project as it takes place.
4. As service projects are completed, have groups share their video with the rest of the class. Allow time for feedback and discussion of the following questions:

- How did your service project benefit the school or community?
- What were some of the challenges your group faced in planning and executing your project?
- What were some of the rewards?
- What lessons did you learn that could help you in other areas of your life?

Take it to the NEXT level:

If a project was particularly successful or well-received, encourage students to consider how they might provide that service on a more regular or ongoing basis.

To follow reading and discussion of *Value of Volunteering* on page 18.



Sunshine State Standards:

- SS.912.C.2.5
Students will conduct a service project to further the public good.

Materials/Preparation:

- Video cameras

ACTIVITY 1: CAR QUEST: FINDING THE RIGHT RIDE

In this activity students will identify which car features are most important to them and will research the cost of cars that meet those criteria.

1. Ask the class to list various features available in cars and record those on the board. Examples may include make, model, age, mileage, fuel economy, safety features and color.
2. Now ask students to select which features from the list are most important to them and to write those down on their own paper.
3. Provide time for students to research online auto sites such as www.cars.com or www.autotrader.com and/or newspaper ads to try to find vehicles that match their list of desired attributes. Students should make note of how much each car costs.
4. As a class, have students share their findings. Ask if they were surprised by the cost of cars that met their requirements, and if that would make them reconsider their “needs.”

Take it to the NEXT level:

Ask students to identify and research the other costs are associated with owning a car (gas, insurance, maintenance, etc.). You may use the “Car Quest” worksheet that is also available for download. How might these costs vary based on the features of the car they choose? Would this be likely to affect their choice of vehicles?

To follow reading and discussion of *Is Driving a Thrill or a Drag?* on page 22.



Sunshine State Standards:

- LA.910.6.2.2; LA.1011.6.2.2
The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques.

Materials/Preparation:

- Chart paper or board
- Paper and pencil
- Newspaper classified/car dealership ads
- Internet access

ACTIVITY 1: CAR QUEST WORKSHEET

	What does this mean?	How is this determined?	What helpful resources are available?
"Sticker Price" or Initial Value of Car			
Amount to be Financed			
Interest Rate for Loan			
Monthly Payment			
Auto Insurance Policy Premium Costs			
Gasoline Costs			
Maintenance Costs			

ACTIVITY 2: BUDGETING BASICS

Students identify expenditures and income sources, and use that information to complete a simple budgeting worksheet.

- As a class, ask students to brainstorm the various items on which they spend money. Record responses on the board.
- Organize responses by creating general categories. These may include:
 - Clothing
 - Entertainment
 - Meals (school lunches and other meals they are responsible for purchasing)
 - School supplies
 - Transportation expenses (including car/insurance payments, gas, bus fare)
 - Miscellaneous
 - Savings

Discuss which of these items are “Needs” and which are “Wants.”

- Now ask students to brainstorm their various sources of “income,” such as allowances or wages from a part-time job or babysitting.
- Distribute one copy of the budgeting worksheet to each student. Over the next week, they should track their income and expenses, recording each time they spend money and each time they earn or receive income.
- After a week, have students examine their budget worksheets. Discuss the following questions:
 - Did your income keep up with your expenses? Are you spending too much?
 - Did you manage to save any money?
 - Which of your expenses were truly “Needs” versus “Wants”?
- Encourage students to make any necessary adjustments to their budget to ensure that it stays “balanced.” Distribute the second copy of the budgeting worksheet and so they can make additional copies as needed if they choose to use this on a monthly basis.

Take it to the NEXT level:

Have students use a software program such as Excel to create a simple spreadsheet that can be used each month to track income, spending and savings.

Ask students to brainstorm more ways to save on expenses, such as limiting spending on “Wants” or finding and using coupons for needed items.

To follow reading and discussion of *Major Money Moves and Small Smart Steps* on page 26.



Sunshine State Standards:

- MA.912.F.4.1
Students will develop personal budgets that fit within various income brackets.

