

LESSON 1: INTRODUCTION TO IDENTITY & GET READY

Introduction:

This lesson is to introduce students to the Get Ready program and the concept of identity. Since students will be working with the Get Ready program throughout the year, it is important for them to understand who we are and what we do. Identity is also a big part of life especially at this age and onward. Soon students will be making decisions on which high school and college to choose and their identity will play a huge role in their decision making.

Objective:

1. Students will define personal and group identity using their own words.

Materials:

1. Person to Person (Game)
2. Roadmap of the Year (portfolio item)
3. Celebrity Game
4. Iceberg Identity Reflection (portfolio item)

Procedure:

1. The class will begin by introducing the agenda and objective for the day. Introduce yourself and where students can locate you when you aren't in their classroom. Get the students engaged by playing the "**Person to Person**" game (See **Person to Person** sheet). **5 minutes**
2. After the Person to Person Game, introduce the expectations being placed on them in the lessons from Get Ready. Introduce them to the different aspects of the Get Ready program like Lessons once a month, portfolios that tie the lessons together, advising, and field trip opportunities Using the "**Roadmap of the Year**" power point slide, introduce the Get Ready Program and the subjects it plans to teach this year. **10 minutes**
3. Activity: After the power point presentation, students will play the "**Celebrity Game**." Explain rules and use sample celebrity to teach the class how to play. Once the instructions on how to play the "**Celebrity Game**" is taught, play the game with the class (See **Celebrity Game** for further information and materials). **10 minutes**
4. Class Discussion: As the game concludes, regain the classroom's attention and discuss the following questions: 1) Who was able to guess their celebrity? How did you get to that point? 2) What questions did you ask? What made you ask those questions? 3) What questions were difficult to answer? 4) What is identity? **10 minutes**
5. As the discussion comes to an end, use the "**Iceberg Identity**" sheet as a reflection (See **Iceberg Identity** sheet for instructions). Also, do a quick review on the objectives discussed throughout the lesson and introduce the next lesson. **10 minutes**

Conclusion:

As middle school students continue to grow, they begin to identify who they are and where they see themselves in the near future. We hope that throughout these lessons, students will be able to develop a sense of identity that will help them be confident in themselves and in making decisions.

LESSON 2: EXPLORING CAREERS I

Introduction:

To further iterate the importance of identity, we want students to understand and/or learn about hidden skills they may have. We also want students to take these skills and apply it to real world careers. This lesson is meant to be a guide for students to learn about identity through possible career interest.

Objective:

1. Students will explore how personal interests match to possible careers.

Materials:

1. ABC Career Dictionary
2. Laptops/Computer Lab
3. Career Cruising (Website)
4. Career Interest Survey (Guide)

Procedure:

1. Start the class off with a quick review of the last lesson and introduce the “**ABC Career Dictionary.**” Allow students and staff to discuss about the ever changing technologies and careers (See **ABC Career Dictionary**). **5 minutes**
2. As we wrap up discussion on technologies and careers, inform the students that today’s lesson will be on careers and using a website program called, “**Career Cruising.**” Introduce what “**Career Cruising**” is and how to navigate the site. On the website, direct students to the Career interest survey and have them answer each question as they follow along on the “**Career Interest Survey**” guide. As this will be student’s independent work time, the instructor should be circulating the room as students may have questions. Allow students time to reflect on their results. **30 minutes**
3. Class Discussion: At the end of the career interest survey, discuss with students and staff the following questions: 1) Which career surprised you? 2) Which career’s stood out to you most? **8 minutes**
4. Do a reflection of the lesson and introduce the next lesson. **2 minutes**

Conclusion:

We understand that a student’s identity and career path may change at any time, but learning about it now could provide them with a possible insight to what their future might look like. It is important for students to start thinking about careers now as they will have a better understanding of it when asked in the future by their high school teachers and counselors.

LESSON 3: EXPLORING CAREERS II

Introduction:

In lesson 2, students took a career survey to better understand what careers they could be interested in. They also learned how to navigate the Career Cruising website. This lesson will amplify their knowledge as students will be exploring careers based on personal interests.

