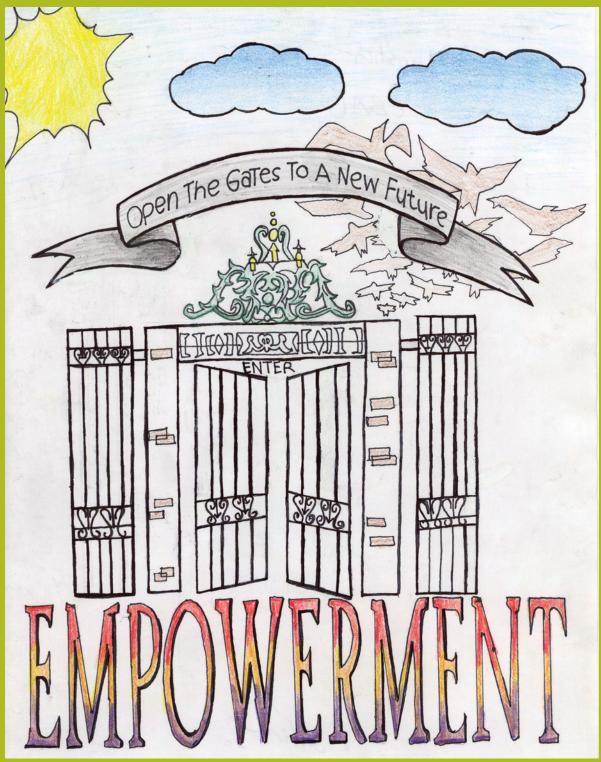


Empower Your Future

The Massachusetts Department of Youth Services Detention Programs Career Exploration Curriculum Guide







Created by Agustin

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- From the Department of Youth Services: Youth who were participating in the Empower Your Future curriculum who contributed their time and perspective to provide feedback on the pilot version of this program.
- From the Commonwealth Corporation DYS Initiative: Janet Daisley, Director; Mike Furey, Program Manager, DYS Initiative (primary author); and Katie Gray, Consultant (secondary author).
- From the Collaborative for Educational Services DYS Initiative: Woody Clift, Director; Darnell Thigpen Williams, Associate Director, DYS Professional Development; Karen Kenny, Title I and Transitions Service Coordinator; Derek Fenner, Unlocking the Light Project Director; and Kerry Cesan, Teacher.

A special thanks goes out to the many educators from DYS Detention programs who contributed their time to pilot this curriculum:

- Brockton Boys' Detention: Brian Mitchell
- Howland Detention: Paul Monahan and Stephanie O'Neil
- · Middleton Detention: Kathryn Eaton
- · Metro Pre-Trial Unit: Brian Barrett
- Terri Thomas Girls' Detention: Jennifer A. LaValley and Denice R. Ranson

Special thanks are offered to Christine Kenney, Director, Educational Services for DYS; and Katie Cohn, Assistant Director, Educational Services for DYS, who provided unwavering support throughout the development and implementation of this curriculum.



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TIMOTHY P. MURRAY LIEUTENANT GOVERNOR

JUDYANN BIGBY, M.D. SECRETARY

EDWARD J. DOLAN COMMISSIONER

To: DYS Detention Educators

From: Christine Kenney, Director of Educational Services
Re: Empower Your Future Curriculum for Detention Programs

Date: 8/1/12

For a number of years DYS educators have been asking for a comprehensive curriculum that would support the development of life, career development and employability skills for DYS clients. Through the joint efforts of the Massachusetts Department of Youth Services, Commonwealth Corporation, a workforce development agency, the Collaborative for Educational Services, an education service provider and consultants with practical and academic expertise in school counseling and career development, a curriculum "Empower Your Future" has been developed, piloted, and will be implemented in September 2012 in detention programs. Other pieces of the curriculum are already available for use by Assessment Programs as well as short and long term Treatment programs and programs for DYS clients in the community.

The purpose of the scope and sequence of the "Empower Your Future" curriculum that supports the DYS continuum of care is to provide students with a range of personal, life, and employability skills. The curriculum is based on nine key elements:

- Know Yourself understand career interests, job skills, and work values
- Goal Setting know what effective job and career goals are and how to set them
- Interests discover and go after your job and career aspirations
- Get Along with Others develop good relationships and make good decisions
- Learn How to Learn become a successful student and lifelong learner
- Character be respectful of yourself and others
- Life and Career Skills know basic skills for life success
- Coping Skills strategies for overcoming obstacles
- Believe in Yourself benefit from self-confidence and positive beliefs

These nine elements were agreed upon after extensive review of relevant research and current best practices in the field of career education and are a blending of ideas, concepts and practices including: The Massachusetts Model for School Counseling Programs, The Massachusetts Career Development Benchmarks, Positive Youth Development theory, Possible Selves research, the Search Institute's *Developmental Assets*, Culturally Responsive Practices and 21st Century Skills. An overarching goal of the curriculum is for DYS youth to learn to self-advocate.

Teachers in Detention programs are expected to use the curriculum within the Career Exploration (Life Skills) teaching block for a minimum of three days per week (45 minutes a class period). If you have any questions about the use of the curriculum, or if you need training or technical assistance to use the curriculum, please contact Katie Cohn, Assistant Director, Educational Services, DYS at katie.cohn@state.ma.us or 617-960-3321.

Introduction

Empower Your Future: Detention Curriculum is intended for use in Massachusetts Department of Youth Services (DYS) detention programs. The goal for the Empower Your Future: Detention Curriculum is to help students start their journey in exploring education and career pathways. This curriculum is part of a series that has been created for use across the DYS continuum of care:

- **Empower Your Future Assessment** helps students begin to explore education and pathways that fit their interests, skills, and values and provides them with an opportunity to weigh the options of high school diploma completion versus obtaining a GED.
- **Empower Your Future Treatment** is developed for long- and short-term treatment programs and helps students acquire the knowledge and skills to create goals (short-term, transitional and long-term) to support educational and workforce plans. This curriculum also helps support the exit planning process for youth around their educational and career goals as they prepare to return to the community.
- Empower Your Future Bridging the Opportunity Gap Career Readiness Guide for Community Settings provides youth with a refresher of goal setting skills as well as the specific skills, attitudes, and abilities that will help them obtain a job and be successful in the workplace.

In the spring of 2012 **Empower Your Future: Detention Curriculum** was piloted at five sites across the state. Beginning in the 2012-13 school year all detention programs will begin delivering **Empower Your Future** and will be expected to use the curriculum during the Career Exploration teaching block (a minimum of 45 minutes a day for three days per week). The curriculum is project/activity-based and is intended to help students not only acquire the knowledge and skills necessary for career development and employability, but also to help support a positive outlook and attitude for their future.

In order to implement this curriculum, teacher must first obtain:

- A CD containing Electronic Resources including PowerPoints, video clips, art work, and other resources referenced throughout the curriculum.
- The DYS Community Resource Guide for Unit 2.
- Food Model Cards for selected lesson in Unit 5.
- A copy of What do you stand for? For Teens: A Guide to Building Character for selected lessons in Unit 6.

The Detention curriculum and all other resources can be obtained from CES instructional coaches or through the Collaborative for Educational Services (Barbara Bridger [bbridger@collaborative.org] at the Collaborative for Educational Services, 97 Hawley St., Northampton, MA).

The curriculum will also be uploaded, with all the supporting materials and interactive media, to the Collaborative for Educational Services' (CES) Moodle website –moodle.collaborative.org. There are electronic versions of PowerPoint Presentations and video clips referenced in the Guide that teachers must access electronically at moodle.collaborative.org [contact Mike Furey [mfurey@commcorp.org] for technical assistance].

NUTS AND BOLTS OF USING THE CURRICULUM

What is in this Detention Curriculum

This instructional guide/binder contains:

- Unit overviews
- · Lesson plans
- Supporting materials
 - Teacher resources
 - Student handouts

Because students can transition in and out of detention quickly, student workbooks will not be printed. Instead, teachers will need to make copies of the student handouts provided for each lesson for the number of students present on that day.

Unit 1 and Unit 2:

Teachers should work with incoming students to complete Unit 1 and Unit 2 of the curriculum which will give students an introduction to advocating for themselves upon their return to the community as well as an initial introduction to thinking about career resources. These two units should take 2-3 days to complete. Unit 1 and Unit 2 are <u>required</u> to be completed for all students who are in the program for more than three days. For those students in the program less than 3 days, do your best to complete as much of Unit 1, then Unit 2, as possible.

- Unit 1 Lesson 1: Returning to the Community: A Successful Return to School or Work
- Unit 2 Lesson 1: Understanding Job and Career Resources in Your Area

Additional Units

Other than the two required lessons, teachers will be able to choose lessons from the list of Additional Units according to the interests and needs of their current group of students. Each lesson from the Additional Units will be a teacher led self-contained lesson in which students will come away with an end product related to the lesson.

- Unit 3: Youth Empowerment: Skills for workforce and educational success
 - Lesson 1: Searching for a Job
 - Lesson 2: Completing Job applications
 - Lesson 3: Creating a Resume
 - Lesson 4: Interviewing: Interview Each Other
 - Lesson 5: Interviewing: Interview Techniques
 - Lesson 6: Making a Presentation
 - Lesson 7: Exploring College Options
- Unit 4: Money Sense
 - Lesson 1: Budgeting
 - Lesson 2: Apartment Find
 - Lesson 3: Bank Accounts
 - Lesson 4: Being an Informed Consumer: Cell Phone Packages
 - Lesson 5: Illustrating Goals
- Unit 5: Health/Fitness
 - Lesson 1: Nutrition: Understanding Nutrients
 - Lesson 2: Nutrition: Recognizing Portion Control and the Food Plate
 - Lesson 3: Nutrition: How to Read Food Labels
 - Lesson 4: Nutrition: Snacking, Fast Food, and Healthy Recipes
 - Lesson 5: Exercise: Types of Exercise and Maintaining a Healthy Weight

- Unit 6: Personal Beliefs
 - Lesson 1: Identity: Who am I?
 - Lesson 2: Empathy: Understanding Other Perspectives
 - Lesson 3: Positive Quotes
 - Lesson 4: Role Play: Character dilemmas
 - Lesson 5: Poster Project: Understanding Character Traits

Arts Integration

Arts are integrated throughout the curriculum to encourage student's creative expression while completing the lessons. Although many lessons include artistic aspects to them, six lessons have been labeled "Arts Alternative lessons" [Unit 3, Lesson 3A; Unit 4, Lesson 5A; Unit 6, Lesson 1A, 1B, 2A, 3A] because they were created by Art Instructors. The Arts Alternative lessons allow teachers more variety of lessons to select from in order meet the needs and interests of their current student population.

Teacher Creativity

The lessons outlined in this curriculum guide are designed so that a teacher new to *Empower Your Future* has everything he/she needs to deliver each lesson effectively. Once familiar with the lessons, teachers are encouraged to add their own creative twists to lessons (as long as intended outcomes are kept intact). Please share new ideas for lesson delivery with Mike Furey [mfurey@collaborative.org] and he will upload them to the Moodle site for the benefit of all who teach this curriculum.

Technology Use

Teachers will need to use a computer to show PowerPoints Presentations and YouTube clips. There is one lesson [Unit 3, lesson 7] that requires students to use a computer that has the *College Board's* "You Can Go" website: http://youcango.collegeboard.org. It is your responsibility to ensure safe and responsible internet use.

The Collaborative for Educational Services utilizes the Moodle website (http://moodle.collaborative.org) to make electronic resources (linked to curricula, professional development, training, and continuing education) available to teachers working in the DYS system. The Moodle website includes an *Empower Your Future* resource repository (http://moodle.collaborative.org/mod/book/view.php?id=44031) which currently holds electronic resources, such as videos, PowerPoint presentations, and art work that are referenced throughout the Detention Curriculum. Additionally, it contains links to teacher created lessons and resources that provide extension activities to supplement content delivery provided in this guide. The repository organizes resources by individual units of each curriculum and is continuously updated with more teacher created resources.

Teachers are encouraged to integrate technology through use of ELMO Document camera, Computers, LCD Projector, and Smart Boards where applicable. Many times technology can replace the reliance on paper resources and teachers are encouraged to utilize technology to appropriately scaffold resources to students.

Dealing with Rolling Admissions to Detention Programs

This curriculum was developed with full knowledge that students enter and leave detention unpredictably and can have varying lengths of stay. Therefore, lessons are designed as stand-alone activities which can be completed in one, and occasionally, two days. There are two lessons that each student must complete [Unit 1 - Lesson 1 and Unit 2, Lesson 1]. Other than that, students will participate in whatever lesson you as the teacher are at in your progression through the six units. During the pilot of this curriculum some programs had difficulty implementing the first two units to all students because of the rapid turnover. The programs that had the most success with units 1 and 2 made the following suggestions:

Incorporate both units into the intake/orientation process of educational programming.

- Have two teachers' lead EYF lessons to two separate groups of students. The first group consists of new students that have not completed units 1 and 2 and the other group consists of those students who have completed the required units and are completing the additional units (Units 3-6).
- Help new student complete units 1 and 2 after they complete daily assignments in any content class.
- Teachers seek involvement of other available and interested staff, who are willing to help support EYF (Units 1 and 2 specifically).

Teachers should consider the suggestions from the teachers who participated in the pilot and use a strategy that works best for the specific needs of their own program to ensure all students learn the valuable objectives outlined in the first two units.

Student Assessment

The curriculum is project/activity based and you will be required to grade student work. As students will be working from handouts you provide, rather than in a personalized workbook, a folder should be kept for each student to collect completed work. This will make grading easier for the teacher and the student may have the option of taking the folder with him/her upon leaving detention. During the pilot students were excited to bring home practical information that would prepare them for transition back to the community. Programs that had the most success transferring student work home left folders in student's personal belongings, gave folders to clinicians, or sent work directly home using an envelope the student addressed themselves. This course will appear on students' transcripts and will be used for credit recovery purposes so maintaining grades is essential. Teachers complete the EYF Activity Tracking Sheet (included in introductory materials) and upload on Aspen student record to monitor student progress as they transition between programs.

EMPOWER YOUR FUTURE ACTIVITY TRACKING SHEET

Date Started:	EYF Materials Sent Home:
Uploaded X2:	
Name:	Date Discharged:

Activity	√	Initials	Date
Unit 1 – Lesson 1: Successful Return to School or Work			
Unit 2 – Lesson 1: Understanding Community Resources			
Unit 3 – Lesson 1: Searching for a Job			
Unit 3 – Lesson 2: Completing Job Applications			
Unit 3 – Lesson 3: Creating a Resume			
Unit 3 – Lesson 3A: My Future Resume			
Unit 3 – Lesson 4: Interviewing Each Other			
Unit 3 – Lesson 5: Learning Interview Techniques			
Unit 3 – Lesson 6: Making a Presentation			
Unit 3 – Lesson 7: Exploring College Options			
Unit 4 – Lesson 1: Budgeting			
Unit 4 – Lesson 2: Apartment Find			
Unit 4 – Lesson 3: Bank Accounts			
Unit 4 – Lesson 4: Being an Informed Consumer- Cell Phones			
Unit 4 – Lesson 5: Illustrating Goals			
Unit 4 – Lesson 5A: Fundred Dollar Bills			

Activity	√	Initials	Date
Unit 5 – Lesson 1: Nutrients			
Unit 5 – Lesson 2: Food Plate			
Unit 5 – Lesson 3: Food Labels			
Unit 5 – Lesson 4: Fast Food, Snacking, and Making Healthy Choices			
Unit 5 – Lesson 5: Physical Health and Maintaining a Healthy Weight			
Unit 6 – Lesson 1: Who Am I? Exploring Self-Identity			
Unit 6 –Lesson 2: Understanding Empathy			
Unit 6 - Lesson 3: Inspirational Quotes			
Unit 6 – Lesson 4: Character Dilemmas			
Unit 6 - Lesson 5: Character Traits Project			
Unit 6A Arts Alternatives			
Unit 6A – Lesson 1A: Who Am I? Exploring Self-Identity			
Unit 6A – Lesson 2A: Understanding Empathy			
Unit 6A – Lesson 3A: Truisms			
Unit 6A – Lesson: Sense of Identity			
List any Supplemental Lessons completed below:			

EMPOWER YOUR FUTURE: FOUNDATIONS

Empower Your Future is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective "Possible Self". The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

"Possible Self" Elements	Definition
Life Skills	Financial literacy, job seeking skills, health and safety, independent living skills to survive on one's own
Create Effective Goals	A process to realize one's potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
Believe in Yourself	An internal sense of overall positive self-worth and self-efficacy
Get Along with Others	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one's actions
Learn How to Learn	Understanding one's learning strengths and challenges
Explore and Pursue Your Interests	Skills to use resources and motivation to do so proactively; career awareness
Develop Your Character	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
Know Yourself	Self awareness with regards to interests, values and skills



EMPOWER YOUR FUTURE: FOUNDATIONS

Research and Best Practices Informing Empower Your Future

The Massachusetts Model for Comprehensive School Counseling Programs (MA Model) and the Massachusetts Career Development Education (CDE) Benchmarks: The MA Model, endorsed by former Department of Elementary and Secondary Education Commissioner David Driscoll in 2004, provides a framework for school counselors to deliver programs and services designed to assist all students to acquire the requisite knowledge and skills for success in school and in their career of choice. The MA Model incorporates as its "standards" the CDE benchmarks. The benchmarks represent a merger of the American School Counselors Association National Standards, National Career Development Guidelines, Massachusetts Certificate of Occupational Proficiency Employability Skills, and Massachusetts Work-Based Learning Plan Competencies.

See www.masca.org for additional information.

The Integrative Contextual Model of Career Development (Dr. Richard Lapan, 2004): Dr. Rich Lapan of the University of Massachusetts at Amherst has served as a consultant to the workgroup that developed this curriculum and has shared his model which he developed after years of research and practice. His work incorporates how to create a strength-based curriculum based on his integrative contextual model, the goal of which is to help all students to become proactive, resilient and adaptive adults.

The Framework for 21st Century Learning: The Partnership for 21st century skills has developed a unified, collective vision for 21st century learning. One of the key elements is "Life and Career Skills" which includes:

- Flexibility and adaptability
- Initiative and self direction
- · Social and cross-cultural skills
- Productivity and accountability
- · Leadership and responsibility

See www.21stcenturyskills.org for additional information.

Resilience Theory: A resilience based approach to youth development is based on the principle that all people have the ability to overcome adversity and succeed despite it. It is a strength based model.

See www.wested.org/cs/chks/print/docs/hks_resilience.html for additional information.

The Implications of Possible Selves Research for School Counseling Practice: Possible self theory is an extension of self-concept theory. It emphasizes the impact that a youth's self-definition has on school behavior. The special contribution of Possible Selves theory is its focus on the motivational power of students' views of themselves in the future. Students' views of the selves that they would hope to become, fear they will become and expect to become can be powerful motivators for present school behavior.

See School Counseling Research Brief 5.2; Sept. 20, 2007 at www.cscor.org for additional information.

The Character Education Partnership: The goal of character education is to develop students socially, ethically and academically by infusing character development into every aspect of a school's culture and curriculum. "Good Character" includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion.

See www.character.org for additional information.

The Developmental Assets: The Search Institute's framework of Developmental Assets has become a widely used approach to positive youth development. The Developmental Assets are grounded in research in youth development, resiliency and prevention. They represent the relationships, opportunities and personal qualities young people need to avoid risks and to thrive. Studies show the more assets youth have, the less likely they are to engage in high risk behavior.

See www.search-institute.org for additional information.

The Merging Two Worlds (M2W) Curriculum (created by/for the Arizona JJ system): The M2W curriculum is a transition/career planning curriculum designed to prepare students for reintegration into the community, school or world of work upon release from a secure care facility. Based on resiliency skills research, it focuses on instruction in life skills, career development skills, resiliency and social skills. It is aligned with the Arizona academic standards k-12. Members of the workgroup have also conducted structured conference calls with Dottie Wodraska from the Arizona JJ system to discuss systemic implementation issues.

See www.ade.az.gov/ess/SpecialProjects/securecare/merging2worlds for additional information.

EMPOWER YOUR FUTURE AND POSITIVE YOUTH DEVELOPMENT

Positive Youth Development (PYD) is an approach to working with and educating youth that integrates multiple areas of growth and development... physical, cognitive, social, emotional, cultural, civic and vocational... with education. Positive youth development allows educators to begin to identify the needs and, more importantly, the strengths of each individual youth, and to use this information to help support and equip young people with knowledge and skills that will help them build a better future for themselves.

Research on adolescent growth and development has provided educators with deeper understanding about helping youth build Protective Factors that can strengthen and increase their abilities to handle negative influences and events in their lives successfully. These Protective Factors include:

- · Belief in youths own abilities
- Stable sense of identity
- Connections with others
- Sense of control over future outcomes in their own lives

In response to this emerging research, the Massachusetts Department of Youth Services is dedicated to providing youth centered educational and transitional services that build on the unique strengths and skills of each young person." (Adapted from the <u>DYS English Language Arts 2009 Instructional Guide</u>)

The *Empower Your Future* curriculum model, that has at its center the development of a proactive, resilient "Possible Self," is so closely aligned with PYD that it actually provides a forum for educators to teach lessons that directly encourage the development of PYD's Protective Factors. Therefore the ability to implement this curriculum successfully is dependent upon educators embracing the PYD philosophy.

The diagram below shows the connections between *Empower Your Future's* "Possible Self" Elements and PYD's Protective Factors.

Alignment of "Possible Self" Elements and Protective Factors		
"Possible Self" Elements	PYD Protective Factors	
Life Skills	Connections with others Sense of control over future outcomes in their lives	
Create Effective Goals	Sense of control over future outcomes in their lives	
Believe in Yourself	Believe in their own abilities Stable sense of identity Connections with others	
Get Along with Others	Connections with others	
Learn How to Learn	Sense of control over future outcomes in their lives	
Explore and Pursue Your Interests	Sense of control over future outcomes in their lives	
Develop Your Character	Stable sense of identity	
Know Yourself	Believe in their own abilities Stable sense of identity	

EMPOWER YOUR FUTURE AND CULTURALLY RESPONSIVE PRACTICE

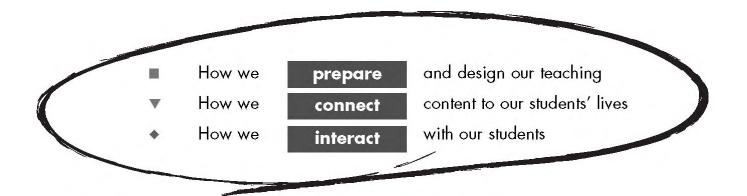


As educators teaching youth in the DYS system, we have the opportunity to make a real difference in the lives of students, particularly at a time when they deeply need someone to invest in them. A basic premise of being a teacher is that we engage in meaningful interactions with students and create a learning environment in which every student participates and succeeds. How we prepare, the content we teach, and how we interact all have powerful effects on how students learn and see themselves as learners. Our interactions with students constantly inform not just their mastery of content, but also the ways they self-identify as learners and their academic self-esteem.

Relationships are crucial to effective teaching, and learning about our students is critical to building relationships. While certain factors may limit our students' opportunities to engage in sustained study with a cohort of peers and build relationships with their teachers, we can build strong relationships with the young people in our classrooms.

Culturally responsive teaching involves reflecting on the ways in which we interact with our students, and they interact with one another, to form positive and affirming experiences. The student population in DYS represents a broad range of ages, varied learning styles, multiple intelligences, diverse learning strengths, and wide-ranging cultural and educational backgrounds. The amount of time for which students are in the care and treatment of the Massachusetts Department of Youth Services also varies greatly, and can range from days to years, with students sometimes moving among more than one DYS facility.

Fostering meaningful connections, and teaching curriculum that strengthens our students' abilities to engage with the world and become successful in their lives, requires us as educators to participate in ongoing reflection on:



OVERVIEW — PREPARING, CONNECTING, INTERACTING

WE CAN PREPARE TO TEACH BY:

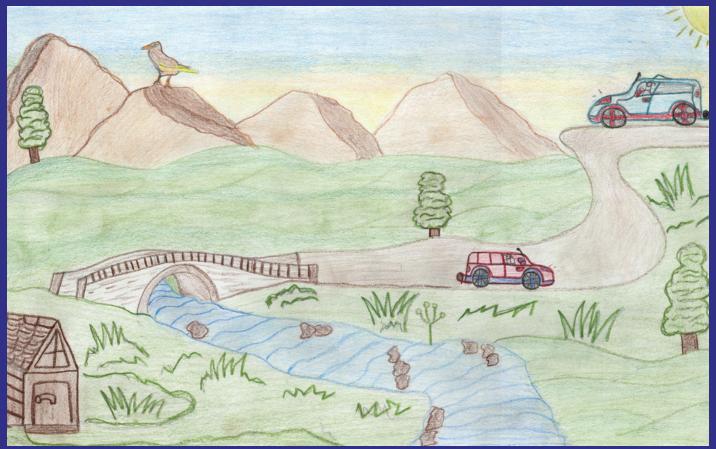
- Thinking about the language objectives for the lesson and then determining what kind of supports might be needed for English Language Learners;
- Reflecting on ourselves and how our own cultural norms affect the ways we teach and interact with students;
- Learning about and valuing our students' previous experiences and cultural backgrounds;
- Acknowledging what we do and don't know about our students and their lives;
- Increasing our awareness of assumptions we make about our students and how they influence our interactions;
- Becoming purposeful about the verbal and non-verbal messages we send to students;
- Investigating the experiences and contributions of students' cultural groups throughout history in ways that highlight the engagement of and agency (or power) of people to impact their own lives and futures, not solely their oppression;
- Researching how to match instruction with students' cultural norms, or participating in site-based inquiry groups around matching instruction with students' cultural norms.

WE CAN CONNECT CONTENT TO OUR STUDENTS' LIVES BY:

- Working from students' prior knowledge;
- Employing themes that will help students understand their own histories and see themselves in the curriculum;
- Addressing cultural diversity, power, privilege and racism in society;
- Working to meet students' diverse cultural and academic learning styles;
- Remaining flexible, creative, organized, and enthusiastic;
- Challenging students through a rigorous curriculum and promoting their critical thinking;
- Applying EYF skills, knowledge, and analysis to life outside the classroom.

WE CAN INTERACT EFFECTIVELY WITH OUR STUDENTS BY:

- Building relationships based on mutual respect;
- Respecting students' life experiences and cultural norms;
- Creating a safe and welcoming atmosphere;
- Implementing firm, consistent, high expectations for behavior and academic achievement;
- Seeing each student as an important member of the classroom community with strength and knowledge to contribute;
- Creating opportunities for all students to participate and bring their strengths to classroom activities.



Created by Sadiel

Unit 1: Returning to the Community

UNIT 1: RETURNING TO THE COMMUNITY

Overview

This unit teaches students the steps to take to ensure a successful return to school or work following release from detention. [For a small number of students, exploring how to enroll in a GED prep program may be a more appropriate option.] The unit covers how to arrange a meeting with a guidance counselor [or, for some middle school students an administrator] or employer to explain the student's absence/request help. The unit outlines suggestions on meeting topics to cover and important points to stress. Students are required to complete this one day, self-directed unit upon entry into a detention facility. The focus is on teaching valuable self-advocacy skills that will help students gain more control over their own future.

Contents of Unit

Lesson 1: A Successful Return to School or Work

- Lesson Plan
- Supporting Materials:
 - Guidance Counselor Responsibilities
 - Guidance Counselor Meeting Worksheets
 - a) For students returning to school
 - b) For students who want to pursue their GED
 - Employer Meeting Worksheet

UNIT 1: RETURNING TO THE COMMUNITY

LESSON 1: A SUCCESSFUL RETURN TO SCHOOL OR WORK

This lesson provides step by step instructions on how to request a meeting with a guidance counselor, administrator or employer and what topics should – and could – be covered at that meeting.

Suggested duration: 1 class

Know

- That time in detention should be used productively, either to prepare for return to public school or to work or to learn about getting a GED
- Youth need to maintain a focus while in detention and plan for addressing lost time in their community school or at their job
- There may be work or tests that need to be made up upon return to the community

Understand

- That youth need to learn to advocate for themselves to get their educational needs met at school [or getting reinstated at work]
- That their guidance counselor is someone to connect with for support around reentering school from spending time in a Detention facility [or their employer is someone to connect with if returning to a job]

Do

- Complete a Guidance Counselor or Employer Worksheet
- Role play a meeting with a guidance counselor or employer

Materials & Resources

- *IEP Meeting* (1-1 video)
- Guidance Counselor Job Responsibilities (Student Handout 1-1 Guidance Counselor)
- Guidance Counselor Meeting Worksheets: Return to school or Get a GED (Student Handout 1-1 Counselor Meeting)
- Employer Meeting Worksheet (Student Handout 1-1 Employer Meeting)

Teacher Pre-Planning

- 1. Determine which students will be returning to school, who will go back to work and who will pursue a GED.
- 2. Open video [IEP Meeting 1-1 video] on computer from electronic resource CD
- 3. Copy the appropriate handouts for each student depending on what they plan to do when they leave Detention

Lesson Steps

1. Show IEP Meeting (1-1 video). Explain that this lesson will teach some steps to have a successful meeting with a guidance counselor or employer when returning to school or work.

Empower Your Future: Career Exploration Curriculum

- 2. Introduce KUD objectives.
- 3. Ask student[s] if they know who their guidance counselor is and/or where the guidance office is located in their school. Discuss the role of the guidance counselor [or administrator for some middle school students] as a support person who can assist them with their transition back to school after DYS or with how to pursue a GED. [or if returning to work, do they know where their supervisor's office is and how to set up an appointment with him/her.]
- 4. Discuss that if they know how to set up a meeting with their counselor [employer] and how to handle themselves at the meeting, it will help them get back on track at school [GED, work]. They can have this meeting with or without their parent/guardian.
- 5. Give student[s] the appropriate Guidance Counselor Meeting Worksheet or Employer Meeting Worksheet (Student Handouts 1-1) and work with them to review the steps and fill in what they might say.
- 6. Have student[s] role play, with you playing the guidance counselor [employer], their return to school [work] meeting.
- 7. Review KUD objectives.
- 8. Encourage student[s] to keep their worksheet as a tool to help them remember how to make their return to school [work] successful.

STUDENT HANDOUT 1-1 GUIDANCE COUNSELOR RESPONSIBILITIES

Guidance Counselors have many responsibilities in their schools. According to the *American School Counselor Association*, the responsibilities school counselors have to students include:

- · Treat each student with respect as a unique individual
- Help each student with his/her educational, career, emotional and behavioral needs
- Encourage the maximum development of each student
- Respect each student's values, lifestyle, plans and beliefs
- Strive to ensure that the rights of each student are adequately provided for and protected
- Keep information confidential [unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that information be revealed]
- Protect the confidentiality of student records and release personal data only according to prescribed laws and school policies

Perhaps most relevant to a student returning to school after time spent in DYS...

 A school counselor works jointly with each student to develop integrated and effective plans, course schedules and support services consistent with the abilities and circumstances of the student.

STUDENT HANDOUT 1-1 COUNSELOR MEETING: RETURN TO SCHOOL

GUIDANCE COUNSELOR MEETING WORKSHEET
My guidance counselor's name If you don't know your school counselor's name you can use Google to find your school's website. Most school websites have links to the Guidance Department. The Guidance Department head or chairperson can help you locate your specific counselor.
Step 1: Request A Meeting
Go to [or call if you are not allowed to enter the school building] the guidance office and ask the secretary or one of the counselors to help you set up a meeting with your counselor. You could say something like: "My name is and I have been absent from school and need to see my counselor to help me get caught up with my school work." [Note: you do NOT need to tell anyone but YOUR guidance counselor why you have been absent. If someone asks, say "I'd rather discuss the absence with my counselor."]
\square Ask for the meeting to be scheduled as soon as possible.
☐ Ask for a "pass" to come down to the office at the time of the meeting.
NOTE: In some schools, counselors use a sign up sheet for students to request meetings. If this is the case, write down your name and under "reason for visit" write: I need help because I have been absent.
Step 2: Purpose of the meeting
$\hfill \Box$ Let your counselor know that you have missed school because you were sent to DYS.
☐ Tell your counselor that you do not want your absences to be considered unexcused as you have a certificate of attendance or transcript from DYS noting that you spent 5.5 hours per day working on academics and school work.
□ Suggest they contact a DYS staff member, called a Teacher Coordinator or Education Liaison, to provide this paperwork to the school.
$\hfill \square$ Make sure you have the opportunity to make up work you missed.
Write down what you will say to begin the meeting with your counselor:

STUDENT HANDOUT 1-1 COUNSELOR MEETING: RETURN TO SCHOOL

Step 3: Think about what you want to talk about:

Things you might want to consider asking your guidance counselor for help with include:

- How should I describe my absence from school to my teachers?
- How should I describe my absence from school to my friends?
- Getting extra help with work you have missed
- Having someone to talk to at school to help you stay on track

Write down the things you want to ask your counselor about:

Other things you might want to talk to your counselor about during *this* meeting: How your educational time at DYS will be noted on your official school transcript How you can successfully complete this semester's courses

Or at *future* meetings:

Your Grade Point Average (GPA)

The number of credits you have

Making up lost credits

Understanding which MCAS test you still need to take and how to get help to pass the MCAS tests Going to college

Getting a part time job

Write down other things that would be helpful to talk to your counselor about:

STUDENT HANDOUT 1-1 COUNSELOR MEETING: RETURN TO SCHOOL

Step 4: Think about what will make this meeting go well Write down at least 3 things that you can do to have this meeting REALLY help you have a successful transition back to school.