Materials/Preparation:

- Chart paper or board
- Copies of budgeting worksheet (also available for download), 2 per student

ACTIVITY 2: BUDGETING BASICS WORKSHEET

	Source/Item	Amount
Income		
A. Total Income		
Expenses		
B. Total Expenses		

<i>Enter # from Row A</i>	
<i>Subtract # from Row B</i>	
Amount Saved	

ACTIVITY 3: SAVING SAVVY

In this activity students will set goals for personal savings, explore ways in which they can save money, and learn about the power of compounding interest.

1. Pose the following question to your students: What is something that you would like to have but that would require you to save up money in order to afford? Record responses on the board.
2. As a class, examine the list of responses and decide if the ability to afford each item is a short-term (new jeans, prom dress, video game) or long-term (car down payment, college tuition, apartment deposit) goal. Ask each student to write down at least one personal short-term and one long-term savings goal on their own paper.
3. Using their weekly spending records (from Budgeting Basics activity) as a reference, ask students to brainstorm ways in which they might save money by reducing their variable expenses.
4. Ask students to select one or more of the tips to put into practice themselves and to determine how much money they would save each week by employing that idea.
5. Introduce students to the idea of compounding interest: If you start with an initial balance (principal) in a savings account, allow it to earn interest, and keep the interest in the same account, you will soon be earning “interest on the interest” of all prior periods. In addition, if you regularly deposit more savings into that same account, you will earn additional interest on that as well. On the other hand, if you regularly withdraw interest as it is earned, you will only earn simple interest, that is, interest paid only on the original principal. Provide your students the opportunity to experiment with plugging in different values into a compounding interest calculator such as the one found at <http://www.math.com/students/calculators/source/compound.htm>. Explain to students that if they save consistently, and allow the interest to remain in the account, their money can grow over time to a considerably larger amount.

Take it to the NEXT level:

Divide your class into groups and have each group create a “Top Five” list of “Thrifty, Not Cheap” outings or dates that are locally accessible. Then have each group orally present their list to the rest of the class. After all groups have presented, ask your students to vote on the top five ideas out of all the groups.

Have each student contact two or three local banks or credit unions to find out what their current rates are for savings accounts. Ask them to also note any maintenance fees or penalties that may be assessed on the account. Have students report back to the class, compare their findings, and decide which bank offers the best option.

To follow reading and discussion of *Major Money Moves and Small Smart Steps* on page 26.



Sunshine State Standards:

- MA.912.F.1.1
The student will explain the difference between simple and compound interest.
- MA.912.F.2.1
The student will calculate the future value of a given amount of money.

Materials/Preparation:

- Board or chart paper
- Weekly spending records from Budgeting Basics activity, if available
- Internet access

ACTIVITY 1: KEEP IT TOGETHER: ORGANIZE YOUR COLLEGE SEARCH

Students will set up a notebook or filing system to organize their testing, college application and scholarship paperwork.

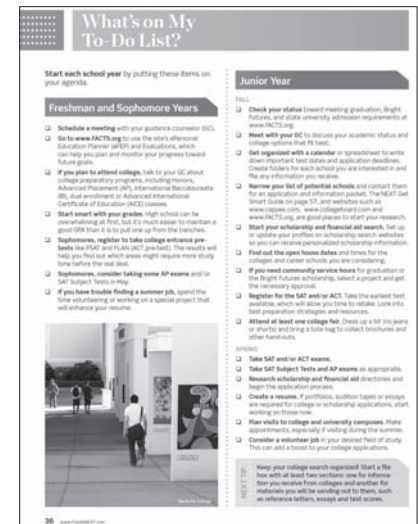
1. Ask students to brainstorm some of the detailed elements of the college application process. Examples include writing essays, requesting letters of recommendation and transcripts, applying for scholarships, scheduling campus visits and interviews, keeping track of deadlines, etc. Record their responses on the board.
2. Demonstrate how to assemble a filing system to organize the many items on the list. Notebooks or file boxes should contain the following:
 - A calendar to record deadlines.
 - Logs to record correspondence and “to-do lists.” Another way to keep track of correspondence with individual schools is to record dates and notes on each school’s folder or divider.
 - Separate sections or folders for essays, recommendation letters, financial aid forms, test scores and transcripts.
 - A section or folder for each school to which they apply that will contain the necessary parts of their application.
 - A section or folder for each scholarship for which they apply that will contain the required items for submission.
3. Based on any information they already have, ask students to note deadlines for applications and scholarships and to write the tasks they need to complete on their logs.