Objective:

1. Students will identify and explore several career options based on their personal interests.

Materials:

1. Career Cruising (Website)
2. Laptops/Computer Lab
3. Would You Rather (Game)
4. MN Career (Portfolio Worksheet)
5. Post-it on the Human (Activity)
6. Post-it notes
7. My Life Plan (Portfolio Sheet)

Procedure:

1. Before the class begins, place the “**Post-it on the Human**” activity on the front board
2. Quickly review the last lesson and introduce the “**Would You Rather**” game. **10 minutes**
3. Once the game has concluded, have students login to “**Career Cruising.**” Have students browse through the list of careers that was generated during the last lesson and choose their top 3 to 5. Then have students explore more while using the “**MN Careers**” worksheet as a guide. The reflection questions on the back of the worksheet should be used to get students to think a little more deeply about the careers that they research on CareerWise. **30 minutes**
4. As part of a reflection piece, students will receive **Post-it notes**. They will participate in an activity called, “**Post-it on the Human**” where they answer questions based on the (See **Post-it on the Human** activity). **5 minutes**
5. The second part of the reflection piece will see students filling the “**Supporting My Goals**” sheet. The sheet will then be used for advising purposes. *(Based on the student’s answers on the sheet and advising, the instructor will create groups of students for possible careers visits.)* **5 minutes**

Conclusion:

Exploring careers is an awesome adventure for students to take. Through technology, students are able to enhance their knowledge about possible careers they are interested in. This also enables a chance for hands on field trips to explore careers.

LESSON 4: HIGH SCHOOL OPTIONS

Introduction:

This lesson aims to build upon student's ability to critically think about their future through understanding that they have the power to make decisions. We want students to make choices based on their values, beliefs, and by staying true to themselves. Their high school choice is important on the way to their college choices. We want students to find what high school experience best fits them. We want students to know that they have the power to make informed decisions about where high school leads them.

Objectives:

1. Students will understand the power of choice and values.
2. Students shall understand high school/community opportunities that meet their personal goals.

Materials:

1. Academic wheel (portfolio Item-if one school option for high school)
2. High School/Community Interest Survey (portfolio item)
3. High School/Community Questions
4. Computers/laptops

Procedure:

1. Begin the class with a brainstorm discussion about the differences and similarities between middle school and high school. Display on white board the results of the discussion. **5-10 minutes**
2. Each student should get the "**High School Interest Survey**" sheet. They will create their own high school survey based from a list of common high school attribute questions. The survey sheet is designed to give students a well-rounded look at the different schools they have to choose from in their area. They choose the criteria about the schools and then compare them with the other schools in the area. **10 Minutes**
3. Class Discussion: Before the students get into exploring the survey at individual high school web sites in the area, we must discuss about the power of choice. Using "**The Power of Choice**" sheet, ask the questions listed on the sheet. The questions should inform students that they have the power of choice in making important decisions. The Power of Choice discussion questions are built to get students to reflect on their investment in choice when it is given to them. Do they use that power to the best of their abilities? The last question will tie in the power of choice to high school decisions. **8 Minutes**
4. Students will take their personal high school survey and use area high school web sites to answer their questions. **15Minutes**

Alternatively, for schools with no school choice, students should fill out a model worksheet of a well-rounded student. What do they want their high school 'resume' to look like when they complete high school? They fill in the questionnaire to reflect what they want to experience at the school.

5. The last minutes of class should be used to compare the high schools once students have found the information they are looking for. **10 minutes**

Conclusion:

As students begin to explore about themselves and dream about their future, the important aspects that we hope they learned from this lesson are to know there are different schools that offer unique services that could be of interest to students, and to understand they have the power to choose and make decisions they deem important to themselves.

LESSON 6: WHY COLLEGE?

Introduction:

In the previous lesson, we talked about the different types of colleges. This lesson is to simply build upon it.

This lesson aims at teaching students that although college may be expensive, there are many different ways to pay for college. We want students to look at the benefits of a college degree and not to worry so much about cost of college at this stage in their life.

Objectives:

1. Students will understand the costs of college.
2. Students will identify the 7 Ways to Pay for college.
3. Students will know how college will help them.
4. Students will learn common college vocabulary.

Materials:

1. 2 Truths and 1 Lie, Price is Right, Financial Aid Word Find
2. Cost of College (Guided Worksheet: Future Choices/Great College Mystery)
3. 7 Ways to Pay (Power Point: more focus on Scholarships and Savings)
4. College Crossword Puzzle
5. Ways 2 Pay (Game: similar to Celebrity Game)

Procedure:

1. At the start of class, choose one or two of the three activities to use as your starter: **“2 Truths and 1 Lie, Price is Right, Financial Aid Word Find.” 5 minutes**
2. Students should be informed that today they will be learning about the cost of college and how college will benefit them. Students will be handed a guided worksheet called, **“Cost of College”** (Please refer to the guided worksheet for full explanation and materials). **10 minutes**
3. Since the students are learning about how much certain colleges cost, the instructor will now inform students about how to pay for college using the **“7 Ways to Pay”** for college power point. The power point will focus on different ways to pay for college but with a greater emphasis on scholarships and savings. Answer questions along the way and ask these questions as the power point comes to a conclusion: **“What are your financial concerns?”** and **“What can you do now to help with college expenses?”** **15 minutes**
4. Knowing the costs of college can start to scare many students away from pursuing a college experience. Spend some time with students talking about the economic and social advantages of going to college: Earning more money, better health care, less chance of unemployment, better careers available require college education.
5. Towards the end of the lesson, choose between two activities or both if time permits: **“College Crossword Puzzle”** and/or **“Ways 2 Pay”** game. **10 minutes**

Conclusion:

As cost of colleges continue to grow, our students fear the idea of paying for college. This lesson gives students a look at the different options and opportunities they could possess in order to go to college. The goal is for students to understand that college is a possibility worth exploring!