Now you are ready to role play setting up and participating in this meeting with your Life Skills teacher!

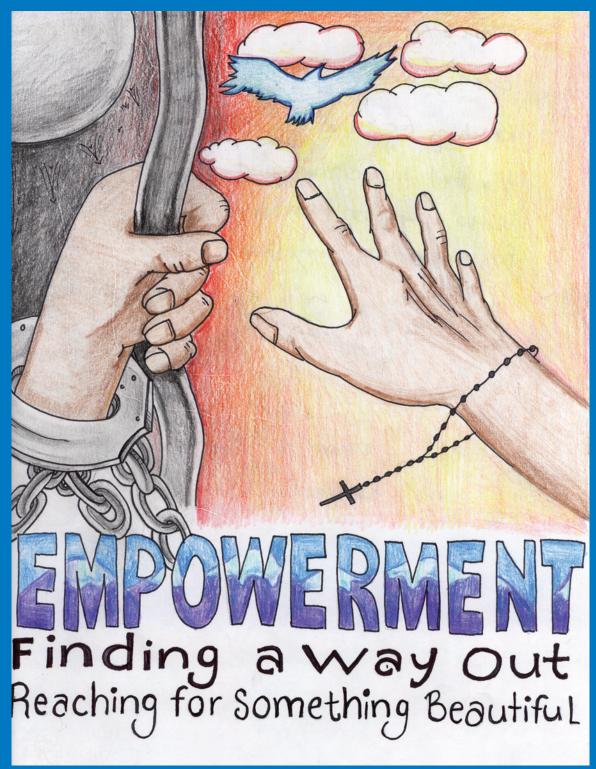
STUDENT HANDOUT 1-1 COUNSELOR MEETING: SEEKING GED INFORMATION

[Student must be at least 16 years old]

GUIDANCE COUNSELOR MEETING WORKSHEET
My guidance counselor's name If you don't know your school counselor's name you can use Google to find your school's website. Most school websites have links to the Guidance Department. The Guidance Department head or chairperson can help you with your questions about pursuing a GED.
Step 1: Request A Meeting
Go to [or call if you are not allowed to enter the school building] the guidance office and ask the secretary or one of the counselors to help you set up a meeting with a counselor. You could say something like: "My name is and I would like to see a counselor to help me locate a GED program and test site." [Note: you do NOT need to tell the counselor about your time in DYS]
☐ Ask for the meeting to be scheduled as soon as possible.
Step 2: Purpose of the meeting
☐ Let the counselor know that you have decided you want to pursue a GED.
☐ Tell the counselor that you need help identifying a prep program located near where you live.
☐ Ask the counselor about costs associated with the prep and test itself as well as test locations and dates.
Step 3: Think about what will make this meeting go well
Write down at least 3 things that you can do to have this meeting REALLY help you have a successful transition to the community and get started prepping for your GED.

STUDENT HANDOUT 1-1 EMPLOYER MEETING

Employer Meeting Worksheet
My employer's name is
Step 1: Request a meeting
Go to the supervisor's office and ask him/her or his/her secretary for a meeting. You could say something like: "My name is and I have missed work and need to see you to explain why I have been out of work." [Note: you do not need to tell anyone but your supervisor why you have missed workif asked say "I'd rather discuss the absence with my supervisor"]
Ask for the meeting to be scheduled as soon as possible
Step 2: Purpose of the Meeting
$\hfill \Box$ let your employer know that you have missed work time because you were sent to DYS
□ that you do not want your time away from work to be considered poor work ethic as you have documentation describing your legal situation (e.g., the certificate of attendance from DYS).
□ that you can get a DYS staff member, called a Teacher Coordinator, to provide this paperwork to the place of employment
Step 3: Think about what will make this meeting go well
Write down at least 3 things that you can do to have this meeting REALLY help you have a successful transition back to work.



Created by Marc

Unit 2: Understanding Job and Career Resources in Your Area

UNIT 2: UNDERSTANDING JOB AND CAREER RESOURCES IN YOUR AREA

Overview

This unit introduces students to the DYS Community Resource Guide. It highlights the 16 Massachusetts Workforce Investment Board regions and gives an opportunity for students to practice looking up various types of services within their own region. Students are required to complete this one day, self-directed unit upon entry into a detention facility.

Contents of Unit

Lesson 1: Understanding Community Resources

- · Lesson Plan
- Supporting Materials:
 - Map of Massachusetts showing 16 Workforce Investment Board regions
 - Community Resource Guide Worksheet
 - Community Resource Guide Scavenger Hunt

UNIT 2: UNDERSTANDING JOB AND CAREER RESOURCES IN YOUR AREA

LESSON 1: UNDERSTANDING COMMUNITY RESOURCES

In this lesson, students will become familiar with the types of resources listed in the DYS Community Resource Guide by completing a scavenger hunt to look for specific services.

Suggested duration: 1 class

Know

- The kind of education, employment, and social services information that is in the DYS Community Resource Guide
- What geographic region of the state youth live in
- · How to access information about resources in their community or region

Understand

- There are lots of support services available for a range of educational, training, employment, and social service needs
- What Workforce Investment Board regions are

Do

- Find the correct Workforce Investment Board region
- Complete the worksheet or scavenger hunt and report out on what they found

Materials & Resources

- Copies of the Community Resource Guide (This is also available electronically through the following website: http://www.commcorp.org/resources/grid.cfm?ID=35&filter=16)
- Maps of Massachusetts showing 16 Workforce Investment Board regions (Student Handout 2-1 WIB Regions)
- Community Resource Guide Worksheet (Student Handout 2-1 Resource Worksheet)
- Community Resource Guide Scavenger Hunt (Student Handout 2-1 Hunt)
- Art supplies: Crayons, markers, or colored pencils

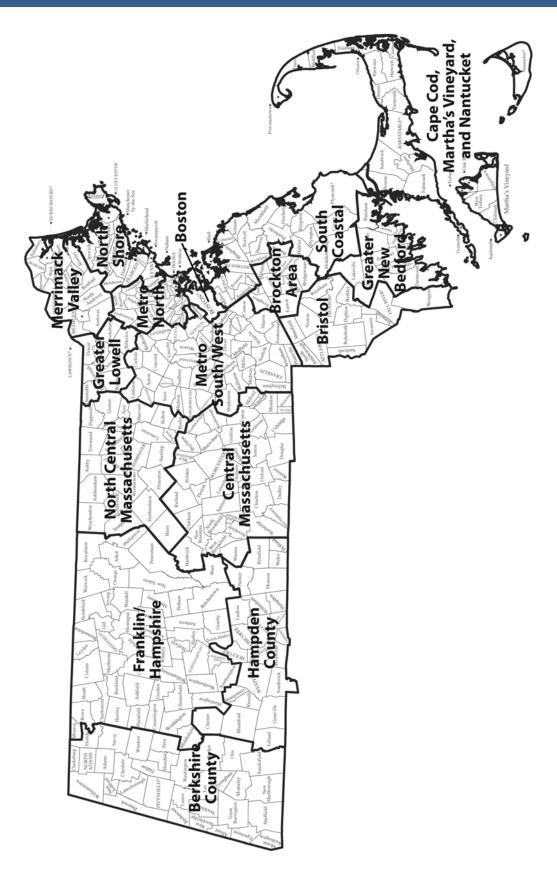
Teacher Pre-Planning

- 1. Obtain hard copies or download the Community Resource Guide so that each student has one to use for the lesson
- 2. Make copies of the appropriate handouts for each student

Lesson Steps

- 1. Pass out maps of Massachusetts (Student Handout 2-1 WIB Regions) and have students find their Workforce Investment Board region and color it in.
- 2. Introduce KUD objectives.

- 3. Discuss the idea of regions and different ways regions can be "named" or identified in a state or country (Workforce Investment Board regions, DYS regions, general geographic regions such as northeast, southeast, central, west).
- 4. Pass out Resource Guides and either the *Resource Worksheet* (Student Handout 2-1 Resource Guide) or the *Community Resource Guide Scavenger Hunt* (Student Handout 2-1 Hunt) for students who need a more scaffolded approach. Review with them how the Guide is structured [by region and then by type of service]. Help them become familiar with how it is set up. Talk about the importance of the Resource Guide as a tool when they are in the community. Have students complete the worksheet or scavenger hunt.
- 5. Review KUD objectives.
- 6. Leave 10 minutes at the end of class for students to share their answers.



Empower Your Future: Career Exploration Curriculum

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STUDENT HANDOUT 2-1 RESOURCE GUIDE

Take some time to look through the section of the *Guide* that contains resources in your DYS region and then within that region, your Workforce Investment Board [WIB] Region. List three that you might find helpful and with whom you might consider connecting.

Your DYS Region:

Your WIB Region [from the map you colored]:

Resource #1

Name

Address

Phone/email

How could this resource be helpful to you?

Resource #2

Name

Address

Phone/email

How could this resource be helpful to you?

Resource #3

Name

Address

Phone/email

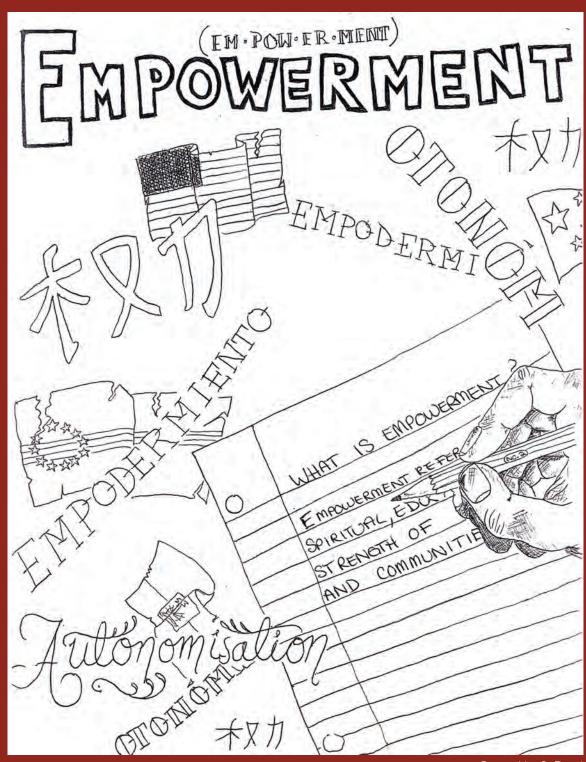
How could this resource be helpful to you?

STUDENT HANDOUT 2-1 HUNT

Community Resource Guide Scavenger Hunt
I live in the (circle one) Metro; Central; Northeast; Southeast; Western DYS region. I live in theWorkforce Investment Board [WIB] region [see map you colored in].
The DYS Resource Guide divides each WIB region's section into 3 parts. What are they? HINT: Look at Table of Contents 1
2
3
List the name of one program in your Workforce Investment Board region that provides help with getting a GED or another educational program.
Describe what this program offers:
What is the contact information for this program?
Address:
Phone:
E-mail: Web:
What is the contact information for your Workforce Investment Board [WIB]? HINT: Look in the Employability Resources section of your region
Address:
Phone:
E-mail
Web

Describe what your WIB offers:
List the name of one Social Service Support Resource in your region that provides a service that you might find helpful [e.g. counseling, health care, etc.]
Describe what this program offers
What is the contact information for this program?
Address:
Phone: E-mail:
Web:
Bonus Questions:
Why are community resources important for you to know about?
, , , , , , , , , , , , , , , , , , , ,
How could they help you when you return to the community?





Created by SoDaryl

Unit 3: Youth Empowerment

UNIT 3: YOUTH EMPOWERMENT

Overview

This unit focuses on the nuts and bolts of looking for a part-time job. Students discuss what it takes to look for a job and are introduced to how to begin the process. Students practice filling out a job application and design their own resumes. The unit provides students with practice interviewing for jobs and reviews interview techniques. Students also practice making a class presentation, using an EYF project they've already completed. The final lesson introduces students to stories of actual youth who have overcome obstacles to go to college.

Contents of Unit

Lesson 1: Searching for a Job

- Lesson Plan
- Supporting Materials:
 - Action Thermometer
 - Job Search Survey
 - Joe's Story
 - Job Search Activity
 - Sample Help Wanted Ad

Lesson 3: Creating a Resume

- Lesson Plan
- Supporting Materials:
 - Student Survey Cards
 - Job Applications
 - Resume Instructions
 - Resume Templates
 - Actual Student Resume Examples

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Lesson 3A: My Future Resume

Lesson 5: Learning Interview Techniques

- Lesson Plan
- Supporting Materials:
 - What not to do/What to do When Entering an Interview
 - Interview Tips
 - Interview Technique Activity

Lesson 7: Exploring College Options

- · Lesson Plan
- Supporting Materials:
 - Student Story Worksheet

Lesson 2: Completing Job Applications

- Lesson Plan
- Supporting Materials:
 - Jobs Icebreaker
 - Things to Know When Completing a Job Application
 - Job Application Index Card
 - Appendix: Job Applications

Lesson 4: Interviewing Each Other

- Lesson Plan
- Supporting Materials:
 - Top Ten Interview Questions

Lesson 6: Making a Presentation

- Lesson Plan
- Supporting Materials:
 - Do's and Don'ts of Presenting to a Class
 - Steps to Ensure a Good Presentation

UNIT 3: YOUTH EMPOWERMENT

LESSON 1: SEARCHING FOR A JOB

This lesson introduces students to what it takes to search for a job. Students talk about what type of job they may want and how long it can take to find one. Students list the steps they can take to start their job search.

Suggested duration: 1 – 2 classes

Know

Resources available to job seekers

Understand

- · Finding a part-time job can be difficult
- · Part-time jobs have advantages, although they may not reflect your long term career interests

Do

· Explore top places to look for a job

Materials & Resources

- Searching for a Job (3-1 PowerPoint)
- Job Search Survey (Student Handout 3-1 Survey)
- Action Thermometer (Teacher Reference 3-1 Action Thermometer)
- Joe's Story (Student Handout 3-1 Joe's Story)
- Job Search Activity (Student Handout 3-1 Job Search)
- Sample Help Wanted Ads (Student Handout 3-1 Help Wanted Ad)
- · Projector, Computer

Teacher Pre-Planning

- 1. Find and make copies for class of real classified ads from the newspaper, online, other resources, or the sample help wanted ad (Student Handout 3-1 Help Wanted Ad) provided in curriculum
- 2. Also make enough copies of Job Search Survey (Student Handout 3-1 Survey), Joe's Story (Student Handout 3-1 Joe's Story), and Job Search Activity (Student Handout 3-1 Job Search) to distribute to class.

Lesson Steps

- 1. Have each student complete a *Job Search Survey* (Student Handout 3-1 Survey).
- 2. Conduct an *Action Thermometer* (Teacher Reference 3-1 Action Thermometer) to assess the students' understanding of what it takes to look for a job.
- 3. Introduce KUD objectives.
- 4. Read *Joe's Story* (Student Handout 3-1 Joe's Story) and fill in the empty spaces. Have students share their completed stories.

- 5. View and discuss Searching for a Job (3-1 PowerPoint).
- 6. Complete Job Search Activity (Student Handout 3-1 Job Search).
- 7. Hand out real classified ads or sample help wanted ad (Student Handout 3-1 Sample Help Wanted Ad) to complete activity.
- 8. Review KUD objectives.

STUDENT HANDOUT 3-1 JOB SEARCH SURVEY

Put a check mark $\sqrt{\ }$ in the column that best indicates your level of agreement with the given statement

	Disagree	Somewhat Agree	Agree
I know the kind of job I want			
I know that I might have to apply several times before obtaining employment			
I know where to look for a job			
I know where to look for Youth Employment programs			

- 1. On average, how many times do you think a teenager has to apply for a job before obtaining employment?
- 2. List the benefits for having a part-time job:

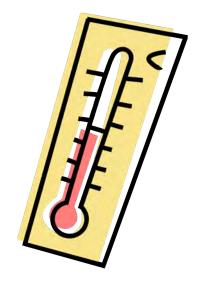
TEACHER REFERENCE 3-1 ACTION THERMOMETER

- 1. Ask students to stand up and introduce activity as an opportunity to show their knowledge of what it takes to search for a job.
- Read the first survey statement: I know the kind of job I want.
 Instruct the students who responded "Disagree" to go to the front of the classroom; the students who responded "Agree" to go to the back of the classroom; the students who responded "Somewhat Agree" to go to the middle of the classroom
- 3. Ask students at different locations of the room to explain why they stood where they did.

For example, ask the student at the back of the class: what kind of job do you want?

Or ask the student in the middle: what are you hoping to find out about the kind of job you want?

4. Repeat steps #2-3 for all survey statements.



STUDENT HANDOUT 3-1 JOE'S STORY

Fill in the empty spaces and write your own ending for the following story:

Joe is 16. He is trying to find a job. He is willing to work hard and is very motivated. Although he had
put in employment applications at six different stores and gas stations, he has not gotten an interview
yet. He feels and He is not sure whether or not h
will continue his search. Joe goes over to his friend Bill's house. Bill has a job at a fast food restaurar
and told Joe that he had to apply (number) times to different jobs before he got hired. H
now feels that his job was worth the wait. He enjoys working and earning money. While they were
talking, their friend Dennis stopped by and joined the discussion. Dennis told Bill and Joe that he ha
applied for a job once and was turned down. Dennis thinks that Bill just got lucky because many place
won't hire teens anyway. On his way home, Joe thought about what Bill and Dennis had said and cam
to the following conclusion:

Adapted from:

"Preparing Adolescents for Young Adulthood (PAYA)," Module III Education, Job Seeking Skills, and Job Maintenance Skills," Page 43. http://www.caseylifeskills.org/pages/res/PAYA/Module3/Intro-19.pdf, Web.

STUDENT HANDOUT 3-1 JOB SEARCH ACTIVITY

1.	List all the people you will contact to help you find a job:
_	
2.	List 5 jobs you will research online when you return to the community:
	1
	2
	3
	4.
	5
3.	Using the <i>Community Resource Guide</i> , write down contact information for one Career Center in your area: • Name:
	• Location:
	Telephone Number:
	• Website:
4.	Using the <i>Community Resource Guide</i> , write down contact information for the Local Workforce Investment Board that could link you to Youth Employment Programs: Name:
	Location:
	Telephone Number:
	• Website:
	ng classified ads given by the teacher, locate one part-time job you are interested in applying for: what it is and how to contact employer)



HELP WANTED

Food Service, Cashiers, Servers,	HOUSE CLEANERS	SALES HELP NEEDED
Cooks & Dishwashers. PM	Reliable, punctual,	Small retail store is taking
Hours. Apply in person between	experience necessary.	apps. for 3 PT positions. 6.50/hr
3 pm - 5 pm at Rich's	Flexible hours. Call Susan at	to start. Kathy's Clothing, 65
Restaurant, 50 Emily Boulevard,	617-000-0001. EOE.	Elm Street, Boston. 617-000-
Boston. NO PHONE CALLS.		0002. EOE.
Baker's Helper. Entry level pos.	FLIGHT ATTENDANTS	Fast Food restaurant. Counter
Willing to train. Apply in person	MAJOR AIRLINE . Send	help needed. Saturday &
at John's Bagel Store, 100 Leslie	resume to Human Resources-	Sunday. 7 AM & 9 PM. 4.50
Square, Boston. EOE.	FA, SKY FLY, 1000 West	hour. Will train. Call Jim 617-
	Street, Boston, MA 02213.	000-0004.
	EOE. 617-000-0003.	
Fundraising Telemarketers.	PIZZA, PIZZA!!!	Carpenter. 12/hr. Own
Earn up to 12.50 an hour while	You looking for work?	transportation, own tools. 2-4
helping environmental causes.	We're looking for a prep	yrs. experience nec. Non-union
No exp. nec. College students	cook. 4.75/hr. No exp. nec.	members welcome. Call Joe at
welcome. Evenings, Sun - Thurs.	Apply at Luigi's, 1 Kelly	508-444-0009.
Call Dave at Dialing for Dollar\$,	Blvd, Boston's North End.	
617-000-0005 after 2 pm. EOE.	617-777-0000.	
Hairstylist's Ass't. For busy	Nationally recognized	Exp. Receptionist needed for
salon. Apply in person at Chez	temporary emp agency	busy office. Good comm skills,
Coiffure, 32 Main Street, Boston,	looking for summer help. PT	filing, some typing. Send
617-999-9999. Beauty school	& FT. Same day pay. Call	resume to Office, 2 Bay Street,
students welcome Great opp!!	Jennifer at 617-999-3344.	Cambridge, MA 02338. NO
		CALLS PLEASE. EOE.
Nurses' Aides for Nursing Home.	Cashier's wanted for	Days. Maintenance Worker at
PM, 2nd shift, benefits. Send	supermarket. Team worker,	for Buildings & Grounds at
resumes to Rest House, 28 Ocean	friendly, able to work in fast	local coll. Flex time, 7.00/hr.
Avenue, Lynn, MA 01898. 617-	paced environment. See	Call Steve or Mike at 617-627-
333-3333.	Sam at Super Shop, 213	8855.
	Main St. Applications in	
	person only.	
SUMMER JOBS. Housepainters	Drycleaners.	MANAGEMENT TRAINEES
wanted. No exp. nec. College	Help Wanted. Will train.	Join fast-growing insurance co.
students & h.s. seniors welcome.	P/T PM hours. Good after	Send resume to Personnel, Fire
Earn up to \$100/day. Call Paint	school job! Call Frank at	& Life, 300 Broadway, Camb.
Pros at 1-800-123-4567.	617-3421 for interview.	02139. 617-333-0681.

Copied from:

[&]quot;Preparing Adolescents for Young Adulthood (PAYA)," Module III Education, Job Seeking Skills, and Job Maintenance Skills," Page 75. http://www.caseylifeskills.org/pages/res/PAYA/Module3/Intro-19.pdf, Web.

UNIT 3: YOUTH EMPOWERMENT

LESSON 2: COMPLETING JOB APPLICATIONS

This lesson reviews how to get a job application and the types of information an application might request. To practice, students complete an actual or generic job application.

Suggested duration: 1 class

Know

What information is asked for on a job application

Understand

What information youth need to gather when obtaining and completing a job application

Do

- Fill out a job application
- Create an index card of key information you need to find out in order to complete a job application

Materials & Resources

- Jobs Icebreaker (Teacher Reference 3-2 Icebreaker)
- Things to Know When Completing a Job Application (Student Handout 3-2 To Know)
- Job Application Index Card (Student Handout 3-2 Index Card) or index cards
- Job Applications (Appendix 3-2)
- More job applications are available in the EYF Repository on Moodle

Teacher Pre-Planning

- 1. Show students a list of available job applications (provided by curriculum) and ask them to choose one they would like to complete.
- 2. Make copies of selected job applications as well as student handouts listed above.

Lesson Steps

- 1. Complete *Jobs Icebreaker* (Teacher Reference 3-2 Icebreaker).
- 2. Introduce KUD objectives.
- 3. Explain that:
 - a) Typical job applications contain the following sections: Personal Information, Employment History, Education, Skills, and References
 - b) Each employer creates their own job application be prepared for variation in job applications
 - c) Many applications are now online
- 4. Read Things to Know When Completing a Job Application (Student Handout 3-2 To Know).

- 5. Have students complete either a generic or actual job application using the examples provided in Appendix 3-2.
- 6. Teacher note: Have students fill out as much information as they can on the application and keep track of what they need to find out. Students use that the information that they do not know to complete the next step of the lesson.
- 7. Have students fill out a *Job Application Index Card* (Student Handout 3-2 Index Card) indicating what information they need to gather to successfully fill out a job application.
- 8. Review KUD objectives.

Extension

1. The EYF Curriculum CD and the EYF Repository on Moodle both have electronic forms that allow students to practice completing online applications. Use these forms as a supplement or extension to this lesson.

TEACHER REFERENCE 3-2 JOBS ICEBREAKER

- 1. Have students stand in a circle.
- 2. Instruct that during this activity, all students will say their name and their favorite place to shop.
 - The first student will say only his/her own name and favorite place to shop.
 - All other students must state the names/favorite places to shop of all those who have previously shared prior to stating their own name/place to shop.
- 3. Select a student to start.
- 4. Rotate clockwise from the first student.
- 5. All students should share information as instructed.
- 6. To end activity, the last student must say all classmates' names and favorite places to shop.

STUDENT HANDOUT 3-2 THINGS TO KNOW WHEN COMPLETING A JOB APPLICATION

Getting your application

- 1. Visit local stores to meet manager and ask if they are hiring
 - Dress casually but appropriately
 - Be polite to all employees you interact with
 - Ask for job application from manager or employee directly
 - Use eye contact
 - Avoid slang speak clearly
 - Be prepared to fill out application on the spot
 - Bring a pen to write with
 - Be able to provide all pertinent information such as Social Security number, phone number, email address, references, work experience, etc.
 - Bring a form of identification
- 2. Understand that online applications are becoming more common. If employer requires an online application, still stop by to introduce yourself.
 - Managers tend to hire people they are familiar with
 - Make your presence known by introducing yourself in person

Filling out your paper application

- 1. Print legibly
- 2. Provide accurate, honest information regarding yourself
- 3. Apply for a specific position
- 4. Fill out all sections of application
 - If the section does not apply to you write N/A
 - In Massachusetts it's illegal to ask if you have a felony charge if this question is on the application, don't answer it
- 5. Sign and date application
- 6. Proofread to make sure you don't have spelling errors
- 7. Hand application directly to hiring manager when possible
 - Thank the manager for taking your application
 - Follow up in person within a week after submitting any type of application (paper or online)

Filling out your online application

- 1. Try to obtain a copy of the application prior to filling out the online version
 - Often online application processes are timed if you can't fill in all the information in a certain amount of time you may be disqualified as an applicant
 - Information to have handy includes Social Security number, phone number, email address, references, work experience, etc.

STUDENT HANDOUT 3-2 JOB APPLICATION INDEX CARD

Cutalongthedottedline
Cutalongthedottedline
all the information you need to find out in order to fill out a real application

50

AMERICAN EAGLE OUTFITTERS

American Eagle Outfitters, Inc. is an equal opportunity employer. All applicants and employees are considered for employment, advancement, and compensation based upon their skills and performance without regard to race, sex, national origin, religion, sexual orientation, alienage or citizenship status, age, disability, marital status, military status, color, creed, or ethnicity. American Eagle is subject to the workers' compensation laws of the state of Rhode Island.

Please complete all requested information. (Please print in ink.)

PLEASE NOTE: When applying for a stores hourly position, please complete FRONT SIDE ONLY and sign back; all other positions, please complete both FRONT/BACK of the application.

	7. T. C.	GENE	RAL INFO	RMATION			1 1 1' ' <u>1</u>		0.11		-1 1-1-1	1.046
Location/Store #					Today's Da	ite						
Social Security #												
Name (Last		First		Middle)	Telephone	- Home			Telephone	- Work		
Street Address					Position D	esired			Date you	can start w	ork	
City		State	1.74.5	Zip Code	Full Time Days		Part Time Evenings		Temporar		Seasonal All	
Have you ever worked for American Eagle Outlitte If yes, state where, when, final position, and reason		Yes 🗀	No 🗀			cate the ho	ours you are	available to				
Have you ever applied to American Eagle Outfitter: If yes, where and when?	s before?	Yes 🗀	No 🖂		Shift From To	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		_									otify your ma	
For the purposes of verifying information on this ap	oplication, have you ever worked o	r attended school u	using a different no	ame?	•			6.				
Yes No 🗆	If yes, please provide addition											
Lungui.	ADDIT	ONAL EM	PLOYMEN	T HISTOR	YINQ	JIRIES						Lil W
Have you ever been discharged or asked to resign t		Yes 🗀	No 🗆	If yes, please		1				36.7		
Priare you ever been discharged or asked to resign	rom any employments			ir yes, piease	explain:							
CALIFORNIA APPLICANTS ONLY: Have you ever been convicted (pled or found guilty						No 🗀						11
If yes, state details (When/for what/final disposition a referral to or participation in any pre-trial or pos		not list any marijua	na convictions tha	it are more than t	wo years of	d. In addition	on you need	not provid	e any inform	nation rega	rding	M
Note: Depending on the nature of the offense, a co	nviction record will not necessaril	y bar individuals fro	om employment.						1	-/		-
ALL APPLICANTS, EXCLUDING CALIFOR	NIA: (Connecticut, Hawaii, M	assachusetts and	Washington ap	plicants - see n	otice belo	v before a	nswering)	. 1		. `		
See State Addendum below for clarification. Have you ever been convicted of a felony which has	s not been expunsed or sealed by	a court?	Yes 🗀		No Record	_	10.	N 1		4		
You may answer "No Record" if a conviction has be				k une plazen avalt			11/1	W				
To help us evaluate your application, please describe		400		x yes, piease expi	am below.	L	IVI	1 .				
To fleip de evaluace your application, please describ	e die nature of the Crime and your	subsequent renabl	intation.		- 14	1	10.					
7					1	1						
Notice to HAWAII APPLICANTS: Do not re	spond to this inquiry until you have	e heen given a rond	fitional offer of en	pployment	1 ,							
Notice to CONNECTICUT APPLICANTS:			adonar oner or en	poyment.								
Notice to MASSACHUSETTS APPLICANTS			on file with the o	ommissioner of p	robation m	y answer"	No Record	with respe	ct to any in	quiry		
herein relative to prior arrests, criminal court appe									ourt			
appearances and adjudications in all cases of deling												
Notice to WASHINGTON APPLICANTS: As annulled, pardoned, expunged, sealed or statutorily		within the last ten ((10) years, or relat	tive to the function	ns of the po	sition for v	which you an	e applying a	ind has not	been		
arranes, par comes, expenses, semes or successiv	eranicates.	PERN	ISSIONT	O WORK	11.11		4 1 1 1	1.11/1.11	1 11 11 11 1	11.2		11 7,77
	Area	ou a U.S. citizen o			the United	States)						
		Yes -		No 🗀	are Omiced	Junes.						
Are you under the age of 18? Yes No	If under the age of 18, p	lease state your age	: (The pr	rimary reason for	this question	n is to add	ness any chil	d labor law	s.)			
	Teller Black to the State	EMPL	OYMENT	HISTORY	1200	hgi Karaal	1117	-41-014	Light	11 1 100		THE L
List all current and former employers, beginning wit	h present or most current employ	ver first. Include any	y periods of unen	ployment, self em	ployment, e	tc.						
Information provided is subject to verification.	(Please provide additional en	ployment history a	and any gaps in em	ployment in the g			provided or	n the back				
Company Name					Starting Po	sition			Starting Sal	ary		
Street	City	Si	tate	Zip Code	Last Position	on			Final Salary	,		
Phone	Supervisor's Full Name		Title		Duties:							
Reason for leaving:			7 1	1.0	Dates of e	nployment	-					
May be contacted now?		Yes 🗀	No 🗀		Start: (Mon	th/Year)	2		End: (Mont	h/Year)	7	
Company Name	_	-			Starting Po	sition	-		Starting Sal	lary		
Street	City	S	tate	Zip Code	Last Positio	on			Final Salary			
Phone	Supervisor's Full Name		Title		Duties:			-				
Reason for leaving:					Dates of er	nployent						
May be contacted now?		Yes 🗀	No 🖂		Start: (Mon				End: (Mont	h/Year)		
•												

Item # 1-032

Revised 6/05

APPENDIX 3-2: JOB APPLICATIONS

				PROFESSIO	DNAL	REFEREN	CES				
	s can include current or for ce (Not related to you)	mer Supervisors, Cour	selors, Teachers, Pro	ofessors, and/or Coaches.	Professio	nal Reference (No	t related to you)				
Name	(Last		First	Middle)			(Last		First		Mi
Street		City	State	Zip Code	Street			City		State	Zip (
Phone		Job Title			Phone			Job Title			
	0.99-1-07-7										
How acquainted and	for how long?				How acq	uainted and for ho	ow long?				
		 		EDUCATI	ONA	ND TRAIN	ING	- + - + - +			
Type of School	Name of School	Address		City	State	Zip	# of years complete	ted Diploma or Degree	Туре	Type of Co	urse/Major
High School College	-			_				Yes No			
Post Grad								Yes No	7.1		
Additional								Yes No			
Training Place list any skills st	hat you have that are cale	ted to the position :	ou are applying for								
Please list any skills ti	hat you have that are rela	ted to the position y	ou are applying to								
Why are you interest	ted in working for Americ	an Engle Ourfirmer	and what are your		ER OB	JECTIVES					
vvny are you interest	ted in working for Americ	an Eagle Outlitters :	ind what are your	career objectives:							
Applicant only Plans	use this section to defin	a anna in annalauman		APPLICANTS		RAL COM	MENTS	Total Control		_	
Applicant only: Please	use this section to defin	e gaps in employmer	it or additional em	ployment history inforn	nation.				117		
-											
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			OTT	,							\
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	CATIO							- 1 / 1			
- 21	100							MA			
			IMPOR	TANT-READ C	AREF	ULLY BEF	ORE SIGNIN	G			
AL					/	-					
I understand that any	false and/or incomplete or incomplete statement	statements on the ap	plication and/or in	any interview will be gr	ounds for	American Eagle O	utilters, Inc., not to e	mploy me, or if I am emplo	yed, to term	ninate my employm	ent, no matte
					01						
								tters, Inc. deems to be rele forcement organization or			
information that is re-	quested in connection w	th such investigation	I understand that	t the investigation may in	nclude a re	quest for an inves	tigative report from a	consumer reporting agenc			
the right to make a w	ritten request within a re	rasonable period of t	ime for a complet	e and accurate disclosur	e of the na	iture and scope of	the investigation requ	ested.			
I understand, where p	permissible under applical	ole state and local lav	v, I may be subject	to a pre-employment de	rug test aft	er receiving a con	ditional offer of emplo	yment and must receive a	negative res	ult before being pe	rmitted to
								being hired, or if I am hired to terminate my employme			
	liability for any damage t				itters, inc.	not to employ me	, or ir i am employed, i	to terminate my employme	nt. i release.	American Eagle O	utilitiers, inc.
I understand that this	application will be kept a	ctive for a period of	90 days.								
For applicants in the	STATE OF MARYLAN	ID only, under Maryl	and law an employ	er may not require or d	emand any	applicant for emp	loyment or prospective	ve employment or any emp	loyee to sub	omit to or take pol	ygraph, lie
detector or similar te	est or examination as a co	ondition of employment	ent or continued e	mployment. Any employ	ver who vi	olates this law sha	Il be subject to crimina	al penalties and civil liability	. For applic	ants in the STATE	OF
								 An employer who violate at American Eagle Outfitte 			
	l be at least twice the app						, , ,				, p.,
	d and agree that, if emplo		having no specifie	d term, is based upon m	utual cons	ent and may be te	rminated at will, with o	or without cause, by either	party (the e	employer or me) w	rithout prior
I understand that no r	representation, whether of	eral or written, by an	y representative o	r agent of American Eag	e Outlitter	rs, Inc. at any time,	can constitute an imp	lied or expressed contract	of employm	nent. I further und	erstand no
representative or ager		fitters, Inc. has the au	thority to enter i	nto an agreement for en	nployment	for any specified		nake any change in any poli			
	of perjury, that all of the lapse before discovery.	above information is	s true and complet	te, and I understand that	any falsific	cation or omission	of information may re	sult in denial of employme	nt or, if hire	d, may result in ter	mination
Signature	IS EVIDENCE THA	<u> </u>						Date			

Revised 6/0



APPLICATION FOR EMPLOYMENT (PLEASE WRITE CLEARLY)

CAREER OPPORTUNITY PREFERENCE SHEET

Date of Application:	
Name:	
Signature:	

Costco offers a variety of rewarding entry-level career opportunities. Please place an "X" in the "Select" column for the position(s) that best match your skills and abilities and for which you wish to apply.