Take it to the NEXT level:

If they haven’t already done so, have each student create a profile at www.fastweb.com or www.collegeboard.com to help identify possible scholarship opportunities.

Ask students to select three scholarships for which they are eligible and to begin the application process.

To follow reading and discussion of *What’s on My To-Do List?* on pages 36-37.



Sunshine State Standards:

- LA.910.2.2.3; LA.1112.2.2.3
- Students will organize information to show understanding or relationships among facts, ideas, and events.

Materials/Preparation:

- Chart paper or board
- 3-Ring binder or file box for each student*
- Notebook dividers or file folders**
- Calendar*

*Suggestion: Ask students to provide these items ahead of time.

ACTIVITY 2: MAKE YOUR CAMPUS VISIT COUNT

In this activity students will develop their own list of topics and questions in preparation for visits to potential colleges.

1. Open discussion by asking students to name some factors in choosing a college. Examples may include:
 - Location of school (distance from home, large city or small town environment)
 - Size of school
 - Programs offered
 - Sports, organizations and activities offered
 - Housing options
2. Ask students to select 2 to 3 of the factors that are most important to them. For each factor, students should write questions they could ask or investigate during their campus visit.
3. Have students share their questions with the class. In doing so, also discuss the best way they could find the answers to their questions. Some possibilities include:
 - Ask an admissions officer
 - Take a campus tour/ask the tour guide
 - Schedule an appointment with a professor
 - Meet with a current student at the school (maybe someone from the same high school or hometown)
 - Attend a class or a school event during your visit
4. Finally, have students make a list of the schools they would like to visit and plan possible times to do so. It may be helpful to visit when classes are in session, but to avoid final exam times and the months of April and May, when admissions officers are extremely busy.

Take it to the NEXT level:

Invite a student who has already visited a college campus to share his or her experience and what was most helpful.

If students will be visiting several schools in a relatively short time frame, help them create a notebook they can take along with sections for each school to organize their questions, notes and any information they receive.

To follow reading and discussion of *Does One Size Fit All?* on page 28.



Sunshine State Standards:

- LA.1112.6.2
The student uses a systematic process for the collection, processing, and presentation of information.

Materials/Preparation:

- Paper and pencil

ACTIVITY 3: SCHOLARSHIP ESSAY SUCCESS

In this activity students will analyze features of strong scholarship essays to use in planning and developing their own writing..

1. Open the activity by discussing the differences between a college application essay and scholarship essay. These may include:
 - Application essays are often more general personal statements that allow applicants to share just about anything about themselves; scholarship essays frequently ask applicants to address a very specific question.
 - Application essays are used to gauge an applicant’s ability to communicate well and to assess how an applicant could enhance the student population at a particular school. Scholarship essays are used to determine how well a student meets the scholarship criteria, and represents the values of the organization sponsoring the award.
2. Divide students into small groups and distribute a different sample essay to each group. Sample essays may be found at websites such as:
 - www.studentnow.com/collegelist/essayexample.html
 - www.collegeadmissionsessay.com/sample_essays.asp.
3. Allow time for students to read, discuss and analyze each essay and record what they feel are the strengths of each piece.
4. When each group has finished, ask each group to read their essay aloud to the rest of the class, and then share their analysis. Invite additional feedback from other groups.
5. After all groups have shared, have the class generate a list of some common strengths shared by the winning essays. Discuss ways they can apply those features to their own writing.

Take it to the NEXT level:

Have students search websites such as www.collegeboard.com and www.finaid.com for more essay writing tips and compile a list or PowerPoint presentation to share with the class.

To follow reading and discussion of “Scholarship FAQs” on page 42.



Sunshine State Standards:

- LA.1112.4.3.1
The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.