LESSON 7: HIGH SCHOOL EXPERIENCES & OPPORTUNITIES

Introduction:

Middle school and high school are two different beasts, but are similar in many ways. It could be very intimidating for incoming 9th graders. It could be that they were coming from a school with low population or have very little exposure to what the high school experience might be like. In this lesson, students will have the opportunity to see a glimpse of what high school could be like through various activities.

Objectives:

1. Students will understand high school academic requirements for graduation/college acceptance.
2. Students will be able to identify extracurricular opportunities to join at their chosen high school/community.
3. Students will be able to navigate their high school experience.

Materials:

1. High School Graduation Standards and College Admission Requirements (Booklet)
2. Ready, Set, Go (Website: Video of your choosing): <http://readyssetgo.state.mn.us/RSG/ShapingFuture/index.html>
3. High School Schedule (Worksheet)
4. The Sorting Game

Procedure:

1. The class will start with the instructor handing out a booklet containing **“High School Graduation Standards and College Admission Requirements.”** Have students quickly look over the booklet and answer all student questions accordingly. Inform students that they will be watching a video from the **“Ready, Set, Go”** website which shows real life high school students experiences. **10 minutes**
2. After the video, in order to emphasize on the power of choice students will be given the opportunity to create a sample **“High School Schedule”** using the **“High School Graduation Standards and College Admission Requirements”** booklet. On the sample **High School Schedule** the instructor would suggest that the student fill in the 4 required subjects: Math, English, Social Science, and Science first. After the required classes are scheduled students should fill in elective classes that fit their desired future selves. **30 minutes**
3. Near the end of the class period, students will play **“The Sorting Game.”** The theme of the sorting game will be based on GPA as a refresher. The instructor must inform students that GPA is not the sole reason a student gets into college. Explain that colleges want a well-rounded student. Identity plays a big part of this lesson as we ask students to reflect on what they will become as a high school student. Answer questions as they come up about the topic. **10 minutes**

Conclusion:

As middle school comes to an end, it is important for 8th graders to know how much high school matters in conjunction with their identities. Making the right choice as long as it is their own is what we wish to accomplish in the end. With this lesson, we hope it at least gives them a glimpse of what their amazing high school life could be like.

LESSON 8: CELEBRATING YOUR IDENTITY

Introduction:

Celebrating your identity is important. Why? Because it builds confidence and that is what we need in our students. To be confident individuals that know they have the power to choose what is right for them. Their values and beliefs are just as important as education. By guiding and helping students find their identity through high school and college decision-making activities, we can help them build their individuality and confidence.

Objectives:

1. Students will display their knowledge through portfolio work.

Materials:

1. Portfolio Questionnaire (Half sheet)
2. Student portfolio
3. Note Cards
4. Markers, Crayons, Color Pencils
5. Board Games, Laptops, Phones

Procedure:

1. As this will be the last lesson, we will be celebrating student work and their identity. The instructor should have each **“Student Portfolio”** handy. The class will begin with a **“Portfolio Questionnaire”** half sheet. The half sheet will contain questions such as: 1) Which high school are you attending? 2) What future career do you want to have? 3) Which college do you wish to attend? **10 minutes**
2. Hand out **Note Cards** and set **Markers, Crayons, or Color pencils** at the front of the classroom. Instruct the students to draw 3 images on the note card pertaining to what they answered on the **“Portfolio Questionnaire:”** High school, Career, College. Students will hand in what their art work and the instructor will display student work around the school at a time that is most convenient. **20 minutes**
3. Wrap up with students in small groups where they share with group about their identity statements around career, college and high school. You may want to create some type of party atmosphere. You may want to create a **Jeopardy type game** to review topics covered over the year as well. **15minutes**

Conclusion:

As students venture off to be our leaders of the future, we hope their identity continues to grow as they learn from their peers and their experiences around the world. This entire unit has been built for students to understand the relations between identity, high school, and college. To have a better understanding of their own identity, means making decisions that best fit themselves.