Note that Costco may not have open opportunities for each department or position you select.

Select X	Typical Entry-Level Positions and Job Summaries	Usual work shift(s) may range from:
	Merchandise Stocker – Stocks and straightens merchandise for sale in various areas in the warehouse.	5:00 a.m. – 10:00 p.m.
	Bakery Assistant – Mixes, assists with baking, and wraps bakery items for sale. Clean up and inventory duties.	5:00 a.m. – 10:00 p.m.
	Food Court Assistant – Prepares and sells food and drinks to customers. Pulls and stocks supplies and ingredients, cleans kitchen area and eating area. Provides prompt and courteous member service.	7:00 a.m. – 10:00 p.m.
	Service Deli Assistant – Prepares, packages and labels meals, entrees, salads, party trays, rotisserie chicken, ribs, sushi, and sliced meats and cheeses. Assembles take-and-bake pizzas.	7:00 a.m. – 10:00 p.m.
	Trolley Assistant – Retrieves trolleys and flatbeds from parking area. Keeps carpark area and front of building free of debris. Assists members in loading merchandise. Provides a high level of member service.	10:00 a.m. – 10:00 p.m.
	Front End Assistant – Packs member orders into boxes and transfers items to a separate trolley for Cashiers. Performs clean-up, trolley retrieval, merchandise restocking, and member assistance as directed. Provides a high level of member service.	8:00 a.m. – 10:00 p.m.
	Member Service Assistant - Actively greets incoming members, verifies membership card. Keeps entry counts. Performs warehouse safety and security checks. Checks member receipts at exit and thanks member. Provides a high level of member service.	8:00 a.m. – 10:00 p.m.
	Membership Assistant – Processes membership sign ups and renewals. Educates members and potential members about membership and warehouse experience. Provides a high level of member service.	9:00 a.m. – 10:00 p.m.
	Any Available Opportunity	5:00 a.m. – 10:00 p.m.

Costco may have other opportunities available for experienced candidates with skills and abilities from prior, related work. Experienced candidates are encouraged to indicate their interest in specific skilled positions on the following pages of the Costco Job Application Form.

Costco's strong corporate culture is based on individual responsibility and initiative. We believe strongly in the synergy of ideas and are committed to diversity, equal employment opportunities, and a drug- and alcohol-free workplace.

FORM #PR02UK 01/07



APPLICATION FOR EMPLOYMENT

EMPLOYEE COMMITMENT

COSTCO WHOLESALE IS COMMITTED TO EXCELLENCE IN MEMBER SERVICE. OUR EMPLOYEES REFLECT THIS COMMITMENT.

- We believe that Costco Wholesale provides a great shopping experience and is fun for our members and our employees.
- We believe that if you don't want to do your best, Costco Wholesale is not the place for you.
- We believe in hiring individuals with a high energy level and a positive attitude.
- · We believe that our employees are the best in the wholesale industry.
- We believe in recognising and rewarding positive behaviour and performance.
- · We insist on courteous, friendly and responsible behaviour and performance.
- · We believe "good enough" isn't.
- We believe in helping you achieve your personal and professional goals and are committed to promoting our supervisory and management positions primarily from within the company.
- We take pride in the appearance of our employees and have established grooming standards and dress codes to ensure the maintenance of a professional image.
- We pride ourselves on our safe working environment and have safety policies, which include substance abuse testing (when appropriate) that protect every employee.
- · We do perform previous employer reference checks.
- · We offer the best compensation and benefits package in the industry.
- · We want you to work hard and have fun!

If this sounds like the environment for you, please fill out the application form on the following pages!

FORM #PR02UK 01/07



N.I. NUMBER

APPLICATION FOR EMPLOYMENT

PLEASE WRITE CLEARLY

Costco provides equal opportunity in all areas of employment and does not discriminate against any individual on the basis of race, color, sex, marital status, religion, age (if at least 18), national origin, or disability.

FIRST NAME LAST NAME INITIAL

HOME TEL. NO. ARE YOU LEGALLY ABLE TO WORK IN THIS COUNTRY? YES NO POSITION OR TYPE OF EMPLOYMENT DESIRED AVAILABLE FOR FULL TIME PART TIME DATE AVAILABLE FROM HOURS AVAILABLE										
POSITION OR TYPE OF EMPLOYMENT DESIRED AVAILABLE FOR FULL TIME PART TIME										
POSITION OR TYPE OF EMPLOYMENT DESIRED AVAILABLE FOR FULL TIME PART TIME										
AVAILABLE FOR										
	AVAILABLE FOR □ FULL TIME □ PART TIME									
DATE AVAILABLE FROM HOURS AVAILABLE	DATE AVAILABLE FROM HOURS AVAILABLE									
HAVE YOU EVER BEEN EMPLOYED BY OR APPLIED FOR EMPLOYMENT WITH THIS COMPANY? IF YES, PLEASE INDICATE THE COSTCO LOCATION WHERE YOU WERE EMPLOYED AND DATES OF EM OR DATE OF PREVIOUS APPLICATION										
LOCATION DATES										
HAVE YOU ANY CONVICTIONS FOR A CRIMINAL OFFENCE (OTHER THAN MOTORING OFFENCES) \Box YE										
IF YES, PLEASE GIVE DETAILS										
LIST SCHOOL OR COLLEGE MOST RECENTLY ATTENDED AND EXAMINATIONS PASSED. GIVE DETAILS OF ANY APPRENTICESHIP OR OTHER TRAINING SCHEME.										
SCHOOL/COLLEGE/EMPLOYER EXAMINATIONS/ QUALIFICATIONS	DATE									
OI T										
QUALIFICATIONS										
WHAT MACHINES OR EQUIPMENT CAN YOU OPERATE?										
☐ FORKLIFT ☐ PALLET TRUCK ☐ ELEC. PALLET TRUCK ☐ FLOOR SCRUBBER ☐ BAKER	ERY EQUIP									
CASH REGISTER AS400 / I-SERIES PC - WORD PC - EXCEL MEAT	T DEPT EQUIP									
OPERATE? GRAND FORKLIFT AS400 / I-SERIES PC - WORD FOOD PREP EQUIP OTHER OTHER	LT / CASH OFFICE									
OTHER										
<u></u>										
FORM #PR02UK 01/07										

		PLEASE LIST YOU	JR LAST 3 EMPLOYER	s		
		PRESENT OR LAST EMPLOYER	PRESENT OR LAST EMPLOYER NEXT TO LAST EMPLOYER			
	COMPANY NAME					
	ADDRESS					
	PHONE NUMBER W/ AREA CODE					
EMPLOYMENT	JOB TITLE/KIND OF WORK					
LOYI	DATE STARTED					
EMP	DATE LEFT					
	WAGE - START / LAST					
	NAME OF SUPERVISOR					
	REASON FOR LEAVING					
	REFERENCE NAME					
	REFERENCE PHONE #					
	Please use	additional sheets if necessary. Yo	u may also be asked to provide ad	ditional work history.		

PLEASE READ CAREFULLY

PLEASE READ CAREFULLY

Carefully read the following statements and agreement before signing the application.

- I certify that the information contained in this application is correct to the best of my knowledge and that any material
 misrepresentation(s) is grounds for dismissal from the employment of Costco Wholesale UK Limited or rejection of my
 application for employment.
- 2. I authorise my former employers and any other persons or organisations to provide any accurate and current information they have about my background and I release all concerned from any liability in connection therewith.
- 3. I understand that the first ninety (90) days of employment will be considered a probationary period.

SIGNATURE OF APPLICANT DATE OF SIGNING

FORM #PR02UK 01/07



EMPLOYMENT APPLICATION

This is an independently owned and operated franchise of the DUNKIN' DONUTS SYSTEM.

NAME				SOC. SEC. NOTEL. NO				EL.NO			
ADDRESS	5			CITY & STATE						ZIP	
IIGH S	CHOOL_					co	LLEG	E			
CITY & S	STATE			CITY & STATE							
LAST YE	AR COMPL	ETED				LA	ST Y	EAR COM	PLETED		
			LOYMENT RECO								
	NAME AND A OF COMPANY		DAT TO -	and the second second	TYPE WORK	SALA	RY	NAME SUPER		REASON FOR LEAVING	
				-							
						99					
	7	AVAILABILIT	Y-STATE ALL	HOURS YO	O WILL	SE ABLE	TO W	ORK IN C	HART BELOW	i.	
	MONDAY	TUESDAY	WEDNESDAY	THURS	DAY F	RIDAY	SAS	TURDAY	SUNDAY	CHECK ONE	
FROM										☐ FULL TIME	
то						_ [PART TIME	
affray or of the second of the	disturbance of a ever been convicted details and a set forth in an a shall be concerved and character of the concerve of the concerv	ing questions le, You should the peace. nvioted of a st ted or incard d date. r otherwise l y application seidered suffineter to prior les in connect accepted, I sh derstand that employee "at	relony? yesersted for a minegally able to we for employment client cause for employers, solid in with my appliall comply with job responsibil. will and that tent to the deduction to the deduction of the second of the sec	ny informatic no	If yes, go the last t	wer no inkenness ive detail five ye no in I under g my eign release this Computation were	record, simplified and are? (P) retand ature be employed any from tr, product at an empartice are are are are are are are are are ar	with regale assault date. yes roof will that if I selow I auters, school mall liab scedures and duct prepare time.	no be required or as employed, horize inquirels or indivi- ility with re- d policies in- ration and ol-	f all applicants hire fall applicants hire felse statements on the deals from all liabil- spect to such inquiric cluding, but not line cluding duties. I furth that I am employed in no of shortages of fur of my accountability	
		OF APPLICANT								DATE	

In compliance with Federal and State Equal Employment Laws, qualified applicants are considered for all positions without regard to race, color, religion, sex, national origin, age, veteran status, sexual orientation, marital status or the presence of a non-job related physical or mental handicap.

It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liability.

Other

FOOT LOCKER

Foot Lo	CKER				Empl	oyment lication
112 West 34th Street, New York, www.footlocker.com	NY 10120 (2	212) 720-3700	Division Applying	g With	Applicat Date:	ion
FOOT LOCKER LADY FOOT LOC	CKER		KIDS FOOT LOC CHAMPS SPOR	CKER	FOOT	R:
Please print in ink		AN EQUAL OF	PORTUNITY EM	PLOYER*		
Last Name		First Na	me	Middle Na	ime	
Permanent Address: Number, S	Street, Apt. #		City	State	Zip Phone	e # (Area Code)
Are you either a citizen of the L	JSA or a non-citiz	en with a Visa autho	orizing you to work in	the USA?	Yes No	
Are you over 18 years of age?		☐ Yes ☐ N			If You are us provide a we	nder 18, you may be asked to ork permit prior to starting.
What made you decide to apply with our company?	☐ Recruite ☐ Other: _	d 🗆 Employe	e (Name)	
Position applying for?		☐ Full-time ☐ Seasonal: list	□ Part-time season(s)			
What days and hours are you available to work?	Sun.	Mon.	Tues. V	Ved. Thur	s. Fri.	Sat.
Have you ever been employed or any of its divisions?	by Foot Locker	☐ Yes II	f yes, which division?			
What federal or state armed se (If more space needed, continu			ce have you had whi	ch relates to the pos	ition for which yo	u are applying?
What languages do you speak		1?	Have you ever b		elony or a theft-re	lated misdemeanor?**
Employment History Begin with most recent employe military service on the back of a		your last three emp				vered by education and
Company Name	Addres	s / Phone #	Employment Dates	Position & Supervisor	Weekly Salary	Reason for Leaving
, P	Street		From		31:37	
	City Phone #	State	То			
	Street		From			
	City Phone #	State	То			
	Street		From			-
	City Phone #	State	То			
Educational History						
Type of	ne of School	Addre City	ess of School State	Circle Highest Grade Comp.	Major Subject	Degree Received
High School				1 2 3 4		
College				1 2 3 4		

Please read and sign back

1 2 3 4

APPENDIX 3-2: JOB APPLICATIONS

References Please provide two Business references

Name		
Occupation	Phone No.	
Address		Years Known
Name		
Occupation	Phone No.	
Address		Years Known

It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liabilities.

* Do not answer in the states of Hawaii or New York.

In Massachusetts, applicants may respond "no" if they have not been convicted of a felony within five previous years.

In California, Colorado, Illinois, Ohio, Oklahoma, Rhode Island, Utah and Virginia this question need not be answered in the affirmative if the conviction has been sealed or expunged by a court of law.

Note: No applicant will be denied employment solely on the grounds of a conviction for a criminal offense. The nature of the offense, the surrounding circumstances and the relevance of the offense to the position for which you are applying will be considered.

As Conditions of Employment, I Agree:

- 1. If I am accepted as an employee, I agree to obey all rules, regulations and policies of Foot Locker.
- That if I am to be paid on a salary or a salary plus commission basis, where lawful, my salary will constitute my straight time pay for all hours worked in a workweek plus commissions earned if any.
- 3. To accept full responsibility for all merchandise and cash entrusted to me.
- 4. That I may be subject to transfer to other stores from time to time as the Company may deem necessary.
- That I must be eligible for bonding through a bonding company selected by the Company.
- That I must be eligible for boriding through a boriding company selected by the Company.To waive all rights to see or obtain any reference material about me that you may receive.
- 7. That my employment is at will, not for a fixed duration of time, and that it may be terminated with or without cause or notice at any time at the option of the Company or myself. I further understand that only a Vice President of the Company has the power to enter into an employment agreement for a fixed period of time or contrary to the foregoing, and that such agreement must be in writing and signed by both parties.
- In the event Foot Locker should wish to use my photograph in connection with Company publicity or sales promotion purposes, I
 hereby give my permission for such use without any further consideration.
- 9. I acknowledge that my employment may provide me directly or indirectly with the acquisition of information of a confidential nature pertinent to the business of the Company and/or the United States of America, and I do hereby promise not to disclose, reveal, discuss or advise anyone except authorized Company officials concerning such information.

^{*} It is the policy of the Foot Locker not to discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, sexual orientation, marital status, or mental or physical disability.

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Generic Employment Application

Employer Name:		Job Number:						
Position:		Date:						
PERSONAL INFORMATION								
Name (Last, First, Middle)				Telephone Number				
Address			Message Number					
City/State/Zip				E-mail Address				
Are you legally authorized to work in the Ur	nited States?							
Are You Applying For:	What Shift(s) Will You	ı Work?	May We	Contact Present Employer?				
□F/T □P/T □Temp	☐Days ☐Evenings	i i	•	□Yes □No				
EMPLOYMENT HISTORY - Begin With Mediates From To Titles and Duties –	Company Nam	ne .		City, State				
Reason for Leaving:		Supervisor	s Name	Telephone Number				
Dates From To	Company Nam	ie		City, State				
Titles and Duties –								
Reason for Leaving:		Supervisor	's Name	Telephone Number				
Dates From To	Company Nam	ie		City, State				
Titles and Duties –								
Reason for Leaving:		Supervisor	s Name	Telephone Number				
Dates From To	Company Nam	ie		City, State				
Titles and Duties –								
Reason for Leaving:		Supervisor	s Name	Telephone Number				

APPENDIX 3-2: JOB APPLICATIONS

Describe any military training re	eceived relevant to the position for which yo	u are applying:		
DUCATION/TRAINING - Inclu	ude Technical/Academic Achievements/Co	ourses		
	ol diploma or GED certificate? ☐Yes ☐N		<u> </u>	
School	Name & Location	Diploma/De	gree S	Subject Of Specialization
College/University				
Specialized Courses & Training				
_ERICAL SKILLS - To Be Co	ompleted for Clerical Positions			
Typing, WPM	Medical Terminology ☐Yes	ПNо	Legal Term	inology □Yes □No
Shorthand, WPM ist Specific Computer Skills –				
	AL INFORMATION - To Be Completed for			
ROFESSIONAL & TECHNIC Idaho Registration No.	AL INFORMATION - To Be Completed for Expiration Date	Licensed/Regi Certificat		Expiration Date
Idaho Registration No.	Expiration Date	Certificat	te No.	Expiration Date
Idaho Registration No.	Expiration Date		te No.	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h THER SPECIAL SKILLS - Li	Expiration Date ave you applied? ☐Yes ☐No If Ii	Certificat	ner state, list:	Expiration Date
Idaho Registration No. If not licensed in Idaho, h THER SPECIAL SKILLS - Li	Expiration Date ave you applied? □Yes □No If If If st Other Specific Skills You Have to Offer f	Certificat	ner state, list:	
Idaho Registration No. If not licensed in Idaho, h IHER SPECIAL SKILLS - Li EFERENCES - Give the Nam	Expiration Date ave you applied?	Certificat	ner state, list:	
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THE IDAHO DEPARTMENT OF LABOR DISTRIBUTES THIS FORM SOLELY FOR THE CONVENIENCE OF EMPLOYERS AND APPLICANTS, AND DISCLAIMS ANY RESPONSIBILITY FOR THE MANNER IN WHICH THIS FORM IS COMPLETED OR USED IN THE HIRING PROCESS.

6.

As an equal opportunity employer, HOT TOPIC does not discriminate in hiring or in terms and conditions of employment because of an individual's race, creed, color, sex, age, disability, sexual orientation, national origin or other protected characteristics.

HOT TOPIC

EMPLOYMENT APPLICATION

If hired, you must furnish, on your first day of work, the appropriate documents that validate that you are legally eligible to work in the United States.

Please print and complete this application in your own handwriting, as well as answer or acknowledge every question.

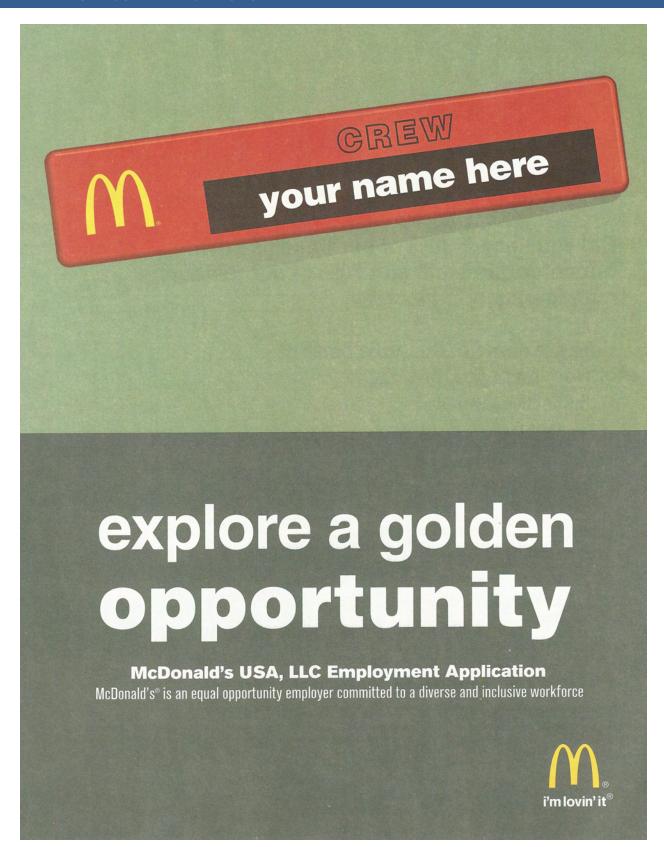
									Tod	lay's [Date		
Personal Inf													
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Present Addre	ess: (City, St.,	Zip)							Eve	ening P	hone:		
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Position (s) ap	oplied for:								Sal	ary/Pay	Desired:		
Do you hav	e the leg	al right to w	ork and be	employed ir	the L	Jnite	d St	ates	? []	Yes [No		
How did you lear	rn of this on	ening?							If yo	ou are u	nder the a	ge of	
										•	state your	•	
Have you previou	•		•										
Do you have any		•											
Have you ever b			eanor or felony	within the last 7	years t	that ha	as not	been	sealed,	expung	ed or statu	itorily eradica	ted?
☐ No ☐ Yes, p (A conviction record			applicant from empl	ovment Each case	will be co	onsider	ed on i	ts own	merits CA	Annlican	ts: Conviction	ns more than two	vears old for
marijuana-related of													years old for
Schedule Av	/ailability	: :											
Check all that	apply:	☐ Full-T	ime 🗆 F	Part-Time	☐ Sea	asonal			Days		venings	☐ Wee	kends
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, ,		king overtime?		e explain									
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		Name &	Location:		С	ompl	eted:		Yes	No	Year	Degre	ee/Major:
High School					9	10	11	12					
Jr. College					1	2							
College/ University					1	2	3	4					
Trade/Tech School					1	2	3	4					
Other:					1	2	3	4					

9-503 Rev 10/09 TT

APPENDIX 3-2: JOB APPLICATIONS

Work History: Please start with your most	recent employer and accou	int for any periods of unem	oloyment.					
Company Name:	Address: (Street, City, St, Zip)							
Phone #:	Name & Title of Supervisor	May We Contact:	☐ Yes	□ No				
Start Date:	Start Position:	Start Salary:						
End Date:	End Position:	End Salary:						
Responsibilities:	1	Reason For Leaving:						
Company Name:	Address: (Street, City, St, Zip)							
Phone #:	Name & Title of Supervisor	:	May We Contact:	☐ Yes	□ No			
Start Date:	Start Position:		Start Salary:					
End Date:	End Position:		End Salary:					
Responsibilities:	•	Reason For Leaving:						
Company Name:	Address: (Street, City, St, Zip)	<u> </u>						
Phone #:	Name & Title of Supervisor	:	May We Contact:	☐ Yes	□ No			
Start Date:	Start Position:		Start Salary:					
End Date:	End Position:		End Salary:					
Responsibilities:	l	Reason For Leaving:						
Company Name:	Address: (Street, City, St, Zip)							
Phone #:	Name & Title of Supervisor	:	May We Contact:	☐ Yes	□ No			
Start Date:	Start Position:	Start Salary:						
End Date:	End Position:		End Salary:					
Responsibilities:		Reason For Leaving:						
Additional Experience/Skills/Informa Please list any computer software skills: What additional skills, training, or experience do y	you bring to Hot Topic?							
Why did you choose to apply at Hot Topic?								
What does Customer Service mean to you?								
Tell us how you learn about music:								
Business/Professional References:								
Name	Company	Current P	hone #	Relation	ship			
2.								
	DI ICANT'S OFFICE	TION AND ACRES	NT					
APPLICANT'S CERTIFICATION AND AGREEMENT I hereby authorize Hot Topic, Inc. to investigate my background, references, employment records, education, and other matters related to my suitability for employment. I authorize persons, schools, my current/previous employers, and any organizations contacted by Hot Topic, Inc. to release any information regarding this application for employment and I release all persons, schools, employers, and organizations claims for providing such information. I understand that filling out this form does not necessarily indicate that there is a position open and does not obligate Hot Topic, Inc. to hire me. I certify that the facts set forth in this application for employment are true and complete to the best of my knowledge and I understand that nothing in this application or conveyed during any interview (if granted,) is intended to create a promise of employment or any contractual rights. I understand that if I am employed, false statements or any omissions on this application shall be considered sufficient cause for dismissal regardless of the time elapsed before discovery.								
Signature:		Date	r:					

9-503 Rev 10/09 TT



Did you know? 30% of our franchise owners, 50% of our corporate staff, and 70% of our restaurant managers started as crew.

Here are some of the great benefits of working at McDonald's®:

- Competitive Wages
- Flexible Hours
- McDonald's® Insurance Program
- Free Uniforms



Apply today!

Learn more at www.mcdonalds.com

If hired, some of your responsibilities would include reporting to work on time, dressed neatly and cleanly. You would be helping us deliver friendly, accurate and fast service in a respectful, professional environment. We would want you to uphold and follow McDonald's® operational, quality and food safety standards and help make every customer feel like a valued guest.

APPENDIX 3-2: JOB APPLICATIONS

irst Name	you must reapp			MI	Last Name				Home Ph	one (_	_)	C	ell Phone (_)
ddress					Lusi Humo		City				State	Zi	p	
					s/location(s)									
VAIL	ABILITY:				Hours Availab	i M		ī	W		ī	F	S	5
otal hours	available per	week				om							The state of	
re you le	gally able to b	be employed	in the U.S.? Y	/es/No		То								
ow did yo	ou hear about t	this employme	ent opportunity?				How far do yo	u live fron	n restaura	nt?	Do	you have tra	nsportation?	
MPLC	OYMENT	HISTOR	RY: (If not ap	plicable, list	work performed of	on a volunteer	r basis or pers	onal refer	ences. Ple	ase atta	ch a separate	list of empl	oyers if more s	pace is neede
ay we co	ontact your pre	esent employ	ver? Yes/No											
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Phone	Number ()		Job						1370				
Supervi	isor								[ates Wo	orked: From		To	
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	erforate and file s		tunity amplaya	r committed	to a diverse workfo	rce In order t	n assist us in a	ur efforts	we invite	VOII to Vo	oluntarily prov	ride resnonse	s to the following	a requests for
formatio	n. Failure to res	spond will not	t subject you to	adverse trea	to a diverse workto tment. This form w	ill be kept stri	ctly confidentio	and will	not be ret	ined wit	h your applica	tion. Informa	ntion provided w	ill be used onl
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Male	Female	White	Black or African American	Native Hawaiian o Other Pacif	fic	American Indian or Alaska Native	Two or More Races	White	1	lack or drican nerican	Native Hawaiian o Other Pacifi	Asian	American Indian or Alaska Nati	Races
	38/30 17 15 765	KIND VIEW		Islander							Islander			

APPENDIX 3-2: JOB APPLICATIONS

Please read the section below carefully before signing.

U.S. law requires that, if hired, you must furnish appropriate documentation establishing identity and employment eligibility, generally within 72 hours of starting work. For example, acceptable documents include: a U.S. Passport, or INS Forms 688 or 688k; a Social Security Card or birth certificate issued by government authority and a driver's license, school I.D. with photo or other government issued documentation establishing identity. Certain other documents are equally occeptable. Please consult a member of the management team and ask them for a copy of INS Form 1-9 for a list of these documents.

California Employment Only:

You may exclude information regarding any conviction for which the record has been judicially ordered sealed, expunged or statutorily eradicated. You also may exclude information regarding any conviction that is more than two years old for a violation of California Health and Safety Code Sections 11357, 11360, 11364, 11365 or 11550 (or predecessor statutes) as they relate to manipuona.

Connecticut Employment Only:

Under Connecticut law, an employer cannot require an employee or prospective employee to disclose arrest, criminal charge or conviction records that have been erased. An employment application that asks an applicant about his or her criminal history must contain the following notice:

1. The applicant is not required to disclose the existence of any arrest, criminal records subject to erasure pursuant to Sections 46b-146, 54-760 or 54-142a are records pertaining to a find of delinquency or that a child was a member of a family with services needs, an adjudication as a youthful offender, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon; and 3. Any person whose criminal records have been erased pursuant to Sections 46b-146, 54-760 or 54-142a shall be deemed to have never been arrested within the meaning of the general statutes with respect to those proceedings so erased and may so sweer under ooth.

Massachusetts Employment Only:

An applicant for employment with a sealed record on file with the commissioner of probation may answer "no record" with respect to any inquiry herein relative to prior arrests, criminal court appearances or convictions. In addition, any applicant for employment may answer "no record" with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of services which did not result in a complaint transferred to the superior court for criminal prosecution. It is unlowful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liabilities.

Maryland Employment Only:

Under Maryland law, an employer may not require or demand, as a condition of employment, prospective employment, or continued employment, that an individual submit to or take a lie detector or similar test. An employer who violates this law is auity of a misdemeanor.

*DURING THE PAST 5 YEARS, HAVE YOU EVER BEEN CONVICTED OF, PLED GUILTY TO OR PLED NO CONTEST TO A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? Yes_____ No _____
IF YES, DESCRIBE IN FULL_____

*Answering yes will not necessarily bar you from employment. Applicants are not required to disclose sealed or expunged conviction records or the existence of such records.

ARE YOU OR HAVE YOU EVER BEEN A SEX OFFENDER REGISTERED WITH ANY FEDERAL, STATE OR LOCAL GOVERNMENT AGENCY, INCLUDING ANY LISTING ON A PUBLIC WEBSITE? Yes ______ No ____

- 1. I certify that I have read this application and the information on it is complete and correct. I understand that any omissions or misrepresentation of information is grounds for dismissal.
- 2. I authorize the persons, employers, schools and organizations listed on this application to give you any information concerning my employment and other pertinent information they may have, personal and otherwise, and release all parties from all liability and damages that may result from furnishing this to you.
- 3. I acknowledge that McDonald's reserves the right to amend or modify any of its handbooks or policies at any time and without prior notice. These policies do not create any promises or contractual rights between McDonald's and its employees. At McDonald's, employment is at will. This means an employee is free to terminate his/her employment at any time, without any reason, with or without cause, and McDonald's retains these same rights. The Vice President of Human Resources of the McDonald's USA, LLC is the only person who may make an exception to this, and any exception must be in writing, addressed to a particular individual, and signed by the officer.
- 4. McDanald's is an Equal Opportunity Employer. Various federal, state, and local laws prohibit discrimination on account of race, color, religion, sex, age, national origin, disability, sexual orientation, veterans status or other protected categories. It is this McDanald's policy to comply fully with these laws, as applicable, and information requested on this application will not be used for any purpose prohibited by law.
- 5. I understand that as a part of the procedure for my employment application an investigative consumer report may be made concerning my character, general reputation, personal characteristics and mode of living. Upon written request, additional disclosure concerning the complete nature and scope of the investigation will be provided. If I am denied a job based either wholly or in part because of information contained in an investigative consumer report, I will be provided the name and address of the reporting agency that supplies the information.

Signature	Date	
9		

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APPLICATION FOR EMPLOYMENT



Starbucks Coffee Company is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including race, color, age, sex, religion, national origin, the presence of mental, physical, or sensory disability, sexual orientation, or any other basis prohibited by federal, state, or provincial law.

Please complete entire application to ensure processing.

PERSONAL INFORMA	ATION (Please print)										
Name Last	First	N	Middle		Socia	al Se	curity/	/Soc	ial Insu	rance N	umber	Date (M/D/Y)
Other names you are known	by	Are you less t	than 18 years	of age? Yes_		No_	(Sta	arbuc	ks is requi	red to com	nply with federal, sta	ate, or provincial law.)
U.S. Applicant Only: Are you legally eligible for employm (All new hires will be required to provide p	ent in the U.S.?	/es No_ he U.S.)	If Yes	e you been co s, list convictions t ssarily disqualify y	hat are	a mat	ter of pu	me i blic re	n the la: ecord (arre	st seven ests are no	n (7) years? Ye t convictions). A co	esNo nviction will not
Present Address	Street			City					Stat	te/Province	e Zip Cod	e/Postal Code
Permanent Address	Street			City					Stat	te/Province	e Zip Cod	e/Postal Code
Phone Number	Daytime	Evening		Refer	ed B	у						
EMPLOYMENT DESIR	RED (if you are apply Location/De	ring for a retail	hourly positio	n, please kee Sa	p in n	nind Desi	that th	ie av	/ailabilit	y of hou Date Y	rs may vary.) ou Can Start	
Specify hours available for ea	ach day of the week	Sunday	Monday	Tuesd	ay	١	Wedneso	day	Th	nursday	Friday	Saturday
Are you able to work overtim Have you ever worked for St		oany?	If yes, w	hen?			_ Whic	ch st	tore/dep	artment	1?	
EDUCATION							Last		Did			Studied and
High School	Name	and Address	of School				mpleto		Gradu	N	Degree	s Received
College					1	2	3 4		Y	N		
Post College					1	2	3 4		Y	N		
Trade, Business, or Correspondence School					1	2	3 4	4	Y	N		
SKILLS For Office/Administr	List skills relevant to the position applied for											
Have you ever visited a Start	Have you ever visited a Starbucks Coffee location? Where? Describe your experience.											
	ə?											
Why would you like to work for Starbucks Coffee Company?												
Describe a specific situation	Describe a specific situation where you have provided excellent customer service in your most recent position. Why was this effective?											