Materials/Preparation:

- Prior to the activity, download and print copies of several sample winning scholarship essays that students will use for this activity. (See step 2.)



ACTIVITY 1: RESUME 101

In this activity students will view sample resumes, create their own resume, review each others' resumes and provide useful feedback to one another.

- As a class, discuss the following questions:
 - What is a resume, and when would you need one?
- Provide students time to locate sample resumes for high school students online, or if you have previously found some, distribute them to the class. Possible websites to find resumes include:
 - www.aie.org
 - www.jobsearch.about.com
- Ask students to review sample resumes and to note which format would be most appropriate to use for their own circumstances.
- Assign students the task of creating their own resume using one of the sample formats found online or a word processing program template. This may require more than one class period or completion at home.
- Once students have completed their resumes, have them get into groups of 4 to 5 students and arrange their desks in a circle. They should each pass their resume along with a blank sheet of paper to the person on their left, who will read the resume and record feedback on the blank page. Allow a few minutes for the first round, then have students pass their resumes to the left again. Repeat the process until each resume returns to its original owner, who can review the feedback and use it to improve his or her resume.

Take it to the NEXT level:

Invite managers of local companies or businesses who are responsible for hiring to critique student resumes and offer other advice about the job search process.

To follow reading and discussion of *Ace the Interview* on page 51.



Sunshine State Standards

- LA.910.4.2.6; LA.1112.4.2.6
The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).

Materials/Preparation:

- Internet access or print-outs of sample resumes found online (see procedures)



ACTIVITY 2: JOB INTERVIEW PREPARATION

In this activity students will identify and research a local business or company where they might like to apply for a job.

1. Review the advice from “Ace the Interview” to research a potential position before going in for the interview. Divide the class into small groups and ask each group to choose one local business or company where they might like a part-time job.
2. Provide time for groups to research their chosen businesses. Specifically, students should identify the company’s mission, products or services, available positions and their job descriptions and requirements.
3. Have students share their findings with the class. Discuss how this knowledge would be helpful during the job interview process.

Take it to the NEXT level:

When presenting the information from their research, have students dress in a manner appropriate for a job interview.

Have each group divide into “Interviewers” and “Interviewees” for the business they researched and conduct mock job interviews.

To follow reading and discussion of *Ace the Interview* on page 51.



Sunshine State Standards:

- LA.910.6.2.2; LA.1011.6.2.2
Students will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques.

Materials/Preparation:

- Internet access for students



ACTIVITY 3: CAREER COUNSEL: PLANNING YOUR FUTURE

In this activity students will identify potential careers which match their own interests and research in-demand jobs in Florida.

1. Ask students to identify two or three careers or fields that interest them. The following questions may help students pinpoint possible occupations:

- What do I love to do? What is something that some people consider “work,” but is enjoyable for me?
- What are my strengths — interacting with people, crunching numbers, working on hands-on projects, generating creative ideas and products?
- What resources — both time and financial — are available for me to pursue my education and career preparation?

2. Provide adequate time for students to research the occupations they have chosen. They may use information from the article as well as the internet to address the following questions:

- What are the educational requirements for this profession? What additional training might also be required?
- What is the average yearly salary for this profession?
- Who are some local employers in this field? Or, where would you have to live to work in this profession?
- What is the typical lifestyle related to this job? (Average hours, overtime or travel requirements, physical demands, etc.)
- What are some of the advantages and disadvantages of this profession?

3. Ask students to present the information they have gathered. Presentations may be as simple as sharing aloud with the class, or may include some visual or multimedia element, such as PowerPoint slides.

Take it to the NEXT level:

Have students search “choosing the right career” on the Internet to locate more resources. These may include interactive surveys or tests that help match individuals with occupations that are suited to them.

Ask students to list the expenses they expect to have as an adult and compare those to the average salary of a profession they are considering. Will they earn enough to support their preferred lifestyle?

To follow reading and discussion of *Top Jobs and What They Pay* on pages 53-54.



Sunshine State Standards:

- LA.1112.6.2
Students use a systematic process for the collection, processing, and presentation of information.

Materials/Preparation:

- Paper and pencil
- Internet access