SKU #193822

SEARCHING FOR A JOB: LESSON 2: JOB APPLICATIONS

	FORMER EMPLOYERS		current and last three employers, startin which is related to the job for which you					
	Date (M/D/Y)							
	From	Current Employer	(Name and Address of Employer - Type of Business)	Salary Or He Starting Ending If hourly, average		Positio	on	Reason For Leaving
ļ	To Duties Performed			of hours per we	ek			
	Duties Performed							
	Supervisor's Name		Phone Number					May We Contact?
	From	Previous Emp	ployer (Name and Address of Employer - Type of Business) Salary Or Starting Ending If hourly, aware		erage #		on	Reason For Leaving
	Duties Performed			of hours per we	ek			
	Supervisor's Name		Phone Number					May We Contact?
	From	Previous Emp	loyer (Name and Address of Employer - Type of Business)	Salary Or Hostarting		Positio	on	Reason For Leaving
	Duties Performed			of hours per we				
	Supervisor's Name		Phone Number					May We Contact?
From Previous Emp			loyer (Name and Address of Employer - Type of Business)	Salary Or Hourly Position Starting Ending If hourly, average #			on	Reason For Leaving
	Duties Performed			of hours per we				
H	Supervisor's Name		Phone Number					May We Contact?
	Oupervisor 3 Name		Thore Number					way we contact:
	REFERENCES G	Give below the na	ames of three professional references, v	vhom you have	e known at le	ast one yea		Years Acquainted
	Name		Address & Phone Numb	er	Busin	ess	۲	How Do You Know This Person?
	1							
	2							
I	3							
	l authorize persons, schools, my information regarding my curren understand that misrepresentatic that I may be required to sign a nothing contained in this applica filling out this form does not indic my employment is at will, which MARYLAND APPLICANTS ONLY continued employment, that an in a fine not exceeding \$100. MASS employment or continued employment Applicant may omit any conviction.	current employed and/or previous on or omission of confidentiality and tion, or conveyed cate there is a pomeans that it is for the food and the confidentiality and the food	igate my background, references, employrer (if applicable), and previous employers a employment and I release all persons, sch facts may result in rejection of this application of the properties of the properti	nd organization nools, employer tion, or if hired, ome an employ id, is intended to the to the men. (It add to the men. (It amployer who wusetts to requir or criminal penal for the possess	is contacted by sof any and a discipline up ree of Starbuc or create an eight. APPLICA rbucks at any ion of employ iolates this law e or administe tities and civil ions of mariju.	y Starbucks all claims for to and inclu ks Coffee C mployment on NTS ONLY: time withour ment, prospore is a lie detectional billy. CAL man on school and includes the control of the contr	to providing di ding di compar- contract I under t prior ective misde tor tes IFORN pol gro	wide any relevant ining such information. I ismissal. I understand hy. I understand that it. I understand that it istand and agree that notice for any reason. employment, or meanor and subject to tas a condition of IIIA APPLICANTS ONLY: unds or possession of
ı	Data		Signature					

For Retail positions please submit this application at your nearest store location. For non-retail openings, please visit our website at www.starbucks.com to apply for any posted position.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO HIRING A DIVERSE WORKFORCE.



PRINTED ON RECYCLED PAPER

UNIT 3: YOUTH EMPOWERMENT

LESSON 3: CREATING A RESUME

In this lesson, students learn about resumes and how they are used to show that a person is qualified for a job. Students answer questions to gather the information that will be needed on a resume. They learn the difference between a skills based resume and a resume that combines skills and job history. They review actual examples of youth resumes and create their own resumes.

Suggested duration: 1 - 3 classes

Know

· Contents of a resume

Understand

- · That resumes highlight your strengths as a candidate for the job
- A skills based resume helps young people display their strengths even when they only have limited or no work experience

Do

Create a resume

Materials & Resources

- Student Survey Card (Student Handout 3-3 Survey Card)
- Resume Instructions (Student Handout 3-3 Resume Instructions)
- Resume Templates (Student Handout 3-3 Skills Template and Combo Template)
- Student Resume Examples (Student Handout 3-3 Resume Examples 1 & 2)
- ELMO Document Camera, LCD Projector, Computers

Teacher Pre-Planning

- 1. Make enough copies of *Student Survey Card* (Student Handout 3-3 Survey Card), *Resume Instructions* (Student Handout 3-3 Resume Instructions) *and Resume Template* (Student Handout 3-3 Skills Template and Combo Template) for all students.
- 2. Teacher Tip: This lesson has several handouts, consider using doubled sided copies and only distribute each handout when needed.
- 3. Set up ELMO Document Camera with LCD Projector and gather student examples of resumes (Student Handout 3-3 Resume Examples 1&2) to display.

Lesson Steps

- 1. Have students complete Student Survey Card (Student Handout 3-3 Survey Card).
 - a) Explain that the Survey Card is an informal way to explain how you are qualified for a part-time job. A resume is a formal way to present your qualifications.
 - b) Define resume: A brief account of one's professional or work experience and qualifications (often submitted with an employment application).

Empower Your Future: Career Exploration Curriculum

- 2. Introduce KUD objectives.
- 3. Hand out *Resume Instructions* (Student Handout 3-3 Resume Instructions) and review underneath ELMO Document Camera.
 - a) Explain different components of a skills based resume.
 - b) Explain that people with limited work experience can create a resume that highlights both work experience and skills/abilities.
 - c) Explain that there are many different styles of resumes but the one thing in common is they all need to look professional.
- 4. Show student examples of resumes (Student Handout 3-3 Resume Examples 1 & 2) underneath ELMO Document Camera.
 - a) Example 1 is a skills based resume
 - b) Example 2 is a combination resume
 - c) Circulate both examples for students to reference when they complete their resume
- 5. Have students choose one of the following to complete:
 - a) Skills Based Resume (Student Handout 3-3 Skills Template)
 - b) Combo Work/Skills Resume (Student Handout 3-3 Combo Template)
 - c) Future Resume*
- 6. Review KUD objectives and check student progress.

Extension

Have students type resume on computer using Microsoft Word.

^{*}Teacher Note: there is an arts alternative lesson following this lesson that has students create a future resume. This may be a better option if students are anxious about their limited experience. Select lesson based on the readiness of your students.

STUDENT HANDOUT 3-3 JOB APPLICATION INDEX CARD

Student Survey Card

- 1. What is the name of your school:
- 2. List what grade you are in:
- 3. List any extracurricular activities (sports, community service, etc.) that you participate in:
- 4. List what part time job you have or would like to have:
- 5.
- 6. List what 3-5 strengths you have that make you good at the part time job (if you have one) or if you got a job:
- 7.

- 1. What is the name of your school:
- 2. List what grade you are in:
- 3. List any extracurricular activities (sports, community service, etc.) that you participate in:
- 4. List what part time job you have or would like to have:
- 5.
- 6. List what 3-5 strengths you have that make you good at the part time job (if you have one) or if you got a job:

STUDENT HANDOUT 3-3 RESUME INSTRUCTIONS

Instructions are in parenthesis and in italics above each section followed by examples (List your personal information on top)

Carlos Hernandez

Carlos Hernandez 104 Main Street Brockton, MA. 02301 508-555-5555

Job Objective

(Explain in 1-2 sentences what job you are hoping to attain and specific reason why you want the job) Sample: Seeking a position as a food server. Desire a position with the opportunity to perform customer service.

Skills and Abilities

(Use this portion to tell about your skills and abilities that make you a good candidate for the position you are applying for. Make sure to explain each skill thoroughly and support each with evidence. Types of skills that may be listed are: computer skills, communications, hard work, customer relations, attention to detail, creativity, and many others)

Sample:

Hardworking: Have worked outside of school with uncle on landscaping. In the summers of 2009 and 2010 I worked with my uncle mowing lawns and pulling weeds. These jobs were challenging but I worked hard and accomplished the task at hand.

Customer Relations: As a landscaper I would communicate with clients often. I would answer their questions quickly and correctly in a respectful manner. My ability and experience speaking with clients will benefit me as a food server.

(Notice the hanging indentation of each skill/ability as well as the space in between each skill)

Education

(List your current level of education)

Brockton High School, Brockton, MA. 02301 Candidate for Diploma: June 2013 Currently in Junior Year

Activities and Awards

(List all extra-curricular activities and awards received)

Varsity Football Player: Brockton High School. Brockton, MA. 2010-2011.

Started at Linebacker for two seasons. Also saw time at Tight End and Full Back.

Led the team in tackles and sacks as a junior.

Awards: Defensive Player of the Year 2011.

All Conference Line Backer 2011.

Volunteer: Christ Church: Brockton, MA

Helped improve landscaping of the church yard by raking leaves, mowing the grass, and pulling weeds.

Certifications

(List any Certification you may possess including First Aid/CPR, ServSafe, and many more) First Aid/CPR Certified. American Red Cross. September 2011

STUDENT HANDOUT 3-3 SKILLS RESUME TEMPLATE

	Name:	
	Address:	
	City, State, Zip Code:	
	Email:	
	Telephone:	
	<u>Job Objective</u>	
		
	Skills and Abilities	
	Skills and Abilities	
_		
_		
_		
_		
_		
-		
-		
-		
	Education	
	<u>Laucation</u>	
_		
	Activities and Awards	
_		
_		
-		
-		
	<u>Certifications</u>	

STUDENT HANDOUT 3-3 COMBO RESUME TEMPLATE

Name:	
Address:	
City, State, Zip Code: Email:	
Telephone:	
reiephone.	
<u>Job Objective</u>	
 -	
Skills and Abilities	
	_
	_
	 _
Work Experience	
	_
	 _
	 _
Education	
<u>Education</u>	
	_
Activities and Awards	
	 _
<u>Cei tirications</u>	

STUDENT HANDOUT 3-3 SKILLS RESUME EXAMPLE 1

Matthew Smith¹

123 Main Street Springfield, MA. 01111 Matthewstudent93@yahoo.com 413 555 5555

Job Objectives

Seeking a job as an auto body mechanic. I have some experience working at my father's shop.

Work Experience

Smith Automotive

• My skills are that I know how to take certain parts of cars apart and put them back together. Also I know how to take out the trash real well and clean cars in and out.

The YWCA in Springfield MA,

• I used to work with kids and play games with them; and I used to be a counselor so that means I used to teach them how to play games

Skills and Abilities

Hardworking: I am a good hard worker. And I do my job the best I can, and work best under the guidance of a good supervisor. While working at my father's auto body shop I got the job done by working hard and staying focused.

Customer Service: My customer services are good, and I know how to talk to people. Also I know when and who to give a good deal to people.

Experience: I have the experience in my dad's auto body shop, by watching him talk to the customers and using their first names. Also, I see how he respects them and how they give the same respect back to him.

Education

North High School, Springfield, MA. 01111 Candidate for 2010 diploma Currently in the 11th grade.

Activities

I play football and basketball on a regular basis and I try to stay as active as I can. Also I got most improved in my program at my old school.

¹ Note these are real DYS student examples. Only specific personal information such as name, address, hometown, email, phone, and school have been changed. Both are in need of revisions but should show students possible examples.

STUDENT HANDOUT 3-3 SKILLS RESUME EXAMPLE 2

Dominique Johnson²

1 Reagan St. Boston, MA. 02125 617-555-5555

Job Objectives

I want to work around the mall because I have good sale skills. I also like to work at sneaker shops and clothing shops. I also like to help people with picking their clothes and giving my opinions on things.

Skills and Abilities

Knowledge of sneakers: I have knowledge of different kinds of sneakers and what kinds they have such as color designs and how many.

Customer Relations: I have good customer service skills; I am honest, respectful, and patient with customers. I also have a lot of people skills. I always try to help people get the best things in their price range and get the best prices.

Athletic Expertise: Good customer service skills, athletic expertise because I played sports such as football and basketball, so I know what gear is best.

Education

Boston High School, Boston, MA 02125 Candidate for diploma June 2011 Currently in junior year.

Activities and Awards

Varsity Football Player: Boston High School. Boston, MA. 2007-present.

Started wide receiver for 3 seasons. Also saw time for Running Back and Defensive Safety. I led the team in interception for my sophomore year.

Awards: Rookie of the year. Defensive player of the year 2009. All around most inspiring player.

² Note these are real DYS student examples. Only specific personal information such as name, address, hometown, email, phone, and school have been changed. Both are in need of revisions but should show students possible examples.

UNIT 3: ALTERNATIVE ARTS LESSON

LESSON 3A: MY FUTURE RESUME

This alternative 3-3 lesson allows students to actively explore their possible selves by imagining what their lives could look like in ten to fifteen years. It gives them the opportunity to think about the qualifications they will need in order to reach their future dreams.

Suggested duration: 1 - 2 classes

Know

Contents of a resume

Understand

- A future resume allows you to explore your possible educational and employment futures
- Qualifications you wish to add to attain your future dreams

Do

Create a future resume

Materials & Resources

Resume Templates (Student Handout 3-3 Skills Resume Template and Combo Resume Template)

Teacher Pre-Planning

1. Print out enough *Resume Templates* (Student Handout 3-3 Skills Resume Template and Combo Resume Template) for all the students in the class.

Lesson Steps

- 1. Lead a discussion with students about what resumes are and how they are used.
- 2. Introduce KUD objectives.
- 3. Tell students that today they will be writing a resume. The resume will be a resume for what they imagine or dream their lives will be like in 10-15 years.
- 4. Have students think about what they want to be doing and what kind of person they hope to be in the future. Ask students to think about the following questions:
 - a) How much school will you have completed?
 - b) What occupation will you be in?
 - c) What job do you want to have?
 - d) Where will you be living?
 - e) What hobbies and interests will you have?
- 5. Have students use either of the resume templates (Student Handout 3-3 Skills Resume Template or Combo Resume Template) to create their own resume.
- 6. If computers are available, students can look up colleges and degrees, as well as other important items for their resumes on MassCIS website.

- a) Log on to www.masscis.intocareers.org
- b) Click on High School
- c) Scroll to bottom of page. Select town and enter five-digit zip code.
- d) Click Sign in.
- e) Click on Mass Schools or US Colleges & Universities to explore college options.
- f) The "Program of Study" link will go directly to various degrees.
- g) The "Occupations" link will go directly to various occupations.
- 7. Discuss the resumes created:
 - a) How did you decide what to put on your resume?
 - b) Have you ever thought about what you want to do after you graduate from high school or attain your GED?
 - c) What education and training decisions do you need to make to make sure that some of the things on your future resume can be attained?
- 8. Review KUD objectives.

UNIT 3: YOUTH EMPOWERMENT

LESSON 4: INTERVIEWING EACH OTHER

This lesson reviews job interview questions typically asked of teen applicants and gives students an opportunity to practice being interviewed by each other.

Suggested duration: 1 - 2 classes

Know

Typical interview questions

Understand

What to expect at a job interview

Do

Interview another classmate

Materials & Resources

- Top Teen Interview Questions (3-4 PowerPoint)
- Top Teen Interview Questions (Student Handout 3-4 Interview Questions)
- · Computer and LCD Projector

Teacher Pre-Planning

- 1. Set up Top Teen Interview Questions (3-4 PowerPoint) on computer and connect to LCD projector.
- 2. Make enough copies of *Top Teen Interview Questions* (Student Handout 3-4 Interview Questions) for all students in the class.

Lesson Steps

- 1. Survey the class:
 - a) How many of you want a part-time job?
 - b) Where is your ideal part-time job?
- 2. Introduce KUD objectives.
- 3. View and discuss with students Top Teen Interview Questions (3-4 PowerPoint).
 - a) Give out *Top Teen Interview Questions* (Student Handout 3-4 Interview Questions).
 - b) Pause after each question and allow student feedback before showing suggested answers.
- 4. Have students pair up and interview each other:
 - a) Student 1 will take the role of interviewer
 - b) Student 2 will take the role of interviewee
 - c) Have interviewee select a part-time job that student desires. Interviewer will ask questions from *Top Teen Interview Questions*, along with other job specific and follow up questions.

- d) During the interview, interviewer should take notes about why the interviewee is a good candidate.
- e) Directly following the mock interview, interviewee should reflect on ways to improve for an actual interview.
- 5. Interviewer shares with the class up to 4 reasons the interviewee is a qualified candidate and the interviewee identifies at least 2 areas in need of continued improvement to prepare for an actual interview.
- 6. Review KUD objectives.

Extension

Next class, have students switch roles of interviewer and interviewee and then have volunteers complete interviews in front of class.

STUDENT HANDOUT 3-4 TOP TEEN INTERVIEW QUESTIONS

1.	Why are you looking for a job?
2.	Why are you interested in working for our company?
3.	How has school prepared you for working at our company?
4.	Why should we hire you?
5.	What do you think it takes to be successful in this position?
6.	How would you describe your ability to work as a team member?
7.	What has been your most rewarding accomplishment?
8.	What are your salary expectations?
9.	Tell me about a major problem you recently handled.
10.	Have you ever had difficulty with a supervisor or teacher?

Source: Doyle, Alison. "Teen Job Interview Questions and Answers." About.com. n.d. Web.

UNIT 3: YOUTH EMPOWERMENT

LESSON 5: LEARNING INTERVIEW TECHNIQUES

Students learn the basics of interviewing for a job in this lesson. They learn how to prepare for an interview as well as how to behave during an interview. They practice entering – and leaving - an interview and give each other tips.

Suggested duration: 1 class

Know

What it looks like to be professional in an interview

Understand

Important techniques that will make you a better interviewee

Do

· Write a list of things to remember when going into an interview

Materials & Resources

- Index Cards
- What not to do/What to do when entering an interview (Teacher Reference 3-5 Dos and Don'ts)
- Interview Tips (Student Handout 3-5 Tips)
- Interview Technique Activity (Student Handout 3-5 Technique)

Teacher Pre-Planning

- 1. Review teacher What not to do/What to do when entering an interview (Teacher Reference 3-5 Dos and Don'ts) and bring to class.
- 2. Make enough copies of *Interview Tips* (Student Handout 3-5 Tips) and *Interview Technique Activity* (Student Handout 3-5 Technique) for all students in the class.

Lesson Steps

- 1. Using What Not to Do/What to Do When Entering an Interview (Teacher Reference 3-5 Dos and Don'ts), let students practice entering an interview.
- 2. Introduce KUD Objectives.
- 3. Read and discuss Interview Tips (Student Handout 3-5 Tips).
- 4. Have students complete an index card outlining things to remember about interviewing using the guidelines in *Interview Technique Activity* (Student Handout 3-5 Technique).
- 5. Review KUD objectives and practice ending class the way interviewees should end an interview (hand shake and thank you).

TEACHER REFERENCE 3-5 WHAT NOT TO DO/WHAT TO DO WHEN ENTERING AN INTERVIEW

Steps:

- Teacher will play interviewer.
- Ask one student to volunteer to show the class what *not* to do when entering an interview. Ideas include:
 - storming into the room
 - failing to introduce oneself
 - using slang (no swears)
 - having an unprofessional handshake
 - using bad body language
 - putting feet up on the table
 - failing to have eye contact
- Audience members observe and then share what first student did wrong and explain what he/she should do to improve the entrance. Improvements include:
 - knocking politely
 - introducing himself or herself
 - having a firm professional handshake
 - asking to sit down
 - having good body language
- Based on the feedback received, the original student shows what to do when entering an interview.
- Other students take turns showing what to do when entering an interview.
- Discuss.

STUDENT HANDOUT 3-5 INTERVIEW TIPS

Before an Interview

Be Prepared:

- · Know exactly where you need to go for the interview and what date you're available to start
- Understand: exactly what the company does that you are applying to
- · Practice: be ready to answer questions about yourself and your qualifications
- Show up early

Dress Job Interview Appropriate:

- Modest attire
- No casual or inappropriate clothes (such as flip-flops, baggy jeans, or short skirts)



Image retrieved from: http://www.kollewin.com/blog/dress-for-interview/

Be Aware:

- Some employers require written tests or drug screenings
- Fresh breath matters don't smoke in car on the way to interview

STUDENT HANDOUT 3-5 INTERVIEW TIPS

During an Interview

Be Professional:

- Treat everyone equally from CEO to Manager to Receptionist
- · Greet everyone with a professional handshake and good eye contact

Speak Clearly:

- Elaborate Don't use one word answers
- · Don't blabber Keep answers short and to the point
- Don't use slang

Maintain Good Body Language:

- · Listen attentively Look when people speak
- · Don't slouch in chair or let eyes wander

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After an Interview

Follow Up:

- Thank everyone and shake hands with interviewer
- · Ask interviewer when decision will be made and when you should follow up
- Send a thank you note right away to interviewer Short and to the point

Adapted/condensed from: "45 Proven Job Interview Techniques for Landing Your Next job." Education-portal.com. 11 April 2011. Web.

STUDENT HANDOUT 3-5 TECHNIQUE ACTIVITY

Students should write on index card detailing important things to remember about interviewing.

Main Things to Remember About Interviewing

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

UNIT 3: YOUTH EMPOWERMENT

LESSON 6: MAKING A PRESENTATION

In this lesson, students learn the dos and don'ts of making a presentation in front of a group, including how their words are spoken, how their bodies are moving as well as what they're saying. They review the steps to take before making a presentation and then present an already completed class project to the class.

Suggested duration: 1 - 2 classes

Know

Key techniques to use when presenting a project in class

Understand

Presenting is a skill that may help you stand out to future employers

Do

Present a completed project to the class

Materials & Resources

- Dos and Don'ts of Presenting to a Class (Student Handout 3-6 Presenting)
- Steps to ensure a good presentation (Student Handout 3-6 Steps)

Teacher Pre-Planning

- 1. Have students bring a completed school project to class to present.
- 2. Make enough copies of student handouts listed above for all students in the class.

Lesson Steps

- 1. Read *Dos and Don'ts of Presenting to a Class* (Student Handout 3-6 Presenting). Have students act out examples of Dos and Don'ts in small groups or in front of the class. Note: Teacher may need to model this, for example, show the difference between being soft spoken and projecting your voice clearly.
- 2. Introduce KUD objectives.
- 3. Discuss the importance of making good presentations. Ask students why it is important to make good presentations?
 - a) In school: Class presentations are a consistent part of class requirements in high school and college.
 - b) At work: Being well spoken will help you when interviewing for a job, communicating clearly with coworkers and supervisors, communicating with customers, etc.
- 4. Read and discuss Steps to ensure a good presentation (Student Handout 3-6 Steps).
- 5. Have students present a project to the class using an already completed Empower Your Future or other class project.
- 6. Review KUD objectives

STUDENT HANDOUT 3-6 DOS & DON'TS OF PRESENTING TO A CLASS

VOCAL (how you say it)

Do project your voice

Do use a variety of rates of speech

Do use pauses after key points for emphasis

Do replace non-words (umm or ah) with pauses

Do allow your voice to show enthusiasm

Don't speak too softly

Don't talk too fast or stay at the same speed

Don't be afraid of a moment of silence

Don't be monotone

Don't use non-words like um or ah

VISUAL (nonverbal)

Do use direct eye contact to connect with listeners

Do look calm and confident under pressure

Do be aware of your posture

Don't stare directly at your paper or notecards

Don't roll your eyes, frown, or make expressions of exasperation

Don't sway or pace

Don't slouch or stand too still and appear stiff

VERBAL (what you say)

Do sound positive

Do complete each word to be clear and articulate

Do plan and memorize important points of presentation

Don't use slang

Don't swallow word or trail off at the end of a sentence³

STUDENT HANDOUT 3-6 STEPS TO ENSURE A GOOD PRESENTATION

Before the presentation

- 1. Make sure to finalize your project completely. Project may be a poster, PowerPoint, paper, speech, etc.
- 2. Organize your presentation into a logical sequence
 - Grab the attention of your audience to introduce topic
 - Provide specific and detailed content
 - End presentation with strong concluding points
- 3. Practice your presentation
 - Practice out loud to make sure thoughts are clear
 - Write down notes to help you during your presentation
 - Make it flow like a conversation
 - Practice pausing, slowing down speech, and looking at your audience
- 4. Have a plan to manage stage fright
 - Practice a lot so material comes easily
 - Use mental imagery to relax
 - Have something in your hand if you tend to fidget
 - Remember to pause often and breath normally
 - Drink water
 - Establish conversation with audience

During the presentation

- 1. Warm up with breathing exercises
- 2. Take a deep breath
- 3. Focus on your audience
- 4. Use visual aids
 - Don't talk to visual aid, face the audience
 - If you display visual aid, you should discuss it clearly
- 5. Follow the Dos and avoid the Don'ts presented previously in class

Adapted from: "How to Prepare an Oral Presentation." Brittanica.com. 21 December 2011. Web.

UNIT 3: YOUTH EMPOWERMENT

LESSON 7: EXPLORING COLLEGE OPTIONS

In this lesson, students learn about several students who were able to go to college despite many obstacles in their lives. Students focus on a particular student each and present that student's story to the class.

Suggested duration: 1 - 2 classes

Know

• The College Board has a new website called You Can Go!, designed especially for students who are not sure college is for them

Understand

· There are many students who have overcome incredible obstacles in order to go to college

Do

Learn in depth about at least one student who overcame obstacles to go on to college

Materials & Resources

- College Board You Can Go! Website http://youcango.collegeboard.org/
- Computers, Projector, and Headphones (if available for each student)
- Student Story worksheet (Student Handout 3-7 Stories)

Teacher Pre-Planning

- 1. Make enough copies of *Student Story worksheet* (Student Handout 3-7 Stories) for all members of the class.
- 2. Connect internet ready computer to projector, and check the internet connection for all computers.

Lesson Steps

- 1. Using your computer and a projector, log onto the You Can Go! website http://youcango.collegeboard.org/ and watch the introduction video (2 minutes) that loads automatically.
- 2. Introduce KUD objectives.
- 3. Explain that the website has stories of 15 different youth who have overcome obstacles in order to go on to college. Your students will each pick several stories to listen to and read about.
- 4. Have students open the website on their computer and click on the "Student Stories" in the top of the home screen. Have students pick several stories to watch and read about. Ask students to choose one student story after they explore different stories.
- 5. Once they select a student, have them click all of the video clips for that student and read the text below.
- 6. Give them a *Student Stories worksheet* (Student Handout 3-7 Stories) and have them fill it out for the youth they listened to.
- 7. Have students report to the class on their student and about what they found inspiring about him/her.
- 8. Review KUD objectives.

Youth's name:
Background information:
Major obstacle he/she had to deal with:
How he/she overcame the obstacle:
What life was like at college for him/her:
What inspired me about is:

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Created by Josiah

Unit 4: Money Sense

UNIT 4: MONEY SENSE

Overview

In this unit, students are introduced to several key concepts of living independently, including budgeting money, finding an apartment, establishing a bank account, and choosing a cell phone package. The unit also includes a lesson on the importance of personal goals and how to develop them. There is an optional PowerPoint available which includes slides for each of the five lessons.

Contents of Unit

Lesson 1: Budgeting

- · Lesson Plan
- Supporting Materials:
 - Vocabulary
 - Malik's Story
 - Malik's Budget Report
 - Budgeting Your Money Activity

Lesson 3: Bank Accounts

- Lesson Plan
- Supporting Materials:
 - I Know Everything about Bank Accounts Right?
 - Facts About Banks
 - Bank Account Activity

Lesson 5: Illustrating Goals

- · Lesson Plan
- Supporting Materials:
 - Sample Check
 - Hopes and Dreams Graphic Organizer
 - Goals Poster Rubric
 - Goals Poster Instructions

Lesson 5A: Fundred Dollar Bills

- · Lesson Plan
- Supporting Materials
 - Draw a Fundred Dollar Bill
 - Fundred Dollar Bill template
 - Money Sense (Unit 4 PowerPoint)

Lesson 2: Apartment Find

- Lesson Plan
- Supporting Materials:
 - 10 Steps to Consider When Looking for an Apartment
 - Apartment Find
 - Educational Attainment is Related to Income

Lesson 4: Being an Informed Consumer – Cell Phone Packages

- Lesson Plan
- Supporting Materials:
 - Cell Phone Plans Comparison Chart
 - Cell Phone Plan Cost

UNIT 4: MONEY SENSE

LESSON 1: BUDGETING

In this lesson, students learn the importance of developing a budget while living independently. They review budget vocabulary words and review an example of a young adult's first experience budgeting money after living on his own. Then, they use their own income and expenses to develop a budget for themselves.

Suggested duration: 1 class

Know

Vocabulary associated with this lesson

Understand

- · Responsibility for spending money changes when living independently
- The contents of a budget report and how keeping track of money can help you manage your money better.

Do

Complete a sample monthly budget

Materials & Resources

- Vocabulary (Student Handout 4-1 Vocabulary)
- Malik's Story (Student Handout 4-1 Malik's Story)
- Malik's Budget Report (Student Handout 4-1 Malik's Budget)
- Budgeting Your Money (Student Handout 4-1 Activity)
- Money Sense (PowerPoint) optional

Teacher Pre-Planning

1. Make enough copies of Malik's Story (Student Handout 4-1 Malik's Story), Malik's Budget Report (Student Handout 4-1 Malik's Budget) and Budgeting Your Money (Student Handout 4-1 Activity) for all students.

Lesson Steps

- Have students write down all things they currently spend money on in the following categories:
 Housing, Food, Clothes, Transportation, and Entertainment. Have students share and write responses
 on board.
- 2. Introduce KUD objectives.
- 3. Lead a discussion on living independently:
 - a. Prompt students to help provide list of expenses they will have once they live on their own.
 - b. Make sure the list includes:
 - Housing
 - Food
 - Clothes

- Transportation
- Entertainment
- 4. Discuss definitions of key vocabulary (Student Handout 4-1 Vocabulary).
- 5. Read: *Malik's Story* (Student Handout 4-1 *Malik's Story*) and discuss *Malik's Budgeting Report* (Student Handout 4-1 *Malik's Budget*). Possible discussion questions:
 - a. How did Malik do with his money this month?
 - b. What could Malik of done differently?
 - c. Was it good that Malik had money saved? Why?
- 6. Have students complete Budgeting Your Money (Student Handout 4-1 Activity)
- 7. Have students share their findings and discuss final thoughts about living on their own and budgeting.
- 8. Review KUD objectives.

STUDENT HANDOUT 4-1 VOCABULARY

Income: (n) the money you earn

Expense: (n) the money you spend

Budget:

(n) an estimate of expected income and expense for a given period of time

(v) to plan and balance the money coming you earn with the money you spend

Utilities: (n) public services such as electricity, water, heating, phone, internet, cable, etc.

Pay Yourself First (PYF): (v) to put away a certain amount of money you earn into an account towards savings before you spend daily expenses*

Profit: (v) to make more money then you spend

Debt: (v) to spend more money then you make

Adapted from: NEFE High School Financial Planning Student Guide, Unit 2. nefe.org. Web.

STUDENT HANDOUT 4-1 MALIK'S STORY

Malik is extremely excited because, at age 22, he has just graduated from college after studying to be a physical trainer. He has lined up his first job at the Work Out World Gym. For the first time in his life, he is also living on his own without any support from his parents.

Malik has been working at Subway full-time during the summers and part-time during the evenings, all while taking classes. He works in order to help pay for college and to save money for his own future apartment. He has decided to practice "pay yourself first," known as PYF, and he was able to put nearly \$1,700 into savings after earning his GED at 18. In the middle of June, he started working at Work Out World and he loves it.

Malik has just found a great deal on an apartment in which he only pays \$600.00 for rent (utilities included) per month. The price was this low because he is splitting a three bedroom apartment with two friends and they share the expenses. In the Table labeled *Malik's Budget Report*, you can see how Malik kept track of the rest of his budget by tracking his income and expenses.

STUDENT HANDOUT 4-1 MALIK'S BUDGET REPORT

1st Month Living on his own

Income

Туре	Source	\$
2 Week Income	Subway (part-time)	\$400.91
2 Week Income	Work Out World Gym (full-time)	\$574.52
Gifts	Parents and grandparents	\$75.00
Allowances	None	\$0

Expenses

LXPC113C3			
Туре	Date	Item	Cost (\$)
HOUSING	6/1/11	Rent	\$600.00
		Utilities (included in rent)	\$0
	Subtotal		\$600.00
FOOD	6/1/11	Groceries	\$89.00
	6/2/11	Pizza with Friends	\$11.00
	6/13/11	Going out to eat dinner	\$40.00
	6/18/11	Groceries	\$92.00
	6/25/11	Groceries	\$18.50
	Subtotal		\$250.50
TRANSPORTATION	6/1/11	Gas	\$43.75
	6/5/11	Speeding Ticket	\$100.00
	6/11/11	Gas	\$39.97
	6/15/11	Gas	\$15.50
	6/22/11	Car Insurance	\$69.50
	6/18/11	Gas	\$46.00
	Subtotal		\$314.72
ENTERTAINMENT	6/4/11	Going to Mall with Friends	\$18.00
	6/8/11	Movies with Girl friend	\$20.00
	6/17/11	New X-BOX 360 game	\$38.75
	6/28/11	DVD of favorite TV show Season 2	\$59.23
	Subtotal		\$135.98
Grand Total			\$1301.20

Result

Total Income:	\$1050.43
Total Expenses:	\$1301.20
Profit/Debt:	-\$250.77

\$

\$

STUDENT HANDOUT 4-1 BUDGETING YOUR MONEY

Budgeting Your Money

Directions: Use the information below about your first month living on your own to fill out the Sample Budget Report.

Expenses:

paychecks for \$500 each. You receive a total of \$15 your birthday	Utilities including Groceries: \$180	Utilities including cable and internet: \$190 Groceries: \$180 r Monthly T or bus Pass: \$36					
	your smaller			Entertainment: \$50			
	Budget Report - 1 st Mo	onth Living on you	ır own				
Income							
Туре	Source		Amount (\$)				
2 Week Income							
2 Week Income							
Gifts							
Allowances							
Expenses							
Туре	Date	Item		Cost (\$)			
HOUSING							
	Subtotal			\$			
FOOD							

_		
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TRANSPORTATION

ENTERTAINMENT

Grand Total

Income:

Total Income:	
Total Expenses:	
Profit/Debt:	

Subtotal

Subtotal

Subtotal

Did you end the month with a profit or a debt?

LESSON 2: APARTMENT FIND

In this lesson, students learn the steps to take in finding an apartment. Students are asked to think about how much they can afford and what neighborhood they want to live in. They learn the difference between needs and wants in an apartment as well as ways to save money on rent. Students are given the chance to look through apartment ads and choose one that fits their needs.

Suggested duration: 1 - 3 classes

Know

- The steps to take when searching for an apartment
- The difference between needs and wants when searching for an apartment

Understand

- Everyone's needs and wants for an apartment are different and may be shaped by their budget
- Money saving options when looking for an apartment

Do

Find an apartment

Materials & Resources

- Craigslist or Apartment classified ads (examples for each region will be posted on Moodle)
- Renting an Apartment- How To (4-2 video 1, 3:48 minutes)
- How to Find the Perfect Roommate (4-2 video 2, 1:38 minutes)
- 10 Steps to Consider When Looking for an Apartment (Student Handout 4-2 Steps)
- Apartment Find Activity (Student Handout 4-2 Apartment Activity)
- Educational Attainment is Related to Income (Teacher Reference 4-2 Education Levels)
- Computer and LCD projector
- · ELMO Document Camera, optional
- Money Sense (Unit 4 PowerPoint) optional

Teacher Pre-Planning

- 1. Get list of where students want to live when they live on their own for the first time.
- 2. Print Craigslist Ads or other Apartment Ads that cover the areas students are interested in. DO NOT allow students to access to other sections of newspaper or areas of Craigslist.
- 3. Best Practice from the Pilot: There was increased student engagement in this activity when teachers brought in real ads for apartments in the areas that their students wanted to live.
- 4. Make enough copies of *Apartment Find Activity* (Student Handout 4-2 Apartment Activity) for all students.
- 5. Set up ELMO Document camera and computer with LCD projector.

6. Open Renting an Apartment- How to (4-2 video 1), How to Find the Perfect Roommate (4-2 video 2), and *Money Sense* (Unit 4 PowerPoint) on laptop from Electronic Resource CD.

Lesson Steps

- 1. Show *Renting an Apartment How To* (4-2 video 1). While watching, have students write down the 10 things to know.
- 2. Introduce KUD objectives.
- 3. Go over 10 Steps to Consider When Looking For an Apartment (Student Handout 4-2 Steps).
 - a. Have students share what they gathered from video.
 - b. Display steps underneath document camera (ELMO), write on board, or hand out worksheet.
 - c. Clarify any questions students have in regards to steps.
- 4. Discuss needs vs. wants in apartment hunting:
 - a. Explain needs in broader context such as basic shelter, food, and clothing and compare to wants such as a 3 bedroom house, dinner at nice restaurants, and designer clothes.
 - b. Expand understanding of differences to specific apartment components such as you need basic electricity and heating but you want central AC and HBO or other movie channels.
 - c. Recognize that needs/wants may differ according to people's circumstances and can be significantly different based on budget.
- 5. Discuss money saving options for apartments:
 - a. Review money savings techniques such as doing research to find good deals on apartment, splitting costs by having roommates, looking for utilities included, look for amenities such as laundry, etc.
 - b. Discuss pros and cons of selecting roommates. (Optional: show *How to Find a Perfect Roommate* 4-2 video 2.)
- 6. Hand out apartment ads and Apartment Find Activity (Student Handout 4-2 Apartment Activity).
 - a. Have students complete Apartment Find Activity.
 - b. *Note:* Students will have a higher level of engagement if ads are real and reflect where students want to live.
 - c. *Note:* budgets were determined by calculating 25% of take home income after subtracting taxes from data displayed in Educational Attainment is Related to Income (Teacher Reference 4-2 Education Levels).
 - d. Display chart on projector or under ELMO Document camera to show median income compared to educational level and unemployment rate.
- 7. Have students share their findings and review KUD objectives.

Extension

- 1. Discuss the importance of comparing costs when selecting an apartment. Explain that rent, utilities, up-front costs (deposits), amenities, and other factors should be considered when comparing apartments.
- 2. Have students compare two potential apartments found in the apartment ads using *Apartment Compare Checklist* (Student Handout 4-2 Apartment Compare Extension).

STUDENT HANDOUT 4-2 10 STEPS TO CONSIDER WHEN LOOKING FOR AN APARTMENT

- Do your homework
- How much can you afford?
- · Check out the neighborhood
- Location
- Inspect Premises
- Amenities
- Be prepared
- Negotiate
- Small print matters
- Final walkthrough

Adapted from: "Renting an Apartment video." 1click2know.com. Web.

^{*}Renter's Insurance

STUDENT HANDOUT 4-2 APARTMENT FIND ACTIVITY

· What kind of job will you most likely have when you are first living on your own?

If you choose	Your budget is
Part-time job while taking college or vocational classes	\$500
Full-time job with High School Diploma or GED	\$565
Full-time job after completing 2 year school	\$670
Full-time job after completing 4 year school or vocational program	\$900

^{*}Note: If you have a roommate you can split the price of rent to stay within your budget. If you have 2 roommates, you can split price of rent 3 ways.

- 1. Using your projected budget and the ads provided by your teacher, find an apartment you can afford.
- 2. Describe your apartment below:

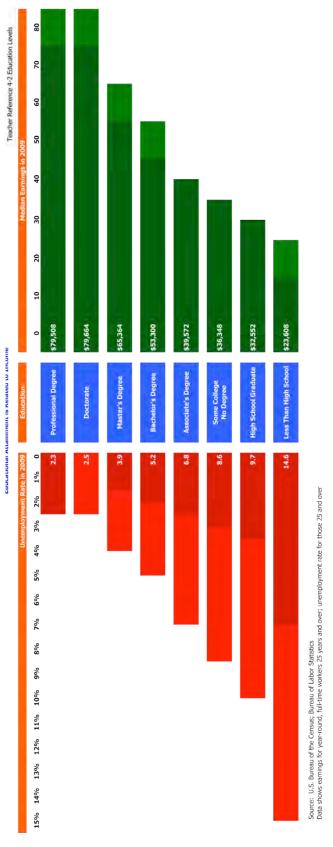
STUDENT HANDOUT 4-2 APARTMENT COMPARE EXTENSION

Using the Ads provided complete the checklist below*

	Details of Apartment #1	Details of Apartment #2		
Rent	List the monthly rent and brief details about the apartment:	List the monthly rent and brief details about the apartment:		
Utilities	Are Utilities included in the rent? • Heat Yes or No • Hot Water Yes or No • Electricity Yes or No • Cable and InternetYes or No How much are you required to pay a deposit up front?	Are Utilities included in the rent? • Heat Yes or No • Hot Water Yes or No • Electricity Yes or No • Cable and InternetYes or No How much are you required to pay a deposit up front?		
Deposits	 Security Deposit 1st Month's rent Last Month's rent 	 Security Deposit 1st Month's rent Last Month's rent 		
	What other amenities are offered?	What other amenities are offered?		
Amenities	LaundryParking SpacePetsOther	LaundryParking SpacePetsOther		

^{*} Not all Ads will have all this information

1. Which apartment is a better fit for you? Explain your reasoning.



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UNIT 4: MONEY SENSE

LESSON 3: BANK ACCOUNTS

This lesson reviews bank account basics including the differences between savings and checking accounts, minimum balances, fees, and checks and debit cards. Students will also learn how to open a free checking account.

Suggested duration: 1 - 2 classes

Know

- · Benefits to having a bank account
- The difference between checking and savings accounts

Understand

- That money is safe in banks but you must be aware of potential charges
- Advantages and disadvantages to bank accounts
- Steps to selecting and choosing a bank

Do

- Create an index card explaining advantages and disadvantages of different accounts
- · Outline steps to take when opening a bank account

Materials & Resources

- I Know Everything About Bank Accounts Right? (Teacher Reference 4-3 Bank Answer Key)
- I Know Everything About Bank Accounts Right? (Student Handout 4-3 Bank True or False)
- Facts about Banks (Student Handout 4-3 Bank Facts)
- Bank Account Activity (Student Handout 4-3 Bank Activity)
- Advantages and Disadvantages of Savings and Checking Accounts
- http://www.ehow.com/info_8093699_advantages-disadvantages-savings-checking-accounts.html
- How to Open Free Checking Accounts
- http://www.ehow.com/how_5633971_open-checking-accounts.html#ixzz1fsXO4IM6
- Highlighters, Index Cards 5"x8"
- Computer, LCD Projector, Money Sense (Unit 4 PowerPoint) optional

Teacher Pre-Planning

- 1. Print articles off of eHow.com and make copies.
- 2. Make enough copies of *I Know Everything About Bank Accounts –Right?* (Student Handout 4-3 Bank True or False), *Facts about Banks* (Student Handout 4-3 Bank Facts), and *Bank Account Activity* (Student Handout 4-3 Bank Activity) for all students.
- 3. Set up computer with PowerPoint with LCD projector if you choose these options in the lesson steps.

Lesson Steps

- 1. Survey students and ask how many have a bank account.
 - a. Have students take pre-assessment: *I Know Everything About Bank Accounts Right?* (Student Handout 4-3 Bank True or False)
 - b. Review pre-assessment (Teacher Reference 4-3 Bank Answer Key)
- 2. Review KUD objectives.
- 3. Read and discuss Facts about Bank Accounts (Student Handout 4-3 Bank Facts)
- 4. Teacher Tip: Have students use a highlighter to organize notes.
- 5. Best Practice from Pilot: One pilot site had success separating the class into three smaller groups, each group takes notes on section of handout, and each group shares out their findings with entire class.
- 6. Have students read articles: Advantages and Disadvantages of Savings and Checking Accounts and How to Open Free Checking & Savings Account (eHow.com articles).
 - a. Instruct students to highlight important facts they would like to take home with them from each article.
- 7. Have students create an index card using instructions on *Bank Account Activity* (Student Handout 4-3 Bank Activity)
 - a. The front should explain advantages and disadvantages of the student's choice of account
 - b. The back will outline steps to open a bank account
- 8. Review KUD objectives.

TEACHER REFERENCE 4-3 BANK ANSWER KEY

I Know Everything About Bank Accounts- Right?

Mark whether you think the statements are true or false:

1.	T	F	To open an account, a minimum deposit of \$50 is required.
2.	T	F	Saving accounts for anyone under 18 require joint ownership with an adult.
3.	T	F	You'll need your Social Security number to open a savings account.
4.	T	F	A maintenance fee is charged if your savings balance falls below a certain amount.
5.	T	F	The money in your savings account can make money by just staying in the bank.
6.	T	F	You must keep a certain amount of money in your account to earn interest.
7.	T	F	The bank will send you a report on a regular basis to let you see how much money
	you have) .	
8.	T	F	Checks and debit cards are linked to your checking accounts.
9.	T	F	If you write a check or have a debit purchase for more money than is in your account,
	you will I	nave to pa	ay overdraft fees and/or penalty charges.

Answers:

- 1. True. However, some banks offer teens special accounts, which have no minimum deposit.
- 2. True. When you are under 18, an adult must sign for you to open a bank account.
- 3. True. The bank uses your Social Security number to help identify your account. You may also be asked to provide a school ID or other photo ID when you open an account.
- 4. True. However, banks that offer special teenage accounts often waive the minimum balance requirement.
- 5. True. All savings accounts pay interest, as do some checking accounts.
- 6. True. In order for an account to earn, the bank may require a minimum average daily balance.
- 7. True. Banks usually send reports to savings account holders on a monthly or quarterly basis. Check with the bank when you open your account.
- 8. True. Checks and debit cards will automatically withdraw money from your acocunt when you are making purchases.
- 9. True. Most banks charge significant fees for overdrafts or bouncing a check.

I Know Everything About Bank Accounts- Right?

you will have to pay overdraft fees and/or penalty charges.

Ма	rk whethe	er you thin	nk the statements are true or false
1.	T	F	To open an account, a minimum deposit of \$50 is required.
2.	T	F	Saving accounts for anyone under 18 require joint ownership with an adult.
3.	T	F	You'll need your Social Security number to open a savings account.
4.	T	F	A maintenance fee is charged if your savings balance falls below a certain amount.
5.	T	F	The money in your savings account can make money by just staying in the bank.
6.	T	F	You must keep a certain amount of money in your account to earn interest.
7.	T	F	The bank will send you a report on a regular basis to let you see how much money
	you have	Э.	
8.	T	F	Checks and debit cards are linked to your checking accounts.
9.	T	F	If you write a check or have a debit purchase for more money than is in your account,

STUDENT HANDOUT 4-3 BANK FACTS

Facts about Bank Accounts

General Information

- 1. Banks are a safe and secure place to store money. They are FDIC (Federal Deposit Insurance Corporation) insured up to \$250,000 per account ¹
- 2. To cash a check, stores charge fees
- 3. Fees are different depending on the type and amount of check
- 4. In a 2010 MA Government report, Check Casher fees were between 2.39% and 6.83%. See Table Two below for comparison of Check Cashers vs. Basic Banking fees2
- 5. Paychecks can be directly deposited into bank accounts
- 6. Many employers have direct deposit which allows employees to have their paychecks deposited into employee savings or checking accounts directly
- 7. Employees with direct deposit do not have to make a trip to the bank to deposit paychecks or to the store to cash paychecks
- 8. Most banks allow withdrawing and depositing money using Automated Teller Machines (ATMs)
- 9. Be aware if an ATM is not linked to your bank. you may have to pay a service charge to use the ATM
- 10. Some banks participate in the SUM network which offers no charges to use any ATM machine³
- 11. MA state chartered banks provide no cost checking and savings accounts to minors (18 years old or younger)⁴

Table Two: Fee Comparison of Check Cashers vs. Basic Banking Checking Account

ANNUAL NET INCOME	CHECK CASHERS ¹		BASIC BANKING ² PROGRAM	
	Monthly Fees	Annual Fees	Monthly Fees	Annual Fees
\$2,600	\$11.63	\$139.62	\$3.00	\$36.00
\$5,200	\$17.27	\$207.24	\$3.00	\$36.00
\$13,000	\$34.17	\$410.09	\$3.00	\$36.00
\$26,000	\$62.35	\$748.18	\$3.00	\$36.00
\$39,000	\$90.52	\$1,086.27	\$3.00	\$36.00
\$52,000	\$118.70	\$1,424.36	\$3.00	\$36.00

¹ Information from: "FDIC Deposit Insurance Coverage." fdic.gov. Web.

 $^{^2}$ From: "2010 Report on Check Casher and Basic Banking Fees." $\it Mass.gov.$ Web.

³ You can find participating ATMs at <u>www.sum-atm.com</u>

⁴ More Information can be found with the 18-65 Accounts Brochure on website of MA Consumer Affairs: http://www.mass.gov/ocabr/consumer/banks-banking/education/

Checking Accounts

- 1. Bills are often paid with checks including rent, utilities, cable and internet, and phone bills
 - Many purchases can be made by writing checks when cash is not available.
 - Checks are linked to a checking account and money is withdrawn when the check is cashed.
- 2. Debit cards are often linked to checking accounts too
 - You use a debit card like a credit card but the money is automatically withdrawn from account instead of running up a credit card bill
- 3. Bouncing a check or overdrawing an account will result in a fee and/or penalty charge
 - Bouncing a check means someone is attempting to cash a check they receive from your account and there isn't enough money in the account to cover the check
 - Overdrawing an account is similar to bouncing a check but often refers to when you make a debit card purchase for more money than is in your account
 - Keeping track of debit/check purchases is critical in order to avoid these fees

Savings Accounts

- 1. Money grows in savings accounts!
 - Savings accounts offer interest which means the bank pays you a small amount of money for holding your money
- 2. There are many different types of savings accounts that carry different interest rates
 - CD or Money Market accounts often have higher interest rates but usually require minimum balances or maturity dates

STUDENT HANDOUT 4-3 BANK ACTIVITY

Bank Account Activity

Write list on the front and back of your index card detailing bank information discussed in class and highlighted in articles.

	Name the type of account you wish to open: savings or checking or both Provide 1-3 advantages to opening this account
1	·····
2	
3	
	Provide 1-3 tips to consider when opening up account
1	
2	
3	

Identify things you need to open an account

LESSON 4: BEING AN INFORMED CONSUMER - CELL PHONE PACKAGES

In this lesson, students learn the components of a cell phone package, how to compare different packages, and how to choose a package that's right for them.

Suggested duration: 1 class

Know

- Basic vocabulary associated with cell phone packages
- · How to determine cell phone usage

Understand

- That you have to know limits of your package so you don't get lots of extra fees
- Each package has "trade-offs" and you need to decide which package best meets your need and budget

Do

· Identify what kind of plan you want and calculate what it would cost for one year

Materials & Resources

- How to choose a cell phone plan (4-4 video, 2:04 minutes)
- Cell phone plans comparison chart (Student Handout 4-4 Compare Packages)
- Cell Phone Plan Cost (Student Handout 4-4 Cell Costs)
- Money Sense (Unit 4 PowerPoint) optional

Teacher Pre-Planning

- 1. Make enough copies of *Cell Phone Plans Comparison Chart* (Student Handout 4-4 Compare Packages) and *Cell Phone Plan Cost* for all students.
- 2. Set up ELMO Document camera and Laptop with LCD projector.
- 3. Open How to choose a cell phone plan (4-4 video) and *Money Sense* (Unit 4 PowerPoint) on laptop from Electronic Resource CD.

Lesson Steps

- 1. Introduce KUD objectives.
- 2. Show How to choose a cell phone plan (4-4 video).
- 3. Discuss the vocabulary terms:
 - a. Voice
 - b. Text
 - c. Data
 - d. Insurance
 - e. Extra fees

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- 4. Hand out *Cell phone plans comparison chart* (Student Handout 4-4 Compare Packages) and have them use it to complete *Cell Phone Plan Cost* (Student Handout 4-4 Cell Costs).
- 5. Have students pair up with a classmate and discuss answers they found for *Cell Phone Plan Cost*. Then have them *share* with the rest of the class what their partners answered for question 8.
- 6. Review KUD objectives.

STUDENT HANDOUT 4-4 COMPARE PACKAGES

	The Ultimate Cell Pho	one Plans Compariso	n	
Want to design your own plan, or just need the basics? The choices are almost endless, but this is the place to start. Choose a plan with features to fit your budget and lifestyle!	Verizon Wireless	AT&T	Sprint	T-Mobile
450 Minutes				600 Minutes
Voice	\$39.99	\$39.99	\$39.99	\$39.99
Voice + Text	\$59.99	\$59.99	\$49.99	\$49.99
Voice + Text + Data (200MB)	\$74.99	\$74.99	N/A	\$59.99
Voice + Text + Data (Unlimited)	\$89.98	\$84.99 (2 GB)	\$79.99	\$79.99
900 Minutes				1000 Minutes
Voice	\$59.99	\$59.99	\$59.99	\$59.99
Voice + Text	\$79.99	\$79.99	\$69.99	\$69.99
Voice + Text + Data (200MB)	\$94.99* (150 MB)	\$94.99	N/A	\$79.99
Voice + Text + Data (Unlimited)	\$109.98	\$104.99 (2 GB)	\$99.99	\$89.99
Unlimited Minutes				
Voice	\$69.99	\$69.99	N/A	\$59.99
Voice + Text	\$89.99	\$89.99	N/A	\$59.99
Voice + Text + Data (200MB)	\$104.99* (150 MB)	\$104.99	N/A	\$69.99
Voice + Text + Data (Unlimited)	\$119.98	\$114.99 (2 GB)	\$109.99	\$99.99
Family Unlimited Minutes				
Voice	\$119.99	\$119.99	N/A	\$99.99
Voice + Text	\$149.99	\$149.99	N/A	\$119.99
Voice + Text + Data (200MB)	\$179.99* (150 MB)	\$179.99	N/A	\$139.99
Voice + Text + Data (Unlimited)	\$209.97	\$199.99 (2 GB)	\$209.99	\$179.99
Nights and Weekends	9pm	9pm	7pm	9pm
Mobile to Mobile	In Network	In Network	Any Network	In Network
* The 150 MB data addition release.) At an earnings conflimited time, but representated as we said, the carriers didn't make it earthere's an array of voice, data, texting of Ask Yourself: What do you really need to many minutes do	ference Verizon sai ives declined to prossy. 10,00 ptions: 10,00 ed from your cell pho	d the unlimited on ovide details about 00,000 Rate Plan (ly data plan will be how long the wind	available for a
Are you a heavy texter				
Do you constantly brow				
http://www.verizonwireless.com http://www.t.mobile.com	http://www.wire http://news.cne		http://shops	sprint.com

Adapted From: "The Ultimate Cell Phone Plans Comparision." Billshrink.com. February 2011.

STUDENT HANDOUT 4-4 CELL COSTS

Phone Plan Costs

1.	If you want to go with a cell phone plan that has 450 voice minutes plus text service, what is the cheapest plan?
2.	How many hours is 450 minutes?
3.	What happens if you have this plan and you talk for 500 minutes and the extra fee is \$.50 per minute?
4.	If you have a plan that lets you send 250 texts per month and you send 310 that month and the extra fee is \$0.10 per text, how much extra will you have to pay that month?
5.	If you decide to buy an iPhone through AT&T and get the voice, text and unlimited data plan as well as insurance that costs \$7.00 per month, what will your monthly bill be?
6.	What will this plan cost you for a whole year?
7.	Answer the following 3 questions: a. How many minutes do you think you use each month?b. Do you text a lot??c. Do you like to browse the web or stream videos on your phone?
8.	Based on your answers to #7, what plan do you think is best for you? Why?
	How much does it cost per month? Per year?

LESSON 5: ILLUSTRATING GOALS

This lesson gives students an opportunity to think about and discuss their own aspirations. It encourages students to define success not just in monetary terms but in terms of physical health, relationships, and personal goals as well.

Suggested duration: 1 - 3 classes

Know

What makes someone successful

Understand

- Money is not the only measure of success
- Visualizing and illustrating dreams will help create realistic goals

Do

Create a poster illustrating goals

Materials & Resources

- Sample Check (Student Handout 4-5 Check)
- Hopes and Dreams Graphic Organizer (Student Handout 4-5 Graphic Organizer)
- Goals Poster Rubric (Student Handout 4-5 Poster Rubric)
- Goals Poster Instructions (Student Handout 4-5 Poster Instructions)
- Art Supplies: magazines, poster boards, glue sticks, markers, colored pencils, etc.
- Money Sense (Unit 4 PowerPoint) optional

Teacher Pre-Planning

- Make enough copies of Sample Check (Student Handout 4-5 Check), Hopes and Dreams Graphic Organizer (Student Handout 4-5 Graphic Organizer), Goals Poster Rubric (Student Handout 4-5 Poster Rubric) and Goals Poster Instructions (Student Handout 4-5 Poster Instructions) for all students.
- 2. Gather Art Supplies listed above.

Lesson Steps

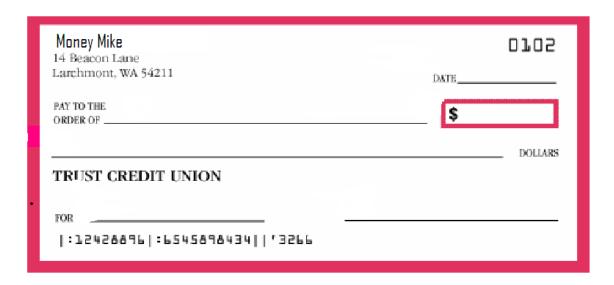
- Ask students to write out a check (Student Handout 4-5 Check) to their future selves for the amount
 of money they believe they would need to be successful and accomplish financial goals. Have them
 identify on the back of the check what things they would buy with this money.
- 2. Introduce KUD objectives.
- 3. Discuss what can lead to happiness and success and have students complete *Hopes and Dreams Graphic Organizer* (Student Handout 4-5 Graphic Organizer).
 - a. Explain that money may be important to gaining material wealth but there are other things important to being successful.

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- b. Ask students to share what other things would be important for them to be successful.
- c. Emphasize goals about physical well-being, having good relationships, having good character, having a good lifestyle, etc.
- d. Explain that visualizing hopes and dreams may encourage you to reach these goals and take the necessary steps to accomplish those goals.
- e. Teacher Tip: Do not limit students to goals strictly outlined on graphic organizer. Other goal types may include educational, family or friendship related, personal growth, career, leisure-time, long range life goals, and many more.
- 4. Review *Goals Poster Rubric* (Student Handout 4-5 Poster Rubric) and *Goals Poster Instructions* (Student Handout 4-5 Poster Instructions).
- 5. Have students illustrate their success goals by creating a collage of hopes and dreams that include financial, physical wellness, relationship, and character aspects of life. Illustrations can be made as sketches, collages using magazines, or graphic words.
- 6. Share posters and review KUD objectives.

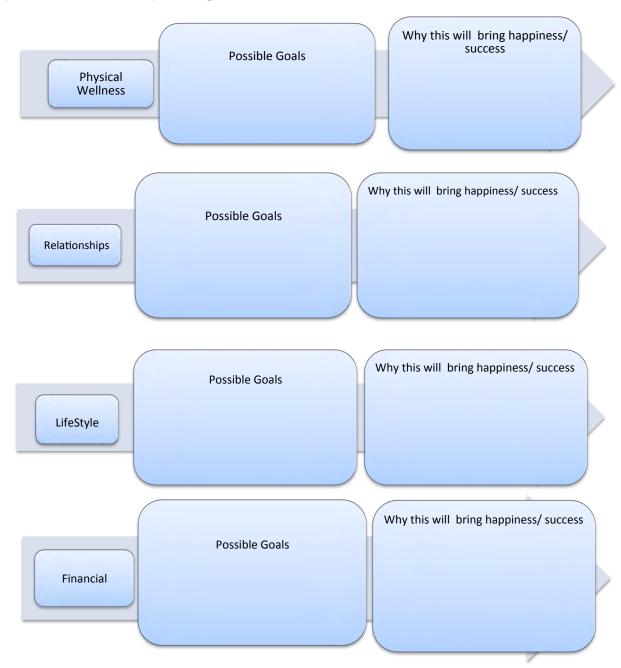
STUDENT HANDOUT 4-5 CHECK



- Write out a check to your future self for the amount of money you believe you will need to be successful and accomplish your financial goals.
- On the back of the check write at least 5 things you would buy with this money.

STUDENT HANDOUT 4-5 GRAPHIC ORGANIZER

Hopes and Dreams Graphic Organizer



STUDENT HANDOUT 4-5 POSTER RUBRIC

Goals Poster Rubric

Teacher Name: Life Skills Teacher

Student Name:

CATEGORY	25 points	20 points	15 points	10 points
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas did not seem to have much depth	The student did not make or customize any of the items on the collage.
Number of Items	The collage includes 5 or more goals of differing types (financial, physical wellness, relationships, character, etc.)	The collage includes 4 goals of differing types (financial, physical wellness, relationships, character, etc.)	The collage includes 2-3 goals of differing types (financial, physical wellness, relationships, character, etc.)	The collage includes 1 goal of differing types (financial, physical wellness, relationships, character, etc.)
Design	Graphics are trimmed to an appropriate size, interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size, interesting shape and are arranged with some items in front and others behind. The canvas however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.

STUDENT HANDOUT 4-5 POSTER INSTRUCTIONS

Goals Poster Instructions

Visualizing your hopes and dreams is the first step you can take to create realistic goals that help you realize some of those dreams.

- 1. Create a poster representing your hopes and dreams about being successful.
 - Use any of the supplies the teacher provides for you
 - Use your creativity and artistic skills and be prepared to explain the meaning behind each part of your poster
- 2. Include five or more hopes and dreams that you would like to turn into goals. Dreams can relate to:
 - Money
 - Physical wellness
 - Personal character
 - Relationships
 - Other aspects of your life.
- 3. Be prepared to share your poster in front of the class and to describe your thinking.

LESSON 5A: FUNDRED DOLLAR BILLS

Lesson adapted from Fundred in the Classroom website.

This alternative 4-5 lesson provides a creative way for students to think about the many ways they can be successful. Students will make Fundred Dollar Bills that show them as the center of their world surrounded by their aspirations.

Know

What makes someone successful

Understand

- Money is not the only measure of success
- Visualizing and illustrating dreams will help create realistic goals

Do

Create a Fundred dollar bill that displays identity

Materials and Resources

- Draw a Fundred Dollar Bill (Student Handout A4-5 Fundred Template)
- Multiple Fundred Template (Student Handout A4-5 Multiple Template)
- · Art supplies: markers, colored pencils

Teacher Pre-Planning

- 1. Make double sided, color copies of Student Handout A4-5 Fundred Template
- Make double sided, color copies of Student Handout A4-5 Multiple Template so that there are enough extras for students to make more than one each

Lesson Steps

- 1. Give students this writing prompt: If you could put anything you wanted on the hundred dollar bill, what would it be and why? Direct students to focus their brainstorming on things that would symbolize success.
- 2. Pass out *Draw a Fundred Dollar Bill* (Student Handout A4-5 Fundred Template) with instructions and have students draft what they want to include on their Fundred dollar bill.
- 3. Give each student several copies of blank Fundreds (Student Handout A4-5 Multiple Template) and have them create their own Fundred dollar bills.
- 4. Have each student share their money and talk about the things they included on their currency.

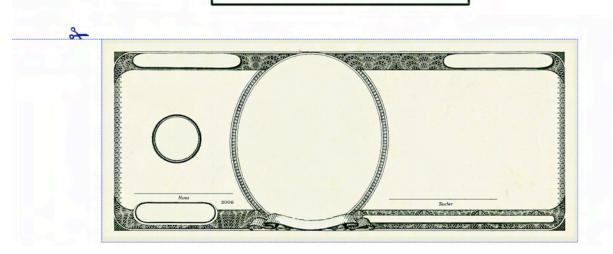
Note: The template used in this activity is part of a National Service Learning Art project designed by the artist, Mel Chin. Interested teachers should review the basic lesson plan for more information on how the project is used across the country. More information can be found at www.fundred.org/classroom/. Other resources: "Symbols on American Money." *Philadelphiafed.org*. Web.

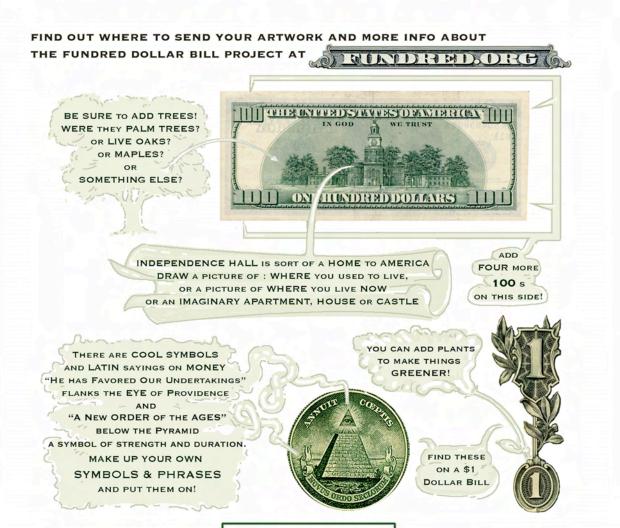
123



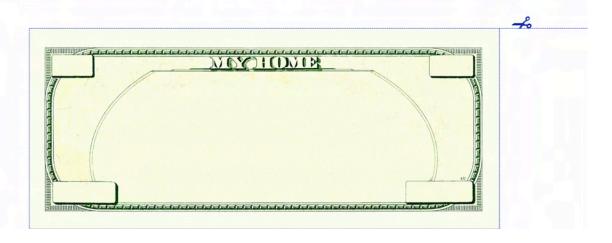


FILL IN THE BLANK BILL

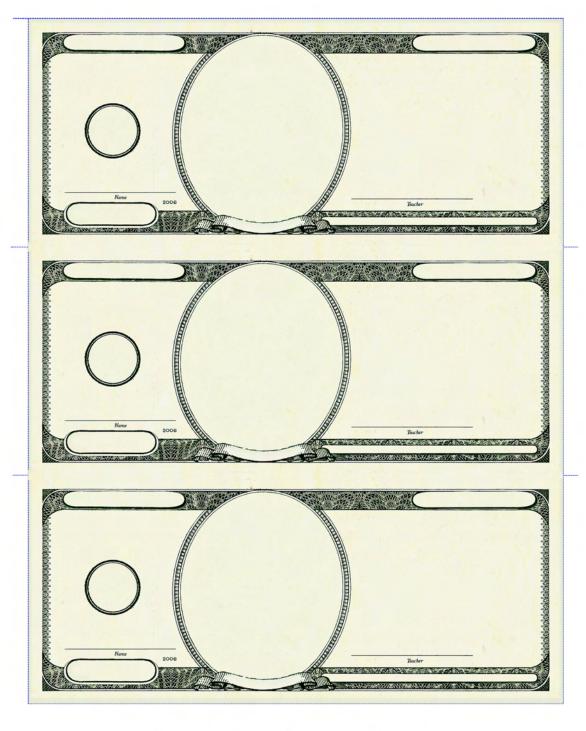




THIS SIDE TOO!



STUDENT HANDOUT A4-5 FUNDRED TEMPLATE

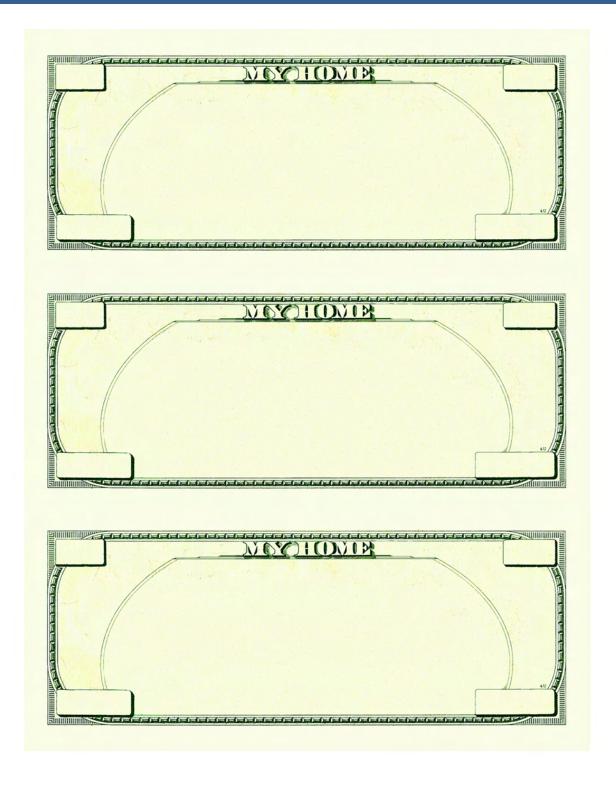


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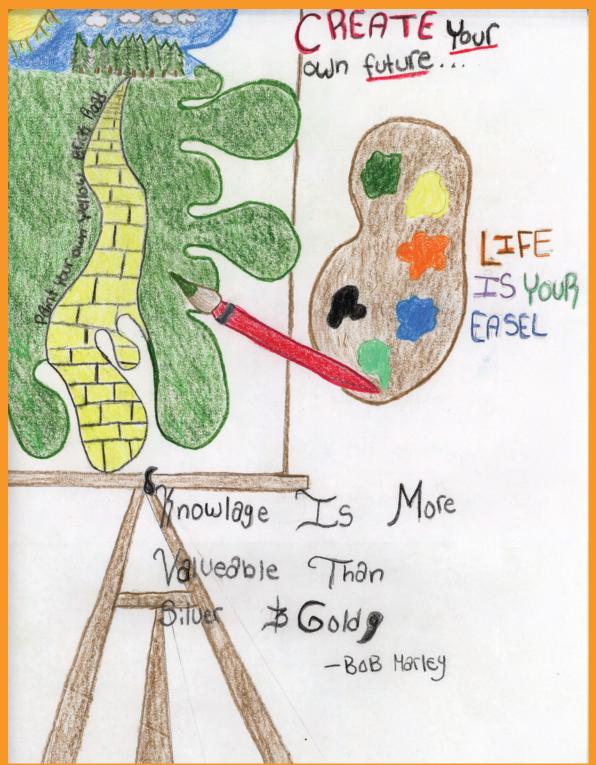
Find instructions, the complete FUNDRED worksheet, lesson plans, project info, and where to send completed FUNDREDS at:

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Empower Your Future: Career Exploration Curriculum



Template



Created by Timmey

Unit 5: **Health and Fitness**

UNIT 5: HEALTH AND FITNESS

Overview

This unit focuses on the many aspects of a healthy lifestyle. Students learn about good nutrition, including what types of nutrients are found in various foods, how to read a food label, and making healthy choices for snacks and at fast food restaurants. USDA brochures and videos are used and the new My Plate concept, which replaced the food pyramid, is used. Teachers are encouraged to collaborate with Health instructors when possible to plan or deliver the lessons presented in this unit.

Contents of Unit

Lesson 1: Nutrients

- · Lesson Plan
- Supporting Materials:
 - Nutrition Template Activity
 - Nutrition Template
 - Nutrients Facts
 - True/False Nutrition Statements

Lesson 3: Food Labels

- · Lesson Plan
- Supporting Materials:
 - Food Model Cards Warm-Up
 - What's on a Food Label?
 - What's a Calorie?
 - What's Inside the Package?
 - Food Labels

Lesson 5: Physical Health and Maintaining a Healthy Weight

- · Lesson Plan
- Supporting Materials:
 - Benefits of Exercise
 - Tips for Increasing Physical Activity
 - Tracking My Progress

Lesson 2: Food Plate

- Lesson Plan
- Supporting Materials:
 - Daily Food Tracking Tool
 - Media Booklet Creation Guide Let's Eat For the Health of It (5-2 USDA Brochure)
 - ¿Qué hay en su plato? (5-2 USDA Brochure in Spanish)

Lesson 4: Fast Food, Snacking, and Making Healthy Choices

- Lesson Plan
- Supporting Materials:
 - Food Choice Factors

UNIT 5: HEALTH AND FITNESS

LESSON 1: NUTRIENTS

Lesson adapted from: "Come and Get It" curriculum. 5

This lesson reviews the basics of nutrition, specifically nutrients. Students learn about the six different nutrients we need and how they affect our bodies. Students are encouraged to eat a variety of foods.

Suggested duration: 1 - 2 classes

Know

The six key nutrients the body needs

Understand

· That the human body is affected by the types of nutrients we take in through food and drink

Do

· Identify key nutrients the body needs and describe their function and importance

Materials & Resources

- Nutrition Template Activity (Student Handout 5-1 Activity)
- Nutrition Template (Teacher Reference 5-1 Transparency)
- Nutrients Facts (Student Handout 5-1 Facts)
- True/False Nutrient Statements (Teacher Reference 5-1 True/False)
- Nutrients (5-1 PowerPoint)
- · ELMO, Computer, and Projector
- Scrap paper

Teacher Pre-Planning

- 1. Make enough copies of *Nutrition Template Activity* (Student Handout 5-1 Activity) and *Nutrient Facts* (Student Handout 5-1 Facts) for all students in the class.
- 2. Set up ELMO Document camera and computer to LCD Projector. Open *Nutrients* (5-1 PowerPoint) on computer from Electronic Resource CD.
- 3. Review *Nutrition Template* (Teacher Reference 5-1 Transparency) and *True/False Nutrient Statements* (Teacher Reference 5-1 True/False) to present in class.

⁵ "Come and Get It" curriculum. *Pe4bodymindspirit.santacruz.k12.ca.us.* 2007. ETR Associates. Web.

Lesson Steps

- 1. Pre-assessment: Ask students to write or draw everything they know about nutrition and nutrients.
- 2. Introduce KUD objectives.
- 3. Show *Nutrients* (5-1 PowerPoint) to provide a visual for students while explaining the following points:
 - a. In this lesson students will be learning some basic nutritional information for making healthy food choices.
 - b. Nutrients are important substances that provide nourishment for the body's growth or metabolism. The body is just like a car. Cars need fuel to run, and so do our bodies. Food is the fuel our bodies use to function. Demonstrate this point by showing the image of the body which is like our fuel tank.
 - c. Ask students to share their favorite foods.
 - d. It's important to consume different types of foods. Note that, while our bodies can use many kinds of fuel, they are affected over time by the type of fuel, or food, we take in. So it's important to know what types of "fuel" we're putting into our bodies.
 - e. The most basic element of "fuel" is the nutrient. There are six basic nutrients:
 - Carbohydrates (nutrient that gives us high amounts of quick energy)
 - Fats (nutrient that gives us stored energy)
 - Proteins (nutrient that builds muscle and bones)
 - Vitamins (nutrient that helps regulate body processes)
 - Minerals (nutrient essential to growth and metabolism)
 - Water (essential for digestion, respiration, carrying nutrients and oxygen)
 - All of the six nutrients are needed to maintain a healthy body. foods.

4. Nutrition Template Activity

- a. Explain that students will be working in groups to learn more about the individual nutrients by answering some specific questions.
- b. Explain that each group will get one or more Nutrients Facts (Student Handout 5-1 Facts), depending on class size. They will then answer the questions and record their answers on the *Nutrition Template Activity* (Student Handout 5-1 Activity).
- c. Display the *Nutrition Template* (Teacher Reference 5-1 Transparency) underneath document camera for students to see the following questions:
 - What does this nutrient do for your body? (The Good News)
 - What happens to your body if you get too much or too little of the nutrient? (The Bad News)
 - What foods do you enjoy that are good sources of this nutrient? (Come and Get It)
 - Why is it important for you to eat the right amount of the nutrient? (Bottom Line)
 - Form groups of 1-2 students and assign one or two nutrients to each group depending on size of the class.
- 5. Have each group complete the *Nutrition Template Activity* (Student Handout 5-1 Activity) for nutrient assigned to the group.
- 6. Each group then chooses a presenter to share their results with the rest of the class.
- 7. Play true/false game and review KUD objectives.

- a. Explain that you are going to read some statements about nutrients and students have to decide whether the statement is true or false.
- b. Have the entire class stand in a line on one side of the room. Give each student a piece of scrap paper and a pencil. Tell them that you are going to read a statement and they have to write down whether they think the statement is true or false.
- c. Read one of the statements and have students write their answer down on the piece of scrap paper. Give the correct answer to the statement. If students got it right, have them take a step forward. If students got it wrong, they stay where they are. Continue with the rest of the statements and see how many steps forward students move.

Nutrition Template

Nutrient

The Good News	The Bad News
Come and Get It	Making sure I eat the right amount of is important to me because

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Nutrition Template

Nutrient

The Good News The Bad News (What does this (What happens to YOUR nutrient do for YOUR body if you get too much body?) or too little of the nutrient?) Come and Get It **Bottom Line** (What foods do you (Why is it important for enjoy that are good you to eat the right sources of this amount of this nutrient?) nutrient?) Making sure I eat the right amount important to me because...

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Carbohydrates

Carbohydrates are the major part of most human diets.

There are 2 types of carbohydrates.

> Complex carbohydrates

- Include starches and some forms of fiber.
- About 50% of your diet should come from complex carbohydrates.
- Examples of foods containing complex carbohydrates include pasta, wheat, corn, vegetables, fruit, beans and grains.

> Simple carbohydrates

- Include sugars such as glucose, fructose and sucrose.
- Limit how many simple carbohydrates you eat because they
 don't add many vitamins or minerals to your diet and they have lots
 of calories that contribute to weight gain.
- Examples of foods containing simple carbohydrates include candy, soft drinks, cake and cookies.

What do carbohydrates do for your body?

- Carbohydrates provide the body's most important source of energy.
- Carbohydrates are high-quality fuels because it takes little effort to release their energy.
- Foods with complex carbohydrates also provide the body with fiber. A diet low in fiber may contribute to colon cancer.

What if you have too little or too many carbohydrates?

- A diet low in carbohydrates can result in the body having too little energy. Low energy levels can make you tired and less alert mentally.
- Eating too many simple carbohydrates can result in obesity.
 Carbohydrates are turned to energy, as the body needs it. Excess carbohydrates are stored as fat.

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Proteins

What do proteins do for your body?

- Proteins are made up of amino acids that the body uses to make skin, muscle and bone.
- ➤ The body requires **20** *amino acids* for good health.
 - Of these, 11 can be produced within the body itself.
 - The remaining 9 are called essential amino acids, because it's essential to include them in your diet.
 - The body can't store amino acids, so it's important to eat some protein almost daily.

How can you get protein in your diet?

- Examples of foods with protein include meat, chicken, fish, eggs, dried beans and nuts.
- Food that supplies all 9 essential amino acids is called a *complete protein*.
- Almost all proteins from animal sources are *complete*, while plant protein sources are often incomplete.
- People who don't eat animal protein can combine sources of plant proteins to be sure they get the essential amino acids. For example, beans and rice, a common meal throughout the world, form a *complete* protein when eaten together.

What if you have too little or too much protein?

- Most Americans eat more protein than the body needs.
- ➤ Only about 10-15% of your calories should come from proteins.
- > If you don't get enough proteins from the food you eat it may cause insufficient development of bones and muscles, and problems related to skin tone.
- ➤ There is no evidence that eating excessive amounts of protein will build more or stronger muscles. In fact, *eating large amounts* of protein **may contribute to**weight gain because many foods high in protein are also high in fats, which can increase risk of hypertension, high cholesterol, heart disease and diabetes.

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Fats are compounds that include solid fats and oils.

What do fats do for your body?

- + Fats are essential:
 - For healthy skin and hair.
 - For normal growth and nerve function.
 - For the production of certain hormones.
 - To allow the body to absorb certain vitamins during digestion.

Fat can be **burned as energy** when the body doesn't have enough carbohydrates stored, but the level of the energy produced from fat is lower than that produced from carbohydrates.

- + The body needs a certain amount of fat to:
 - Insulate against cold.
 - Provide energy for muscles.
 - Provide a layer of padding between skin and muscles.
 - Protect internal organs.

What foods have fat?

- + A trace of fat is found in almost all foods.
- Examples of foods with fats include meat, fish, dairy products, nuts and chocolate.
- + Many foods, such as potatoes, have little or no fat naturally, but become high in fat when cooked in oil e.g. french fries and hash browns.

What if you have too little or too much fat in your diet?

- + Too much fat can contribute to many health problems including obesity, heart disease, diabetes and hypertension.
- + Only 20-30% of your calories should come from fats.
- + Some fats are healthier than others. Avoid "transfats," and eat fats like olive oil and canola oil.

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Minerals

Minerals play a vital role in nutritional health

Common minerals include calcium, sodium, potassium, iron, iodine and zinc.

- Minerals are found in almost all foods.
- Vegetables, fruits and grain products are particularly good sources.
- A balanced diet with a variety of foods can help prevent mineral deficiency problems.

What do minerals do for your body?

- Minerals are important for growth and maintenance of body structures.
- Minerals help regulate metabolism.

What if you get too little or too many minerals?

Having *too few* minerals can affect all body systems including the **skeletal**, **cardiovascular**, **respiratory** and **reproductive systems**.

- The effects on the body are very specific and directly related to the type of mineral missing from the diet. For example:
 - Iron deficiency anemia, a condition fairly common in teenage girls, results in a decrease in the number of red blood cells.
 - Not getting enough calcium restricts the proper development of bones and results in brittle bones later in life.

Too many minerals in your diet may be harmful.

For example, if you drink a lot of carbonated sodas, the high level of **phosphates** actually interferes with calcium metabolism and may weaken your bones.

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Vitamins

What do vitamins do for your body?

- ◆ Vitamins help the body produce energy.
- Vitamins are compounds that help regulate body processes such as:
 - Digestion
 - Growth
 - Metabolism
 - · Hormone development
 - Wound healing
 - Nerve function

How can you get the vitamins you need?

- ♦ Vitamins are found in all food groups.
- ◆ Common sources of vitamins are fruits and vegetables.
 - Green leafy and yellow vegetables are especially good sources of vitamins A and B.
 - Oranges, grapefruit, lemons, limes and green chilies are excellent sources of vitamin C.
 - The body makes vitamin D through exposure to sunlight.

What if you don't get enough vitamins?

- ◆ Vitamin deficiencies can cause a wide range of health problems including several diseases rarely seen in the U.S. These include:
 - scurvy (caused by not enough vitamin C)
 - beriberi (caused by lack of vitamin B)
 - rickets (caused by lack of vitamin D)
- ♦ Vitamin deficiency in this country primarily cause:
 - Roor regulation of internal body processes.
 - The body not being able to produce high levels of energy.

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Water

Nearly all foods

contain water -Some are up to 90% water.

Beverages, fruit
And vegetables
are major sources of water.

The body **loses about 1 quart** of water each day. To replace body fluids, experts recommend drinking **8 or more glasses** of water daily, instead of drinking soda, coffee, juice or other beverages.

What does water do for your body?

Water is an essential nutrient that makes up 50-75% of your body weight. Water is so important that your body can't live for more than a few days without it.

- Water assists in digestion and respiration.
- Water helps carry nutrients and oxygen throughout the body.

What if you have too little or too much water?

Not drinking enough water can compromise all of the body's systems.

Water allows the body to:

- Use water-soluble vitamins.
- Carry oxygen in the blood.
- Regulate body temperature.

When water deficiency is severe, the body systems shut down and death occurs.

Most people do not drink enough water and drinking too much water causes few problems.

 Some experts believe that large amounts of water may dilute and wash water-soluble vitamins from the body.

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True or False Nutrient Statements

- Carbohydrates provide the most important source of energy to your body. **True**
- 40% of your diet should come from fats. **False,** only 20 to 30% of your diet should come from fat.
- Vitamins are found in only certain food groups.
 False, vitamins are found in all food groups. Common sources are fruits and vegetables.
- Minerals are important for growth and maintenance of body structures.
 True
- Water helps your body regulate its temperature. **True**
- You can live without water for more than a few days.
 False, your body cannot go without water for more than a few days.
- Our bodies need some fat to function effectively. **True**
- You want to include a lot of simple carbohydrates in your diet.
 False, you don't want to eat a lot of simple carbohydrates, such as soft drinks, cake and cookies, because those foods do not supply your body with many vitamins or minerals and have lots of calories that contribute to weight gain.
- Most Americans eat more protein than the body needs.
 True
- You can only get protein from animal sources (beef, chicken and fish).
 False, people who don't eat animal protein can combine sources of plant proteins to be sure they get the essential amino acids. For example, beans and rice form a complete protein when eaten together.

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UNIT 5: HEALTH AND FITNESS

LESSON 2: FOOD PLATE

This lesson uses the new USDA My Plate graphic which shows the proportions and types of foods that should make up a food plate. My Plate has replaced the old USDA food pyramid. The lesson gets students thinking about which foods they have recently eaten and which ones they should be eating. USDA materials are reviewed.

Suggested duration: 1 class (2 - 3 with extension)

Know

· Components of the Food Plate

Understand

How the Food Plate can help you eat healthier and manage your weight

Do

· Create a media booklet about the Food Plate and healthy choices

Materials & Resources

- Daily Food Tracking Tool (Student Handout 5-2 Tracking)
- Let's eat for the health of it (Appendix 5-2 USDA brochure)
- ¿Qué hay en su plato? (Appendix 5-2 USDA Spanish brochure)
- Food Pyramid Replaced by My Plate (5-2 video 1, 0:37 minutes)
- Introducing the New Food Icon: My Plate (5-2 video 2, 1:38 minutes)
- Media Booklet Creation Guide (Student Handout 5-2 Media)
- · Computer, LCD Projector

Teacher Pre Planning

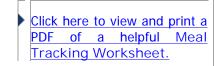
- 1. Make enough copies of *Daily Food Tracking Tool* (Student Handout 5-2 Tracking), Let's eat for the health of it (Appendix 5-2 USDA brochure), and Media Booklet Creation Guide (Student Handout 5-2 Media) for all students in the class.
 - If you have Spanish speaking students ¿Qué hay en su plato? (Appendix 5-2 USDA Spanish brochure) can be used as an accommodation.
- 2. Set up the computer with the LCD projector.
- 3. Open Food Pyramid Replace by My Plate (5-2 video 1) and Introducing the New Food Icon (5-2 video 2) on computer from Electronic Resource CD.

Lesson Steps

- 1. Have students reflect back on what they are yesterday and try to fill out daily food tracking tool. Use the following discussion questions:
 - a. What is difficult about tracking foods? (figuring out servings)
 - b. Can anyone explain the Food Pyramid or Food Plate?
- 2. Review KUD objectives.
- 3. Watch Food Pyramid Replaced by My Plate (5-2 video 1) to introduce the Food Plate.
- 4. Read Let's eat for the health of it (Appendix 5-2 USDA brochure).
 - a. Accommodation: Spanish language students can read ¿Qué hay en su plato? (Appendix 5-2 USDA Spanish brochure)
 - b. Other Spanish resources can be found on www.choosemyplate.gov.
 - c. Ask students while they are reading: what is the unhealthy food you most would not want to give up?
- 5. Watch Introducing the New Food Icon: My Plate (5-2 video 2).
- 6. Have students use the information from the two videos and USDA brochure to create a media booklet
- 7. Share Media Booklets.
- 8. Review KUD objectives.

Extensions

- 1. Ask students what factors affect calorie limit?
 - Age
 - Gender
 - Height
 - Weight
 - Level of Physical Activity
- Have students visit http://www.choosemyplate.gov/myplate/index.aspx to look up "Daily Food Plan."
 They can use this tool to calculate their calorie limit and daily food group requirements.
 - Have students click on link to view personalized "My Daily Food Plan Worksheet."



- 3. Students can use this to set and track daily nutritional goals.
- 4. Students can also explore Super Tracker at: https://www.choosemyplate.gov/supertracker/ to use computer to track nutritional and physical activity goals.

STUDENT HANDOUT 5-2 DAILY FOOD TRACKING TOOL

Daily Food Tracking Tool

Instructions: Record the food you ate on a given day. Separate your meals as outlined below into Breakfast, Lunch, Dinner, and Snack. Do your best to record accurate serving sizes for each portion of each meal.



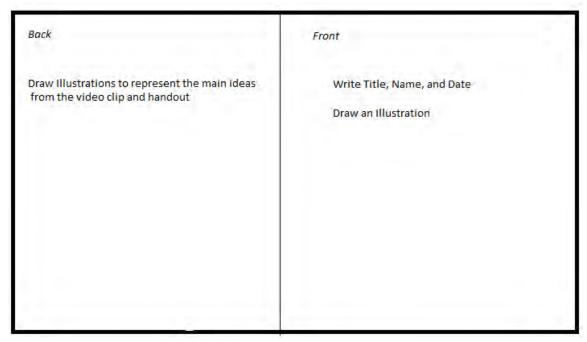
Breakfast	Lunch	Dinner	Snack
			
			
			
			

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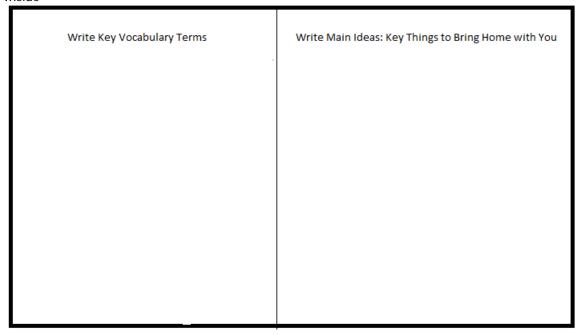
Media Booklet

- 1. Take blank paper and fold it down the middle.
- 2. Write and illustrate main ideas, vocabulary, etc. as outlined below. Information should be taken from the Food Plate video clips and the "Let's eat for the health of it" brochure

Outside



Inside





Let's eat for the health of it



Start by choosing one or more tips to help you...



Build a healthy plate



Cut back on foods high in solid fats, added sugars, and salt



Eat the right amount of calories for you



Be physically active your way

Before you eat, think about what goes on your plate or in your cup or bowl. Foods like vegetables. fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many calories. Try some of these options.

Make half your plate fruits and vegetables.

- · Eat red, orange, and dark-green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes.
- · Eat fruit, vegetables, or unsalted nuts as snacks-they are nature's original fast foods.

Switch to skim or 1% milk.

- . They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
- · Try calcium-fortified soy products as an alternative to dairy foods.



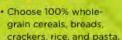
grains whole.

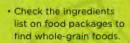
· Choose 100% wholegrain cereals, breads, crackers, rice, and pasta

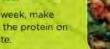
Vary your protein food choices.

- · Twice a week, make seafood the protein on your plate.
- · Eat beans, which are a natural source of fiber
- · Keep meat and poultry portions small and lean.

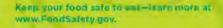
Make at least half your











Cut back on foods high in solid fats, added sugars, and salt

Many people eat foods with too much solid fats, added sugars, and salt (sodium). Added sugars and fats load foods with extra calories you don't need. Too much sodium may increase your blood pressure.

Choose foods and drinks with little or no added sugars.

- Drink water instead of sugary drinks. There are about 10 packets of sugar in a 12-ounce can of soda.
- · Select fruit for dessert. Eat sugary desserts less often.
- · Choose 100% fruit juice instead of fruit-flavored drinks.

Look out for salt (sodium) in foods you buyit all adds up.

- · Compare sodium in foods like soup, bread, and frozen meals-and choose the foods with lower numbers.
- Add spices or herbs to season food without adding salt.







Eat fewer foods that are high in solid fats.

- · Make major sources of saturated fats-such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs-occasional choices, not everyday foods.
- · Select lean cuts of meats or poultry and fat-free or low-fat milk, yogurt, and cheese.
- Switch from solid fats to oils when preparing food.*

*Examples of solid fats and oils

Beef pork and chicken fat Butter, cream, and milk fat Coconut, palm, and palm kernel oils Hydrogenated oil Partially hydrogenated oil Shortening Stick margarine

Canola oil Corn oil Cottonseed oil Olive oil Peanut oil Safflower oil Sunflower oil Tub (soft) margarine

Vegetable oil

Eat the right amount of calories for you



Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. People who are successful at managing their weight have found ways to keep track of how much they eat in a day, even if they don't count every calorie.

Enjoy your food, but eat less.

- · Get your personal daily calorie limit at www.ChooseMyPlate.gov and keep that number in mind when deciding what to eat.
- . Think before you eat... is it worth the calories?
- · Avoid oversized portions.
- · Use a smaller plate, bowl, and glass.
- · Stop eating when you are satisfied, not full.

Cook more often at home, where you are in control of what's in your food.

When eating out, choose lower calorie menu options.

- · Check posted calorie amounts.
- · Choose dishes that include vegetables. fruits, and/or whole grains.



· Order a smaller portion or share when eating out.

Write down what you eat to keep track of how much you eat.

If you drink alcoholic beverages, do so sensibly-limit to 1 drink a day for women or to 2 drinks a day for men.

Be physically active your way

Pick activities that you like and start by doing what you can, at least 10 minutes at a time. Every bit adds up, and the health benefits increase as you spend more time being active.



Note to parents

What you eat and drink and your level of physical activity are important for your own health, and also for your children's health.



You are your children's most important role model. Your children pay attention to what you do more than what you say.

You can do a lot to help your children develop healthy habits for life by providing and eating healthy meals and snacks. For example, don't just tell your children to eat their vegetables-show them that you eat and enjoy vegetables every day.

Most packaged foods have a Nutrition Facts label and an ingredients list. For a healthier you, use this tool to make smart food choices quickly and easily.

Check for calories. Be sure to look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories.

Choose foods with lower calories, saturated fat, trans fat, and sodium.

Check for added sugars using the ingredients list. When a sugar is close to first on the ingredients list, the food is high in added sugars. Some names for added sugars include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.



Dietary Guidelines for Americans



The Dietary Guidelines for Almericans, 2010 are the best science-based advice on now to eat for riealth. The Guidelines encourage all Americans to eat a healthy dietand be physically active.

Improving what you eat and being active will fielp to reduce your risk of chronic diseases such as diabetes, neart, disease, some cancers, and obesity. Taking the steps in this brochure will help you follow the Guidelines. For more information, go to:

- www.bietarvGuidelines.box
- www.ChooseMyPlate.gov
- www.Health.gov/paguideline
- · www.HaathFinder.cov

USDA



USDA Publication number: Home and Garden Bulletin No. 232-CP HHS Publication number: HHS-ODP-P-2010-01-DGA-B

June 201

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Antes de comer, piense qué y cuánto va a servir en el plato, tazón o vaso. Durante el transcurso vegetales, frutas, granos integrales, lácteos bajos del día, incluya alimentos de todos los grupos:

en grasa y alimentos que contengan proteína y

sean bajos grasas.



los granos consumidos Asegúrese de que por lo menos la mitad de sean integrales.



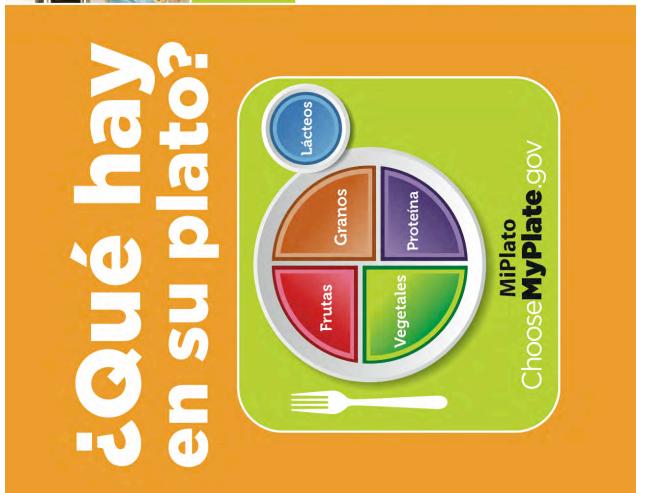
Varíe sus fuentes de proteína.



Haga que la mitad frutas y vegetales.

de su plato contenga

descremada o con 1% de grasa. Cambie a leche



dos

UNIT 5: HEALTH AND FITNESS

LESSON 3: FOOD LABELS

Lesson adapted from: "Come and Get It" curriculum. $^{\it 6}$

In this lesson, students learn how to read food labels as a way to determine a food's nutritional make up and help them make healthy food choices. All aspects of a food label are reviewed, including serving sizes, calories, % daily value, and nutrients. Using actual food packages, students will compare nutritional content of two different items and decide which is more nutritious.

Suggested duration: 1 – 2 classes

Know

How to read and compare food labels

Understand

• What types of foods are high in carbohydrates, proteins, and fats based on food label information

Do

Identify and compare nutrients within varying food labels

Materials & Resources

- Chart paper (4 pieces each with a different title: Complex Carbohydrates, Simple Carbohydrates, Proteins, and Fats)
- · Food Model cards
- Masking tape
- Assorted packages of food with their labels on
- Food Model Cards Warm Up (Student Handout 5-3 Warm Up)
- What's on a Food Label? (Student Handout Food Label)
- What's a Calorie? (Teacher Reference 5-3 Calorie Transparency)
- What's Inside the Package? (Student Handout 5-3 Inside)
- Food Labels (Teacher Reference 5-3 Label Transparency)

Teacher Pre-Planning

- 1. Label 4 pieces of chart paper: Complex Carbohydrates, Simple Carbohydrates, Proteins, and Fats. Tape these 4 posters to the wall.
- 2. Make enough copies of What's on a Food Label? (Student Handout 5-3 Food Label) and What's Inside the Package? (Student Handout 5-3 Inside) for all students.

^{*}Teacher Note: Additional vocabulary support may be needed for students who have not completed Unit 5 Lesson 1 Nutrients

 $^{^6}$ "Come and Get It" curriculum. $\it Pe4bodymindspirit.santacruz.k12.ca.us.$ 2007. ETR Associates. Web.

- 3. Review What's a Calorie? (Teacher Reference 5-3 Calorie) and Food Labels (Teacher Reference 5-3 Label Transparency) in order to present to the class.
- 4. Gather assorted packages of food and Food Model Cards for students to do food label comparison. Have enough for each student to read 2 labels.

Lesson Steps

- 1. Complete Food Model Cards Warm Up (Student Handout 5-3 Warm Up).
 - a. Read instructions on Food Model Cards Warm Up
 - b. Have students pair up
 - c. Hand out 4 food model cards to each pair
 - d. Have students tape their cards on the appropriate piece of chart paper
- 2. Review KUD objectives.
- 3. Discuss nutrients and connect to food labels.
 - a. Explain the functions of the three nutrients:
 - Both simple and complex carbohydrates provide quick energy.
 - Protein provides muscle building.
 - Fats are our energy reserve.
 - b. Ask "When you go to the grocery store, how do you find foods that are high in the nutrients you need?" Explain that they can choose fruits and vegetables and other whole or unprocessed items that have no food labels, or look at the food labels to see the nutrients in the food.

4. Introduce food labels.

- a. Explain that the food label (a label placed on food containers that provides nutritional information for that product) is a tool that can help people make healthier food choices and that food labels are required by law to be displayed on packaged food items. They know it's important to get all of the nutrients in their diet, and the food label is a good tool to help them know what nutrients are in the foods they buy.
- b. Direct students to What's on a Food Label? (Student Handout Food Label) and explain that they should begin filling in the answers.
- c. Explain that the class will now go through this activity sheet.
- d. For students who need a visual aid, use the document camera to display the handout and let students follow along with you.
- e. Point out serving sizes (this tells you the size of an individual serving and the number of total servings) and have a student read what it says in the box. As a class, have students answer the question about serving sizes.
- f. Next look at calories. Display What's a Calorie? (Teacher Reference 5-3 Calorie Transparency) under document camera and read each of the points aloud. Then go back to What's on a Food Label? and have students answer the questions about total calories (the amount of energy in a food) and fat calories on the activity sheet.
- g. The next question is about the % Daily Value. (This helps you determine if a serving of food is high or low in a particular nutrient. The percentage is based on the daily value recommendations for nutrients.)
- h. Review "What does it mean...?" at the bottom of What's on a Food Label? Explain the terms, then have students answer the questions.

Empower Your Future: Career Exploration Curriculum

- i. Explain that now that they know more about the food label and what's on it, they're going to compare foods using food labels.
- j. Explain that in this next activity, students will be comparing the nutrient content on two different food items.
- k. Hand out two food packages and a What's Inside the Package? (Student Handout 5-3 Inside) to each student. Explain that they are to fill out the two labels on the activity sheet based on the information they find on the actual food labels. (Make sure they write the names of the food items above the labels on the activity sheet.)
- I. Ask students to decide if one of the food items is more nutritious than the other. They can base this on whole grains vs. white flour, less sodium, less sugar, less fat, or more protein. Walk around the room and ask individual students their opinion on which of their food items is healthier. Explain that now that they know more about the food label and what's on it, they're going to compare foods using food labels.

Have students present which food is more nutritious and explain why.

- 5. Review KUD objectives. Display *Food Labels* (Teacher Reference 5-3 Label Transparency) under the document camera and review how the food label can help when shopping for foods. The food label can help them:
 - a. Choose foods that are low in fats, sugar, and salt.
 - b. Compare the nutrient content of different foods.
 - c. Identify recommended serving sizes.
 - d. Identify calories per serving.

Explain that now that they know more about the food label and what's on it, they're going to compare foods using food labels.

Materials: Food Model cards, chart paper posters taped to the wall, masking tape

- 1. Begin by explaining that students will be making some decisions about foods, specifically whether the main nutrient in the food is carbohydrate, protein or fat. Ask them if they can remember the exercise from an earlier class in which they listed types of foods that provided certain nutrients and what foods they had listed. If they are not sure, tell them to give it their best effort.
- 2. Point out the chart paper hanging around the room. Note that these are labeled Simple Carbohydrates, Complex Carbohydrates, Proteins, and Fats.
- 3. Explain that students are going to tape food cards to the poster with the nutrient they think best applies to that food. For example, if they have a chicken card, they have to decide where it goes. Explain that you would put it on the Protein chart paper, because the main nutrient in chicken is protein.
 - Modification: If, at the beginning of this activity, students are unable to recognize which types of foods are high in the different nutrients, place examples from each nutrient group on the correct poster. For example: eggs (protein), meat (protein), bread (complex carbohydrate), fruit (complex carbohydrate), vegetable (complex carbohydrate), soda or chocolate bar (simple carbohydrate) and ice cream (fat).
- 4. Have students pair up and give each pair 4 Food Model cards and tape. Then have them tape their cards on the appropriate piece of chart paper. After students have completed this activity, have them look at the posters to see if there are any corrections to be made. Make any appropriate corrections with the assistance of the students.

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STUDENT HANDOUT 5-3 FOOD LABELS

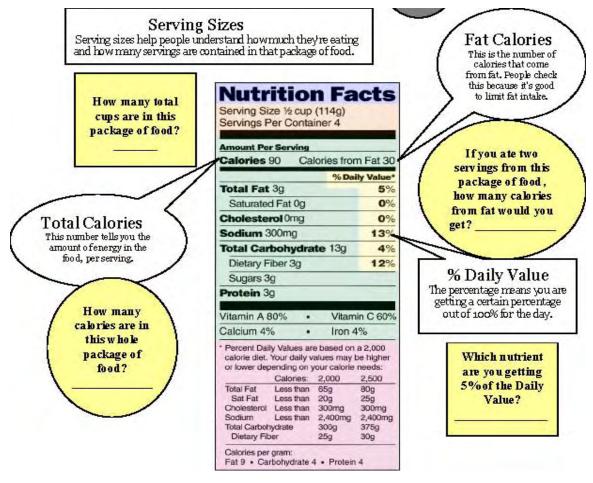
What's on a Food Label

What does it mean ...?

Free: "Calorie-free" means fewer than 5 calories per serving.

Low Fat: 3 grams or less per serving. Is this food "low fat"? YES or NO

Low Sodium: 140 mg or less per serving. Is this food "low sodium"? YES or NO Low Calorie: 40 calories or less per serving. Is this food "low calorie"? YES or NO High: This term can be used if the food contains 20% or more of the Daily Value for a particular



Copied from: "Come and Get It" curriculum. Pe4bodymindspirit.santacruz.k12.ca.us. 2007. ETR Associates. Web.

What's a Calorie?

- · A calorie is the amount of energy in a food.
- The average number of calories people need each day depends on their age, gender, height and activity level.
- Teens need between 1,600
 and 2,700 calories each day.

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Copied from: "Come and Get It" curriculum. *Pe4bodymindspirit.santacruz.k12.ca.us.* 2007. ETR Associates. Web.

What's RESIDE the Package?

The great thing about a food label is that it tells you what's inside!

On one blank food label, write down the Nutrition Facts about one food.

Then find a similar food for comparison. Write in the Nutrition Facts about that food on the other blank label.

When you're done, compare them:

▶FOOD PRODUCT I ◀

►FOOD PRODUCT II 4

How are these foods similar?

How are these foods different?

ving Size	Servings Per Container
rvings to	AMOUNT PER SERVING
AOUNT PER SELOTIES From Fat	CALORIES Calories From Fo
LORIES GALLY VALUE	% Daily Va
7. 1	TOTAL FAT g
TOTAL FAT 9 %	Saturated Fat g
Saturated Fall	CHOLESTEROL mg
HOLESTEROL %	SODIUM mg
ODIUM mg	TOTAL CARBONYDRATE 9
TAL CARBONYORATE 9 %	Dietary Fiber g
Dietary Fiber	Sugars g
Sugars 9	PROTEIN g
PROTEIN 9	Vitamin A % A Vitamin C
Warrin A % A VIII	Vitamin A % A Vitamin C Calcium % A Iron
Calcium % Iron /6 Calcium % Iron /6 * Percent Daily Values are based on a * Percent Daily Values are based on a 2000 Calorie diet. Your daily values 2000 Calorie diet. Your daily values may be higher or lower depending or may be higher or lower depending or your calorie needs.	* Percent Daily Values are based on a 2,000 Calorie diet. Your daily values may be higher or lower depending of Your calorie needs.

Reprinted from the International Food Information Council Foundation, Department of Health & Human Services and U.S. Food & Drug Administration (July 1994).

4 = 0

Food Labels can help you:

- · Choose foods that are low in fats, sugar and salt.
- · Compare the nutrient content of different foods.
- · Identify recommended serving sizes.
- Identify calories per serving.

Copied from: "Come and Get It" curriculum. Pe4bodymindspirit.santacruz.k12.ca.us. 2007. ETR Associates.

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UNIT 5: HEALTH AND FITNESS

LESSON 4: FAST FOOD, SNACKING, AND MAKING HEALTHY CHOICES

The focus of this lesson is making healthy choices in fast food restaurants, snacks, and meal preparation. Students will watch a short video clip from the movie "Super Size Me," and learn tips on how to make snacks nutritious. They rate food choices on various aspects including cost, nutritional value, and convenience.

Suggested duration: 1 – 2 classes

Know

• That making smart choices when snacking and eating fast food can help improve overall health

Understand

That certain choices influence eating habits

Do

· Identify influences on choices around healthy eating and physical activity

Materials & Resources

- Supersize Me video clip (5-4 video, 7:22 minutes)
- Fast Food, Snacking, and Making Healthy Choices (5-4 PowerPoint)
- Food Choice Factors (Student Handout 5-4 Choices)
- Computer, LCD Projector

Teacher Pre-Planning

- 1. Make enough copies of Food Choice Factors (Student Handout 5-4 Choices) for all students.
- 2. Set up computer with LCD projector.
- 3. Open *Supersize Me* (5-4 video) and *Fast Food Snacking, and Making Healthy Choice* (5-4 PowerPoint) on computer from Electronic Resource CD.

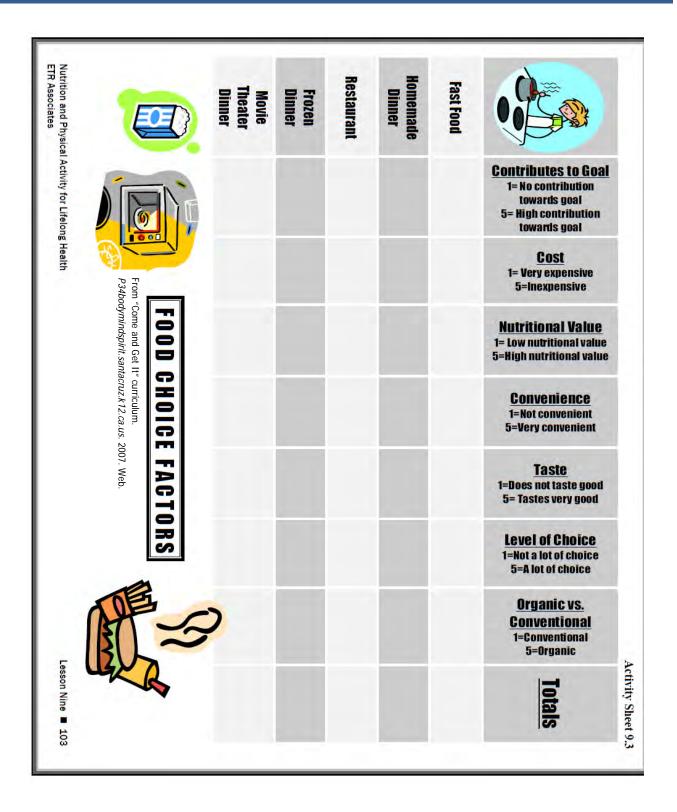
Lesson Steps

- 1. Introduce lesson and watch *Supersize Me* clip. Survey students. How many enjoy fast food? Does anyone think obesity is a problem in our communities?
- 2. Review KUD objectives.
- 3. Lead class discussion with Fast Food, Snacking, and Making Healthy Choices (5-4 PowerPoint).
- 4. Direct students to *Food Choice Factors* (Student Handout 5-4 Choices). Tell them they are to look at each of the food choices (Fast Food, Homemade Dinner, Restaurant, Frozen Dinner and Movie Theater Dinner). They are to rate each of those choices using the different factors (Contributes to Goal, Cost, Nutritional Value, Convenience, Taste, Level of Choice and Organic vs. Conventional).
 - a. Demonstrate with one of the food choices: "For example, with Fast Food under the Cost column, I would give it a 5 because, to me, it is very inexpensive." Have students complete the graph individually. Make sure that they total up the value for each meal choice.

- b. Ask students to look at each of the factors. Tell them to circle their three most important factors when making food choices.
- c. Once all students have completed the activity sheet, have them volunteer to share their responses. First have them say which food choice had the highest total and second, which factors are the most important to them when making food choices.
- d. Look for any similarities across the class with the responses. Discuss those similarities, if there are any. Have students look at the column labeled, "Nutritional Value." Ask them which food choices ranked the highest for that factor. Tell them that this is an important factor because of the significance of getting the proper nutrition while their bodies are still growing as teenagers.
- 5. Review KUD objectives.

Extension

Get prior approval from program director before mentioning to students. Bring in an array of healthy food choices with food labels (where possible) and have students write food reviews of the food.



LESSON 5: PHYSICAL HEALTH AND MAINTAINING A HEALTHY WEIGHT

This lesson gets students moving by starting with ten minutes of physical activity. Students learn about the benefits of exercise and helpful tips to increase their physical activity. They also set some goals relating to healthy eating and physical activity.

Suggested duration: 1 class (2 - 3 with extension)

Know

- · Benefits of exercise
- Importance of balancing nutrition and exercise

Understand

 Balancing calories you take in with the calories you burn in exercise helps you maintain healthy body weight

Do

- Identify exercises that will help you balance your diet
- · Create healthy eating/physical activity goals

Materials & Resources

- Portion Distortion (5-5 PowerPoint)
- Benefits of Exercise (Student Handout 5-5 Exercise)
- Tips for Increasing Physical Activity (Student Handout 5-5 Tips)
- Tracking My Progress (Student Handout 5-5 Progress)
- Computer, LCD Projector

Teacher Pre-Planning

- 1. Make enough copies of *Benefits of Exercise* (Student Handout 5-5 Exercise), Tips for Increasing Physical Activity (Student Handout 5-5 Tips), and *Tracking My Progress* (Student Handout 5-5 Progress) for all students.
- 2. Set up computer with LCD projector.
- 3. Open Portion Distortion (5-5 PowerPoint) on computer from Electronic Resource CD.

Lesson Steps

- 1. Start the class with 10 minutes of exercise (push-ups, sit ups, squats, basketball, stretching, yoga, pilates, etc.) whatever is an approved activity in your program.
- 2. Introduce KUD objectives.

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- 3. Read and discuss *Benefits of Exercise* (Student Handout 5-5 Benefits) and *Tips for Increasing Physical Activity* (Student Handout 5-5 Tips).
 - a. Read/discuss handouts
 - b. Have students share thoughts
- 4. View *Portion Distortion* (5-5 PowerPoint) with students and connect healthy eating and exercise with overall health.
- 5. Create healthy eating and physical activity goals on *Tracking My Progress* (Student Handout Progress). Instruct students to keep track of their progress over the next week.
- 6. Review KUD objectives.

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Benefits of Exercise

Physical Health:

- Lowers risk of heart disease, colon cancer, and type 2 diabetes
- > Helps build and maintain bones, muscles, and joints
- ➤ Increases energy and endurance
- Manages weight
- Makes it easier to move around
- Increases chances of living longer

Mental Health:

- ➤ Relieves stress
- Reduces feelings of depression and anxiety
- > Improves self-esteem, confidence, and feelings of well-being
- > Improves periods of sleep

Overall Health

- Provides social benefits if joining a team or work out group
- Provides a healthy release of energy

Adapted from: "Why Physical Activity is Important." Choosemyplate.gov. 28 December 2011. Web.

Tips for increasing physical activity

Make physical activity a regular part of the day

Choose activities that you enjoy and can do regularly. Fitting activity into a daily routine can be easy — such as taking a brisk 10 minute walk to and from the parking lot, bus stop, or subway station. Or, join an exercise class. Keep it interesting by trying something different on alternate days. Every little bit adds up and doing something is better than doing nothing. Make sure to do at least 10 minutes of activity at a time, shorter bursts of activity will not have the same health benefits. For example, walking the dog for 10 minutes before and after work or adding a 10 minute walk at lunchtime can add to your weekly goal. Mix it up. Swim, take a yoga class, garden or lift weights. To be ready anytime, keep some comfortable clothes and a pair of walking or running shoes in the car and at the office.

At home:

- Walk the dog don't just watch the dog walk.
- · Clean the house or wash the car.
- · Walk, skate, or cycle more, and drive less.
- Do stretches, exercises, or pedal a stationary bike while watching television.
- Mow the lawn with a push mower.
- Plant and care for a vegetable or flower garden.
- Exercise to a workout video.

At play:

- Walk, jog, skate, or cycle.
- Swim or do water aerobics.
- Take a class in martial arts, dance, or yoga.
- Golf (pull cart or carry clubs).
- Canoe, row, or kayak.
- Play racket ball, tennis, or squash.
- Ski cross-country or downhill.
- Play basketball, softball, or soccer.
- Hand cycle or play wheelchair sports.
- Take a nature walk.
- Most important have fun while being active!

At the program:

Students and teachers brainstorm ways to stay active in the program.

Adapted from "Tips for Increasing Physical Activity." Choosemyplate.gov. 28 December 2011. Web.







My healthy eating goal:

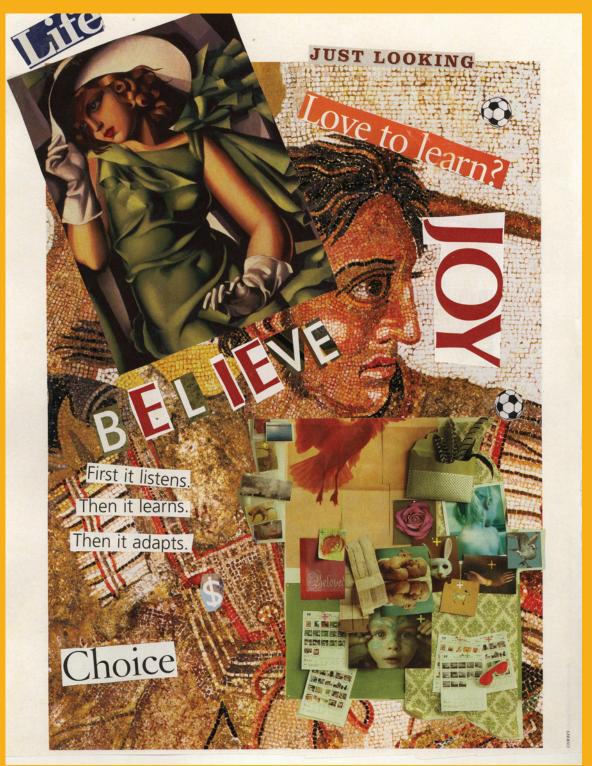
Tracking My Progress

My physical activity goal:	
Date:	
What I did to meet my goal:	
>	
>	
>	
>	
>	
What I learned this week:	
Benefits I enjoyed this week:	
Challenges I had:	
Possible ways to <i>deal with challenges</i> if they come up a	again:

Adapted with permission from *Health Smart* High School. From: "Come and Get It" curriculum. http://www.pe4bodymindspirit.santacruz.k12.ca.us 2007. ETR Associates. Web.

What am I going to do toward my goal next week: ___

Who could help me with my goal if I need support:



Created by Leana

Unit 6: Positive Beliefs

UNIT 6: POSITIVE BELIEFS

Overview

This unit helps students look inward by giving them the opportunity to think about their own self-identities, encouraging empathy towards others, and inspiring them to be their best. A variety of tools are used to help students think about their character and aspirations including art, poetry, quotations, and role plays.

Contents of Unit

Lesson 1: Who Am I? Exploring Self Identity Lesson 2: Understanding Empathy

- Lesson Plan
- Supporting Materials:
 - I Still Rise by Maya Angelou
 - Self Portrait Artist Examples
 - Who Am I?

Lesson 1A: Who Am I? Exploring Self-Identity

- · Lesson Plan
- Supporting Materials
 - Examples of Identity Artwork

Lesson 1B: Sense of Identity

- · Lesson Plan
- Supporting Materials
 - Cultural Iceberg
 - Why is the guy in The Scream Screaming?
 - Identity Art Project
 - Mixed Media Self Portrait Artist Statement

Lesson 3: Inspirational Quotes

- Lesson Plan
- Supporting Materials:
 - Inspirational Quote Activity

Lesson 3A: Truisms

- Lesson Plan
- Supporting Materials
 - Jenny Holzer Truisms

Lesson 5: Character Traits Project

- Lesson Plan
- Supporting Materials:
 - Character Traits Poster or PowerPoint Project

- Lesson Plan
- Supporting Materials:
 - Emotion Charades
 - Emotion Cards
 - Empathy Around the Room
 - Outline of Shoes

Lesson 2A: Understanding Empathy

- Lesson Plan
- Supporting Materials
 - The Wind Blows Warm up Game
 - Are You Empathetic? Survey
 - Empathy Art example

Lesson 4: Character Dilemmas

Lesson Plan

UNIT 6: POSITIVE BELIEFS

LESSON 1: WHO AM I? EXPLORING SELF-IDENTITY

Using poetry and art, students explore the concept of self-identity in this lesson. They are encouraged to be aware of their own self-identity. Students write a poem, rap song, or draw a self-portrait or silhouette and use both positive and negative adjectives to describe themselves.

Suggested duration: 1 - 3 classes

Know

· Definition of self-identity

Understand

 The importance of having a strong positive self-identity and the ability to recognize how others view you

Do

· Reflect on your own self-identity and the ways others view you

Materials & Resources

- Maya Angelou (6-1 video, 3:11 minutes)
- I Still Rise by Maya Angelou (Student Handout 6-1 Maya)
- Who Am I? (Student Handout 6-1 Who)
- Self Portrait Artist Examples (Teacher Reference 6-1 Artist)
- Art Supplies: markers, colored pencils, poster board or large construction paper
- ELMO document camera, LCD Projector
- Computer

Teacher Pre-Planning

- 1. Make enough copies of I Still Rise by Maya Angelou (Student Handout 6-1 Maya) and Who Am I? (Student Handout 6-1 Who) for all students.
- 2. Set up ELMO Document camera and computer with LCD projector.
- 3. Review the Self Portrait Artist Examples (Teacher Reference 6-1 Artist) in order to present to the class.
- 4. Open Maya Angelou (6-1 video) on computer from Electronic Resource CD.
- 5. Gather Art Supplies for final project.

Lesson Steps

- 1. Define self-identity as awareness of and identification with oneself as a separate individual.
 - a. Using the questions below, discuss importance of strong self-identity.
 - Why is it important to have strong self-identity?
 - Why is it important to have strong positive self-identity?

- Why is it important to recognize other people's view yourself?
- b. Link to discussion to the importance of strong sense of identity as it relates to job interview or careers and professional appearance.
- 2. Introduce KUD objectives.
- 3. Watch *Maya Angelou* (6-1 video) and read along with poem of *Still I Rise*. (Student Handout 6-1 Maya)
- 4. Ask students: What positive traits does the author possess as expressed through the poem?
- 5. Show students, under ELMO document camera, artists' examples of portraits (Teacher Reference 6-1 Artist).
- 6. Note: The portrait examples can also be accessed on the Electronic Resources CD in the Unit 6 folder and displayed through the laptop.
- 7. Complete *Who Am I?* activity (Student Handout 6-1 Who) by having students choose from the following options:
 - a. Option 1: Draw a self-portrait. Within your portrait, write 5 positive adjectives that describe how you see yourself. Outside your portrait, write 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.
 - b. Option 2: Create a silhouette. Using the projector and help from a partner, trace the outline of your head onto a large piece of paper or poster board. Inside the silhouette, write 5 positive adjectives that describe how you see yourself. Outside the silhouette, write 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.
 - c. Option 3: Write a poem or rap entitled Who Am I? Within the poem be sure to include 5 positive adjectives that describe how you see yourself and 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.
- 8. Review KUD objectives.

Note: See Unit 6 Appendix for alternate versions of this lesson.

Still I Rise by Maya Angelou

You may write me down in history With your bitter, twisted lies, You may trod me in the very dirt But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns, With the certainty of tides, Just like hopes springing high, Still I'll rise.

Did you want to see me broken? Bowed head and lowered eyes? Shoulders falling down like teardrops. Weakened by my soulful cries.

Does my haughtiness offend you?

Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words, You may cut me with your eyes, You may kill me with your hatefulness, But still, like air, I'll rise.

Does my sexiness upset you?

Does it come as a surprise

That I dance like I've got diamonds

At the meeting of my thighs?

Out of the huts of history's shame I rise

Up from a past that's rooted in pain I rise

I'm a black ocean, leaping and wide, Welling and swelling I bear in the tide. Leaving behind nights of terror and fear

I rise

Into a daybreak that's wondrously clear I rise

Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave.

I rise I rise

I rise.

Angelou, Maya. "Still I Rise." Poemhunter.com. 3 January 2003. Web.

TEACHER REFERENCE 6-1 ARTIST



⁷About the Self Portrait

In this image, Jacob Lawrence painted a portrait of himself as an artist. He is in his studio in Seattle, Washington, where he and his wife, Gwendolyn Knight, moved in 1971. Lawrence showed his own face as mask-like. He is holding brushes that represent his profession as a painter. He is smiling, as though he is welcoming you and inviting you into his space.

In this painting Jacob Lawrence is surrounded by his tools and materials, including tubes and jars of paint, a drill, and a hammer. On the left, one of Lawrence's paintings hangs on the wall. This painting is from Lawrence's narrative series, *The Life of Harriet Tubman*, 1939-40. It shows Harriet Tubman leading slaves to freedom. Below a figure dressed in blue climbs a staircase. Perhaps this figure is from another of Lawrence's paintings, or maybe it is an actual person. On the right, other paintings on the wall include Lawrence's *Tombstones*, 1942, and *Cabinet Makers*, 1946.

Lawrence, Jacob. Self-Portrait 1977. Gouache on Paper. National Academy of Design.

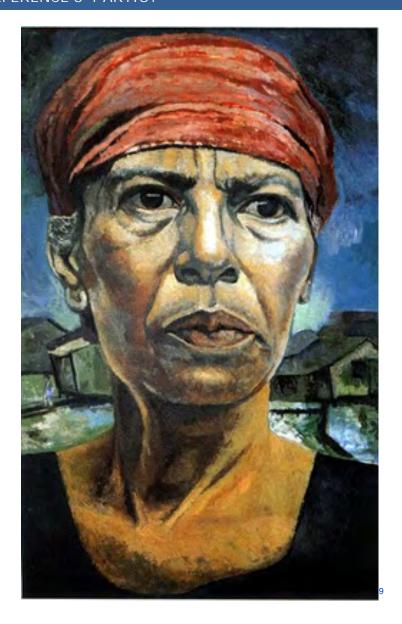
"Jacob Lawrence: Exploring Stories." Whitney Museum of American Art: Home. N.p., n.d. Web. 18 July 2012. http://whitney.org/www/jacoblawrence



About the Artist:

Ernie Barnes was born July 15, 1938 and was raised in Durham, North Carolina. Barnes' realized early in life that he wanted to become an artist but struggled to establish himself because prejudices delayed his journey to become an artist. Instead he played professional football for five seasons with the San Diego Charger and Denver Broncos. In 1965, David Werblin, the late New York Jets owner, sponsored Barnes' first solo art exhibit. Werblin paid Barnes his football salry to retire from the spport in order to focus solely on his skills as an artist. His artistic style was unique and has shaped what has become known as "black art" in America as it has the displayed the essence of African American culture.

TEACHER REFERENCE 6-1 ARTIST



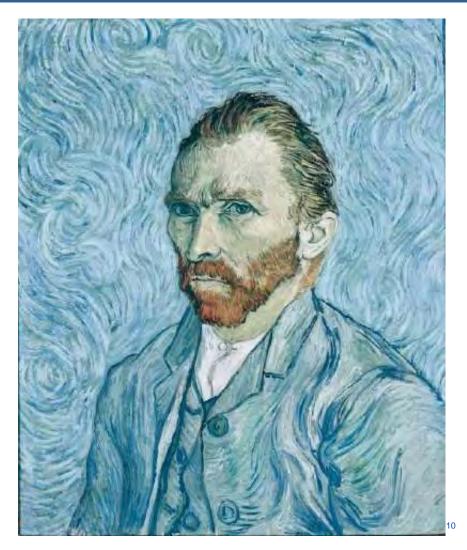
About the Portrait:

Rafael Tufiño was born in Brooklyn, New York to Puerto Rican parents. His painting above *Goyita*, is a portrait of Tufiño's mother, Gregoria Figueroa, (1898-1959). His mother was a tobacco worker, and the portrait represents the face of a working woman with an anguished expression of longing. *Goyita* has become a national icon representing resilient beauty, female strength and black dignity.

Tufiño, Rafael. Goyita. 1953. Oil on canvas. Private Collection.

About the Portrait adapted from: "Puerto Rican Painter | History of Puerto Rican Painters." Puerto Rican Painter | Artist Painter of Puerto Rico. Web. 18 July 2012. http://www.puertoricanpainter.com/history

TEACHER REFERENCE 6-1 ARTIST



About this Self Portrait:

Vincent Van Gogh charted his development as an artist in an amazing series of candid self-portraits. These not only record the changes in his painting technique, but also reveal his psychological decline with a humility and honesty not seen since the self-portraits of Rembrandt. In the last five years of his life he painted over thirty self-portraits.

The self-portrait above from the Musée d'Orsay brings together all the elements of Van Gogh's later work: a choice of color that reflects his emotional state and a style of drawing that pulsate with energy. It was painted shortly after he left the St. Remy asylum in July 1889 and shows that he was still fighting his demons. It is arguably the most intense self-portrait in the history of art.

Van Gogh, Vincent. Self Portrait. 1889. Oil on canvas. Musée d'Orsay.

About this Self Portrait was copied from: "Self Portraits." Vincent Van Gogh (1853-1890). N.p., n.d. Web. 18 July 2012. <www.artyfactory.com/art_appreciation

Who Am I? Choose one of the following:

Option 1: Draw a self-portrait. Within your portrait, write 5 positive adjectives that describe how you see yourself. Outside your portrait, write 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.



Option 2: Create a silhouette. Using the projector and help from a partner, trace the outline of your head onto a large piece of paper or poster board. Inside the silhouette, write 5 positive adjectives that describe how you see yourself. Outside the silhouette, write 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.



Option 3: Write a poem or rap entitled Who Am I? Within the poem be sure to include 5 positive adjectives that describe how you see yourself and 5 adjectives (positive or negative) that describe how others view you that may contribute to your identity formation.



UNIT 6: ARTS ALTERNATIVE LESSON

LESSON 1A: WHO AM I? EXPLORING SELF-IDENTITY

This alternative 6-1 lesson provides students the opportunity to explore their own self-identities first through a short free write exercise and then in an art project. Students review samples of identity art projects to help get them started. After completion, students will discuss their work in small groups.

Suggested duration: 1 - 3 classes

Know

· Definition of self-identity

Understand

 The importance of having a strong positive self-identity and the ability to recognize how others view you

Do

· Reflect on your own self-identity and the ways others view you

Materials & Resources

- Examples of Identity Artwork (Student Handout A6-1 Artwork)
- · Art supplies: markers, colored pencils, poster board or large construction paper

Teacher Pre-Planning

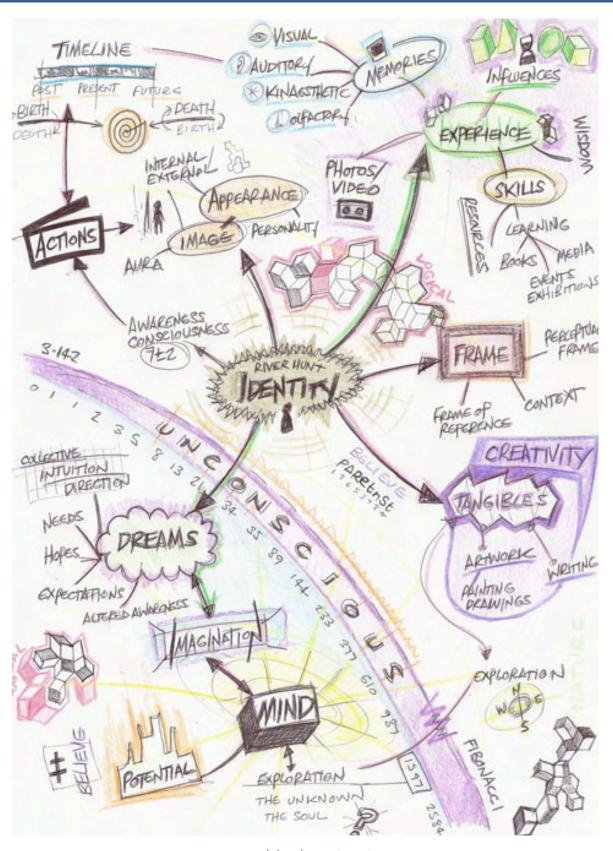
- 1. Make enough copies of the Examples of Identity Artwork (Student Handout A6-1 Artwork) for all students or display color copy under ELMO Document Camera (Step 4)
- 2. Gather Art Supplies for students to complete Identity Artwork.

Lesson Plan

- 1. Allow students 6-7 minutes to write down everything they can think of that defines who they are. Have them consider how they think of themselves and how others view them. Tell them to keep their pencils moving and not to stop writing until you say stop. Tell them they don't have to write in complete sentences and they can write all over the paper.
- 2. Introduce KUD objectives.
- 3. Discuss with students how it felt to put themselves into the limitations of only language.
- 4. Look at the 3 examples of identity artwork (Student Handout A6-1 Artwork). Discuss what makes each one unique.
- 5. Have students create their own representation of their identity. Have them use both images and words.
- 6. Have students get into small groups to discuss their work. One person shows their artwork and the others in the group make statements about the work that begin with / statements such as "I wonder..." or "I notice..." Everyone takes turns hearing what others wonder and notice about their work.

- 7. Allow students a few minutes to write about what it was like to hear people respond to their work. Ask questions such as:
 - a. Do you feel like your artwork helped others to understand you better? Why or why not?
 - b. What could you have done differently to get more of yourself across to the other students?
- 8. Review KUD objectives.

STUDENT HANDOUT A6-1 ARTWORK



Artwork by the artist, River Hunt.

Empower Your Future: Career Exploration Curriculum



Sketchbook by art therapist.



Sketchbook by the artist, Juana Medina.

UNIT 6: ARTS ALTERNATIVE LESSON

LESSON 1B: SENSE OF IDENTITY

Adolescence is a time of identity formation during which students begin to contemplate themselves as unique, separate individuals with many choices and aspects of themselves and their lives. This lesson is meant to be exploratory, expressive, and celebratory of both individuality and commonalities amongst people.

Suggested duration: 2 - 3 classes

Know

Definition of identity

Understand

There are many different ways to define someone and there are many aspects to identity.

Do

· Reflect on your own self-identity and the ways others view you

Materials & Resources

- Cultural Iceberg (Teacher Reference A6 Iceberg)
- Why is the guy in The Scream screaming? (Student Handout A6 Scream)
- Identity Art Project (Student Handout A6 Identity)
- Mixed Media Self-Portrait Artist Statement (Student Handout A6 Artist Statement)
- Art supplies: magazines, poster boards, glue sticks, markers, colored pencils, etc.
- ELMO Document Camera
- · LCD Projector

Teacher Pre-Planning

- 1. Make enough copies of Why is the guy in The Scream screaming? (Student Handout A6 Scream), *Identity Art Project* (Student Handout A6 Identity), and the Mixed Media Self-Portrait Artist Statement (Student Handout A6 Artist Statement) for all the students in the class.
- 2. Review Cultural Iceberg (Teacher Reference A6 Iceberg) in order to present to the class.
- 3. Set up ELMO Document Camera with LCD projector.
- 4. Gather Art Supplies for art project.

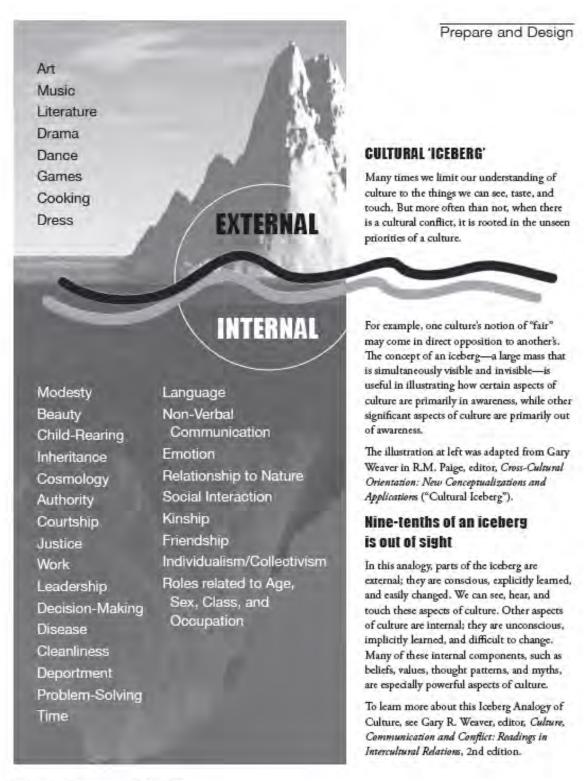
Lesson Plan

- 1. Write this quote on the board: "We have to dare to be ourselves, however frightening or strange that self may prove to be," May Sarton, American poet.
 - a. Discuss quote.
 - b. Reflection question: Why is it important to be yourself?
- 2. Introduce KUD objectives.

- 3. Write this question on the board: "What is identity?"
 - a. Brainstorm with class and record answers on board or flip chart.
 - b. Follow up questions include:
 - What makes you uniquely you?
 - What makes people who they are?
 - What is someone's identity made up of?
 - a. Examples of what might be on a student generated/teacher assisted list of identity aspects:
 - Experiences, strengths, talents, weaknesses, personality, style, likes and dislikes, occupational goals, desires, dreams, religious or spiritual beliefs, life philosophy, relationships, roles, physical characteristics, sexual preferences, ethnicity, character, attitude, gender, race, nationality, thoughts, beliefs, values, choices, connections, hopes, hobbies, clothes, place, family member, fears, abilities, what/where you enjoy, health, lifestyle, friend, citizen, community member, genes, biology
- 4. Display Cultural Iceberg (Teacher Reference A6) under ELMO document camera.
 - a. Read text as a class.
 - Note: The purpose of the cultural iceberg is to support a person in understanding the complexity of identity. It allows an opportunity for anyone to define themselves and their culture in their own terms whether they are externally or internally displayed. Teacher should connect the iceberg back to the aspects of identity brainstormed in Step #3 of this lesson.
 - b. Ask students to draw and iceberg as depicted in the handout, and to write down 3-5 aspects of their identity for both the external and internal aspects of their cultural iceberg. It is helpful to create an example of your own cultural iceberg and share that with students under the ELMO document camera.
 - c. Reflection Questions:
 - How does culture shape a person's identity?
 - Does whether or not an aspect of identity is external or internal make that aspect of identity more or less important?
 - How do people get to know who each other when so much of our identity is internal or hidden?
 - Note: This conversation should be guided to explore how we may make assumptions about one another because we cannot see all aspects of identity.
- 5. Discuss how artists have used art to express feelings which reveal aspects of their identity.
 - a. Introduce students to The Scream by Munch and have them discuss what they think the painting is about.
 - b. Ask them how the artist is communicating to the viewer (use of line and color). This painting is considered an Expressionist painting in that it expresses or communicates a certain emotion or feeling of the artist.
 - c. Read Why is the guy in The Scream Screaming? (Student Handout A6 Scream).
- 6. Have students complete *Identity Art Project* (Student Handout A6 Identity). They should complete one of the following projects in order to express some aspect of their identity:
 - a. Option 1: Who Am I Collage?
 - b. Option 2: Self-Portrait
 - c. Option 3: Future Self-Portrait

- 7. Have students complete the *Mixed Media Self Portrait Artist Statement* (Student Handout A6 Artist Statement).
- 8. Have students share their art and artist statement with class.
- 9. Review KUD objectives.

Cultural Iceberg



Why is the guy in *The Scream* Screaming?



The Scream by Edvard Munch

Munch's *The Scream* may be one of the most famous paintings known. It's hard to pinpoint just one thing that makes it so great, but part of the reason we love it is because almost every person can identify with the feelings portrayed in this painting. I mean, who hasn't had a surprise Algebra test or overdue bill? I know I feel like this whenever I lose my keys (and that happens too often!).

And feelings are just what Expressionist artists like Munch were trying to communicate through their paintings. Expressionist art is all about emotion.

Edvard Munch (1863-1944), the Norwegian artist who was born in Oslo, had a hard life when he was young. Death and illness seemed to surround him. At five, he lost his mother (to tuberculosis); at 14, he lost his favorite sister (Sophie); at 25, he lost his father. Soon thereafter Laura, his sister, lost her mind and was committed to an asylum. His painting, *The Scream*, seems a way to sum-up what he must have been feeling through it all.

He actually tells us how the painting came about - in 1893:

I was walking along a path with two friends—the sun was setting—suddenly the sky turned blood red—I paused, feeling exhausted, and leaned on the fence—there was blood and tongues of fire above the blue-black fjord and the city—my friends walked on, and I stood there trembling with anxiety—and I sensed an infinite scream passing through nature.

STUDENT HANDOUT A6 IDENTITY

Identity Art Project

Choose one of the following:

Option 1: Who Am I Collage?

Use projector and have student stand in front of light to cast a shadow of their silhouette onto board. Hang up paper on board and have another student or yourself trace the silhouette shadow onto the paper.

Technique 1: fill the traced shape with pictures, colors, symbols, shapes, words that reflect who the person is...what's in their head.

Technique 2: Trace onto black poster board. Then cut out the silhouette from the black poster board. Create the collage on white paper and then place the black silhouette onto the collage.



STUDENT HANDOUT A6 IDENTITY

Identity Art Project

Option 2: Self-Portrait

Using Munch's *Scream* as an example, create a self-portrait that expresses an aspect of your identity and also expresses strong feelings or emotions.



STUDENT HANDOUT A6 IDENTITY

Identity Art Project

Option 3: Future Self-Portrait

Imagine yourself tomorrow, a week from now, a month from now, a year from now, 10 years from now or any other future date of your choice. Imagine how you would like to be. Imagine yourself somewhere you've never been or where you'd like to be. Imagine what you'd like to have in your life. Imagine what you'd like your life to be. Imagine what you'd want to be doing. Imagine what you would want to be feeling. Imagine what you'd want to know. Imagine yourself in any way you like, sometime in the future.

Now create a self-portrait that reflects how you see yourself in the future. This can be a drawing, a tracing, or a collage and can be realistic or abstract. Feel free to create more than one future self-portrait. Place the date of this future self on your portrait. Perhaps decide to do one every year. Consider hanging this up somewhere you will frequently see it to always remind you of who/where/what you want to be.

Adapted from arttherapyblog.com/art-therapy-activities/future-self-portrait/

STUDENT HANDOUT A6 ARTIST STATEMENT

Mixed Media Self Portrait Artist Statement Name: Date: An artist's statement gives an artist a chance to communicate further with his/her audience. The artist might describe the process and materials used in creating the work. The artist might describe the thoughts behind the work or what he/she had in mind in starting the work - what he/she was trying to show. The statement might be an explanation so the audience better understands what they are looking at. The artist might describe the feelings/thoughts/reactions to making the work and to the finished product. The artist might share what he/she would change if he/she were to do it again. THINK about it! ...and answer the following questions to assist you in writing your own artist statement for your mixed media self-portrait. What were you trying to show in your artwork? What materials did you use to create your self-portrait? Describe the process of creating this artwork. Are you pleased with how the piece came out?

STUDENT HANDOUT A6 ARTIST STATEMENT

If you could change/add or undo one part of your piece – what would it be?
Did you learn anything about yourself as a result of this art experience?
Did you learn anything about art as a result of this experience?
Did you have any surprises, successes, or challenges during this assignment? If yes, please give an example and explain.
Do you have any suggestions or comments for the teachers on how to improve or make this project better for students?

LESSON 2: UNDERSTANDING EMPATHY

This lesson explores the concept of empathy, what it is and how we can be more empathetic towards each other. Students play two games. In one called emotion charades, they take turns acting out emotions while the other students try to guess the emotion. In another, students write short vignettes and then practice standing in each other's shoes while they imagine what it was like to be the person in the story.

Suggested duration: 1 - 2 classes

Know

Definition of empathy

Understand

Steps you can take in order to be more empathetic towards others

Do

Recognize others' experiences through nonverbal and written cues

Materials & Resources

- Hat
- Emotion Charades (Teacher Reference 6-2 Charades)
- Emotion Cards (Teacher Reference 6-2 Emotion Cards)
- Empathy around the Room (Teacher Reference 6-2 Empathy)
- Outline of Shoes (Teacher Reference 6-2 Shoe)
- Index cards

Teacher Pre-Planning

- 1. Cut out individual emotions from Emotion Cards (Teacher Reference 6-2 Emotion Cards). Put all emotions into a hat. Use for Emotion Charades (Step 4).
- 2. Make enough copies of shoe outlines for all students and place around the room. (Use either the shoe outline provided in Teacher Reference 6-2 Shoe or have students' trace their own shoe outline.) Use for Empathy Around the room (Step 5).
- 3. Review *Emotion Charades* (Teacher Reference 6-2 Charades) and *Empathy around the Room* (Teacher Reference 6-2 Empathy) in order to facilitate activities to the class.
- 4. Best Practice from Pilot: This lesson has some emotional components, teachers should encourage students to only include experiences they feel comfortable sharing with their classmates and to not share any confidential information during the lesson. One pilot site had success collaborating with the clinical department before and while delivering this lesson.

Lesson Steps

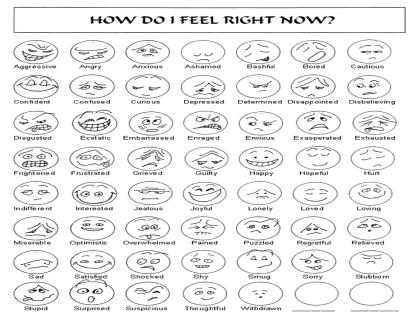
- 1. Write definition of empathy on board (see below). Ask students to read it and then ask: Is it difficult to show empathy to all others? Why?
 - a. Empathy: an ability to mutually experience the thoughts, emotions, and direct experience of others without them being directly communicated intentionally.
- 2. Review KUD objectives.
- 3. Discuss: How can we be more empathetic towards people?
 - a. Step back and analyze your initial reaction to an event.
 - b. Imagine yourself in their shoes.
 - c. Have a good relationship with others so you can understand where the people closest to you are coming from.
 - d. Recognize verbal/nonverbal cues.
 - e. Remember similar experiences in which you went through a similar event but don't assume others will react in the same way.
- 4. Play Emotion Charades (Teacher Reference 6-2 Charades) to practice recognizing nonverbal cues.
 - a. Each student should pick an emotion out of the hat. Taking turns and without talking, each student should express the picked emotion in a nonverbal way.
 - b. The audience guesses the emotion displayed by each student.
 - c. End the game by discussing how recognizing emotions from nonverbal cues can help you be more empathetic.
- 5. Follow the directions to play *Empathy around the Room* game (Teacher Reference 6-2 Empathy).
- 6. Note: direct students to not share any experiences that landed students in DYS or share any confidential information here. Ask students to only include experiences they feel comfortable sharing with their classmates.
- 7. Review KUD objectives.

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TEACHER REFERENCE 6-2 CHARADES

Emotion Charades

This game is designed to give students practice in recognizing others' emotions through non-verbal cues such as facial expressions and body language. Being able to recognize someone's emotions is one step towards being more empathetic.



Instructions

Roles:

- Actor
- Audience

Steps:

- Teacher will cut out emotions from Emotion Worksheet (Teacher Reference 6-2 Emotion) and put them into a hat.
- Randomly select who will be the first actor.
- Actor picks an emotion out of the hat.
- Actor acts out emotions without talking but with nonverbal cues (facial expressions, body language, etc.).
- · Audience takes turns trying to identify the emotion displayed by the actor.
- A member of the audience then takes a turn as actor and the first actor rotates into the audience.

 $^{^{\}rm 11}$ Images taken from "How Do I Feel Right Now" $\it prison marriage ministry.org$, 2007, Web.

Emotion Cards









Relieved



Hopeful



Frightened







Optimistic





Determined

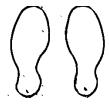


Stubborn

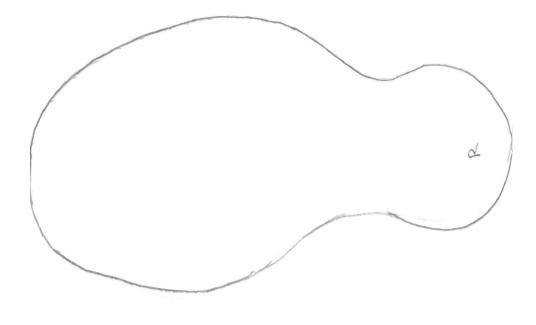
Empathy around the Room

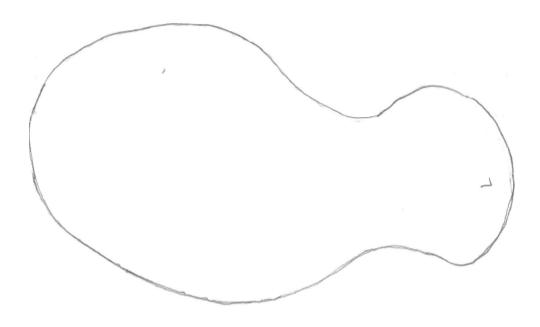
Teacher Pre-Planning:

Make enough copies for all students of outlines of students' shoes and place around the room. *Teacher can use outline of shoes provided by this curriculum or have students draw their own outline of their own shoes.*



- (5 minutes) Students should write a brief detailed story on the lined side of an index card. The story should describe an event that evoked a distinct thought, strong emotion, or unique experience for the writer, but the reaction may not be automatically recognized by the student's peers. On the back of the card, the student should write what the experience was like for him/herself.
- Note: direct students to not share any experiences that landed students in DYS or share any confidential information here.
- 2. (10 minutes) Place a given index card on outline of shoes on the ground. Have students practice putting themselves in each other's shoes by standing on the outline and reading the story. Instruct students to imagine they are the writer of the story and attempt to explain what that experience was like for the person writing it. After attempting to explain the other person's thoughts, feelings, or experiences, students should flip over card and read what the experience was for like for the writer.
- 3. (5 minutes) Discuss the experience of literally putting yourself in someone else's shoes and other ways to be display empathy towards others.





UNIT 6: ARTS ALTERNATIVE LESSON

LESSON 2A: UNDERSTANDING EMPATHY

Lesson adapted from Teaching Tolerance (teachingtolerance.org).

This alternative 6-2 lesson explores the concept of empathy. To warm up, students play a game called The Wind Blows during which they share statements about themselves and then discuss how it felt to play the game. Students also answer a series of questions designed to show if they are empathetic and discuss how to be more empathetic. Students review one artist's concept of empathy and then create their own artwork.

Suggested duration: 1 - 2 classes

Know

· Definition of empathy

Understand

Steps you can take in order to be more empathetic towards others

Do

Recognize emotions by recognizing verbal/nonverbal cues

Essential Questions

- · What does it mean to put yourself in someone else's shoes?
- · How empathetic am I?
- How can I better show empathy toward others?

Materials & Resources

- The Wind Blows Warm up Game (Teacher Reference A6-2 Wind)
- Are You Empathetic? (Student Handout A6-2 Are You?)
- Practicing Empathy Artwork (Student Handout A6-2 Art)
- · Art supplies: markers, colored pencils, paper

Teacher Pre-Planning

- 1. Make enough copies of Are You Empathetic? (Student Handout A6-2 Are You?) and Practicing Empathy Artwork (Student Handout A6-2 Art) for all the students in the class.
- 2. Review *The Wind Blows Warm up Game* (Teacher Reference A6-2 Wind) in order to present to the class.
- 3. Gather Art Supplies for art project.

Lesson Steps

- 1. Play The Wind Blows Warm up Game (Teacher Reference A6-2 Wind).
- 2. Review KUD objectives.

- 3. Discuss the concept of empathy with students. Tell them that when we try to relate to what another person is going through, we are being empathetic. Ask students if they think they are an empathetic person? Have them complete <u>Are You Empathetic?</u> (Student Handout A6-2 Are You?), answering "yes" if it describes something they do or "no" if they don't do what is described.
- 4. If students answered mostly "yes," they are probably doing a good job of showing empathy towards other people. "No" statements are things they could do to be more empathetic.
- 5. Discuss how we can all follow the behaviors suggested in *Are You Empathetic?* to show empathy toward others, using the following as a guide:
 - a. One way you can try to imagine what it feels like being in someone else's shoes is to ask yourself, "How would I feel in this situation?" How else can you try to understand how others feel?
 - b. When you listen to others, make eye contact, not interrupt, and ask follow-up questions, you show that you're making a genuine effort to understand what someone else is going through. What other behaviors might show someone that you are being an empathetic listener?
 - c. What can you do to be more attuned to other people's feelings? For instance, when you talk to your friends, how many "you" questions do you ask compared to the number of "I" statements you make?
- 6. Show *Practicing Empathy Artwork* (Student Handout A6-2 Art). This is one artist's interpretation of empathy.
- 7. Have students complete an art project either redesigning the *Practicing Empathy Artwork*, using their own words or come up with their own practicing empathy artwork.
- 8. Have students discuss their own artwork with a partner and then hang up the art on the wall.
- 9. Review KUD objectives. Have everyone in the class stand. Have them go around the room and share something they learned about practicing empathy, sitting down after they share. If someone else shares their thought, they should sit down. Continue around the room until everyone is sitting.

The Wind Blows Warm up Game

(from teachingtolerance.org)

Start by having everyone sit in a circle of chairs. Pull one chair out of the circle so that one person does not have place to sit. You may want to ask who would like to volunteer to pull their chair out.

The object of the activity is to have one person stand in the center and share a statement with the group – a statement that is true for the student. For instance, if the student is nervous about a test, she or he can share that. The statement doesn't have to be true for everyone, just for the student in the center.

The statement must be shared in this format: "the wind blows if...(insert statement)." The person in the center can share anything he/she feels comfortable sharing. For example, "the wind blows if you are feeling happy today" or "the wind blows if you are the eldest in your family."

The "wind" has just blown, and the students, like leaves, must find a new location if this statement is also true for them. This is the opportunity for the person standing in the center to take an open chair before another individual takes it. Whoever is left in the center, without a seat, is the one who will share next.

Play the game for 10-15 minutes, depending on your group. As they find a rhythm, you may remind them that they can share about experiences, likes and dislikes, family, etc. - whatever feels safe.

Follow-up questions:

- Were you surprised by the things people chose to share in the group?
- If you were in the middle, how did you decide what to share?
- · Were you honest in your responses? Did you change seats each time the statement was true for you?
- How do you feel about being a part of this group right now?

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MIDDLE & UPPER GRADES ACTIVITY E123456789101112

Are You Empathetic?
Read each item below. Circle "yes" if the statement describes you or "no" if it does not.

1. I often think about other people's feelings.	YES	NO
2. I don't make fun of other people because I can imagine what it feels like to be in their shoes.	YES	NO
3. I listen to others about what they're going through.	YES	NO
4. I try to understand other people's point of view.	YES	NO
5. I am aware that not everyone reacts to situations the same way I do.	YES	NO



UNIT 6: POSITIVE BELIEFS

LESSON 3: INSPIRATIONAL QUOTES

This lesson begins with a short video clip of basketball's greatest moments which highlights the importance of thinking positively. This lesson uses quotes – some famous, some not - about identity, success and loss, and striving to be excellent as a way of inspiring students to be the best they can be. Students choose either one of the lesson's quotes or write their own and then create a piece of artwork that illustrates that quote.

Suggested duration: 1 - 2 classes

Know

Belief in success is the first step towards succeeding

Understand

 That inspirational quotes may encourage the belief in your own abilities and give you a sense of control over your future

Do

· Create an artistic display of an inspirational quote and display it in the room

Materials & Resources

- Computer, LCD projector
- Basketball's Greatest Moments (6-3 video, 3:36 minutes)
- Quotes (6-3 PowerPoint)
- Inspirational Quote Activity (Student Handout 6-3 Inspiration)
- Art supplies: markers, colored pencils, poster board or large construction paper

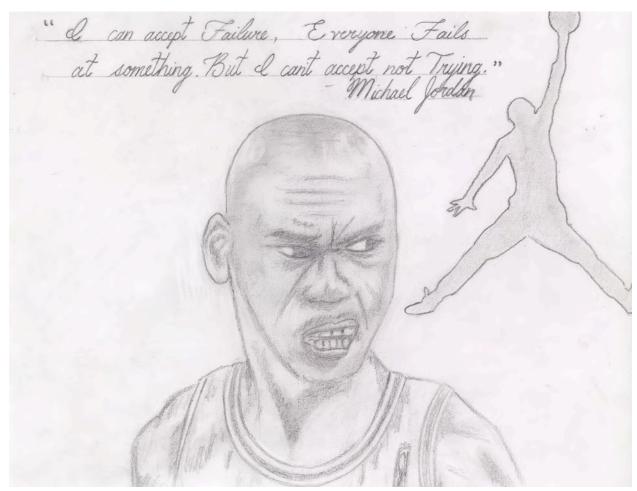
Teacher Pre-Planning

- 1. Print out Quotes slides (6-3 PowerPoint) and hang them around the room.
- 2. Make enough copies of the *Inspirational Quote Activity* (Student Handout 6-3 Inspiration) for all students.
- 3. Gather Art Supplies
- 4. Set up computer with LCD projector.
- 5. Open Basketball's Greatest Moments (6-3 video) on the computer from the Electronic Resources CD.

Lesson Steps

- Watch Basketball's Greatest Moments (6-3 video).
 - a. Lead discussion on success.
 - b. In the video, Kevin Garnett makes the comment that "Anything is possible!" Before anything is possible, you must convince yourself that you can be successful. Today in class we will be looking into quotes that may encourage you to explore what it would take for you to also become successful.

- 2. Introduce KUD objectives.
- 3. Conduct a Gallery Walk:
 - a. Have students walk around room reading the quotes and then stand in front of the one they like the most.
 - b. Think-Pair-Share: Have students *think* about why they like the quote and about how it relates to their life. Then have them *pair* up with anyone who chose the same quote and discuss what they each enjoyed about it. Finally, *share* group thoughts with the entire class.
- 4. Have students complete the *Inspirational Quote Activity* (Student Handout 6-3 Inspiration) by creating their own inspiring quote about their future or choosing their favorite quote from the ones posted in the room. Have them choose one of the following projects:
 - a. Create a PowerPoint slide with their quote and illustrations that reflect the meaning of the quote.
 - b. Create a poster and graphically write the quote.
- 5. Have students share posters and post them around classroom.
- 6. Review KUD objectives.



Created by Davon

STUDENT HANDOUT 6-3 INSPIRATION

Inspirational Quote Activity

1. Create your own inspiring quote that you feel would be helpful along your journey to success.

Or, select an existing quote from around the room that you feel would be helpful along your journey to success.

- 2. Using art supplies provided by the teacher, graphically display your quote on poster board or a PowerPoint slide. Make sure:
- · Quote is able to be easily read
- · You include a graphic to illustrate quote
- 3. With teacher's approval, post art in the room.

UNIT 6: ARTS ALTERNATIVE LESSON

LESSON 3A: TRUISMS

This alternative 6-3 lesson provides students the opportunity to explore their own self-identities first through a short free write exercise and then in an art project. Students review samples of identity art projects to help get them started. After completion, students will discuss their work in small groups.

Suggested duration: 1 class

Know

How the use of language shapes our opinions and worldviews.

Understand

 That inspirational quotes may encourage the belief in your own abilities and give you a sense of control over your future

Do

Create an artistic display of an inspirational quote and display it in the room

Materials & Resources

- Jenny Holzer Truisms (Student Handout A6-3 Jenny)
- · Art supplies: markers, colored pencils, paper

Additional Resources:

- Jenny Holzer Art 21 Info Page http://www.pbs.org/art21/artists/jenny-holzer
- Art 21 videos of Jenny Holzer at http://www.art21.org/artists/jenny-holzer/videos

Teacher Pre-Planning

- 1. Make enough copies of *Jenny Holzer Truisms* (Student Handout A6-3 Jenny) for all students in the class.
- 2. Review Additional Resources to familiarize yourself with the work of Jenny Holzer.
- 3. Gather Art Supplies for art projects.

Lesson Steps

- 1. Introduce KUD objectives.
- 2. Have students use their own words to write down and define what they think the word 'truism' means and give an example.
- 3. Have students share their definitions of truism. Truism is an obvious written or spoken truth.
- 4. Review *Jenny Holzer Truisms* (Student Handout A6-3 Jenny) and facilitate a discussion about the use of text in her work. Discuss public art and why artists work in the community to reach a larger audience.
 - a. Where are signs located in the neighborhood?

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- b. What are some of the messages they deliver?
- c. Who are the messages directed toward?
- d. How do you know?
- e. What are some ways of capturing the viewer's attention?
- f. How does Holzer grab the viewer?
- 5. Have the students write a truism for the program that will inspire themselves and others who come into the program.
- 6. Have students design a piece of art that grabs the viewer's attention towards their truism.
- 7. Tell students to think of the best place for their artwork to be seen and then hang up their artwork.
- 8. Review KUD objectives. As a class, take a tour of the hanging truisms and discuss what they like about each one.

Jenny Holzer - Truisms

The artist Jenny Holzer is famous for her short statements, formally called 'truisms'. These phrases on a wide variety of subjects are displayed in the form of slogans. She placed her slogans in public by putting them on t-shirts, bumper stickers, posters, LED displays and projections.

Some examples of her truisms are:

a little knowledge can go a long way

a name means a lot just by itself

a positive attitude means all the difference in the world

a sense of timing is the mark of genius

a sincere effort is all you can ask

action causes more trouble than thought

boredom makes you do crazy things

calm is more conductive to creativity than is anxiety

children are the hope of the future

drama often obscures the real issues

every achievement requires a sacrifice

giving free rein to your emotions is an honest way to live

if you have many desires your life will be interesting

sloppy thinking gets worse over time

the cruelest disappointment is when you let yourself down

you are a victim of the rules you live by your oldest fears are the worst ones

More About Jenny Holzer

A Conceptual and installation artist who became known in New York City in 1977 for inexpensively printed and anonymously posted sheets of text known as Truisms, Jenny Holzer utilizes words as the primary medium and content of her art. Her signature style is marked by the extreme brevity and concision of statements she appropriates from diverse sources or makes up, as well as by the immediacy of her bold, "nononsense" fonts.

Although Holzer's first works employed the commercial technique of photolithography and appeared on telephone booths and walls around the city, she has since reissued the same or similar pithy, ironic, and acerbic declarations, observations, and aphorisms in a variety of formats and has placed them in countless venues. Co-opting strategies commonly used by businesses to advertise or sell merchandise, Holzer issues printed products such as pencils, decals, coffee mugs, T-shirts, golf balls, and baseball caps, thus making her

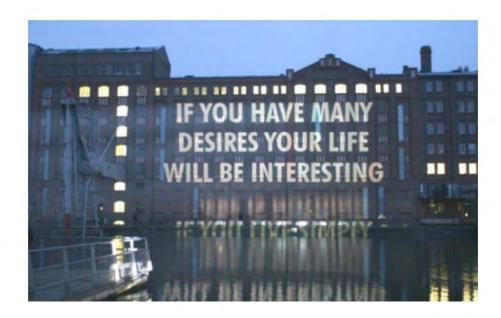
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art more widely accessible. While her first truisms read like a litary of claims, listed alphabetically in groups of forty to sixty on sheets of paper, her printing of single messages on such multiples enables the "consumer" to select specific points of view to own, display, or wear. This interactive aspect of Holzer's work was also evident in the early posted truisms on which passersby often wrote responses.

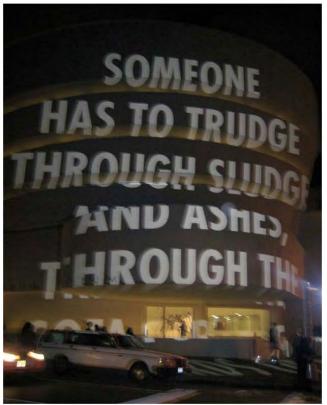
Holzer's concern with reaching a large and broad audience and with capturing the viewer's attention is also evident in her projects using LED (light emitting diode) lights in public spaces such as Times Square. Since the 1990s, she has expanded her technological repertoire to include Xenon projections that reach buildings from a distance, multimedia installations, three-dimensional LED displays, web projects, and videos for MTV. Recurring themes of violence, war, sex, power, and money reveal Holzer's deep, enduring concern with social issues.

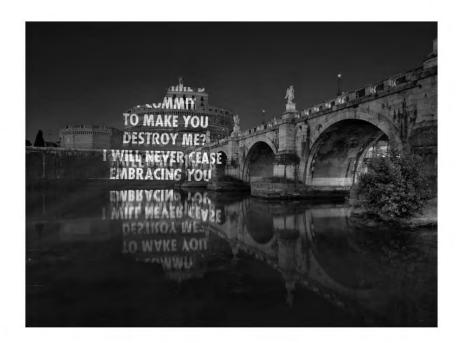
[Deborah Wye, Artists and Prints: Masterworks from The Museum of Modern Art, New York: The Museum of Modern Art, 2004, p. 243]

















UNIT 6: POSITIVE BELIEFS

LESSON 4: CHARACTER DILEMMAS

The book, What do you stand for? For Teens: A Guide to Building Character, explores a range of character traits including positive attitudes, leadership, respect, self-discipline, and more. Each chapter starts with a description of a character trait and often ends with techniques to develop that trait. This lesson is easily adapted to facilitate discussions on any of the character traits. Teachers can select traits to discuss based on what will benefit their current group of students or can allow students to choose which traits to discuss. The focus of this lesson will revolve around the section of the chapter entitled *Character Dilemmas**. With help from the book, students will be able to think creatively and have a voice in solving these character dilemmas.

Suggested duration: 1 class

*Character dilemmas can be found on the following pages: 6, 16, 22, 31, 36, 45, 53, 62, 73, 80, 89, 97, 110, 119, 129, 136, 145, 157, 166, 176, 187, 197, 207, 218, 228, 235, 247, 255

Know

· Key components of a selected character trait

Understand

Techniques to resolving character dilemmas

Do

· Role play character dilemmas

Materials & Resources

- What do you stand for? For Teens: A Guide to Building Character book
- Student Journal

Teacher Pre Planning

- 1. Select character trait chapter that would most benefit class or let students pick which chapter to discuss.
- 2. Make enough copies of selected chapter for all students.

Lesson Steps

- 1. Teachers choose one character dilemma identified in the selected chapter and ask for volunteers to role play. If no one volunteers, have students complete the journal option.
 - a. Role play: Have two or more students role play the selected dilemma and discuss solutions as an entire class.
 - b. Journal: Have students write journal entries brainstorming ways to resolve selected dilemmas.
- 2. Review KUD objectives.
- 3. Go back to the beginning of the selected chapter and read and discuss key components of selected character trait.

- 4. Prompt students to consider the character dilemmas when discussing key components of character trait.
 - a. Discuss possible resolutions to the dilemma.
- 5. Have students select 2-3 more character dilemmas to role play and have students or audience come up with resolutions to the dilemmas through the role play. (Note: If students are apprehensive about role playing, have them write resolutions in their journals.)
- 6. Review KUD objectives.

UNIT 6: POSITIVE BELIEFS

LESSON 5: CHARACTER TRAITS PROJECT

The book *What do you stand for? For Teens: A Guide to Building Character*, explores a range of character traits including positive attitudes, leadership, respect, self-discipline, and more. Each chapter starts with a description of a character trait and often ends with techniques to develop that trait. This lesson is easily adapted to facilitate discussions on any of the character traits. Teachers can select traits to discuss based on what will benefit their current group of students or can allow students to choose which traits to discuss. The focus of this lesson is centered on what students feel are the most important aspects of the selected trait. Students use tips from the book to design a visual representation of the given character trait by making a poster or PowerPoint. This lesson can be used as an extension activity to Lesson 4 or stand alone as its own unique lesson.

Suggested duration: 1 - 2 classes

Know

Key components to selected character traits

Understand

What is important about the character trait to each student

Do

Create a poster illustrating importance of character trait

Materials & Resources

- What do you stand for? For Teens: A Guide to Building Character book
 Character Traits Poster or PowerPoint Project (Student Handout 6-5 Project)
- · Art Supplies: markers, colored pencils, poster board or large construction paper
- Computer

Teacher Pre-Planning

- 1. Select character trait chapter that would most benefit class or let students pick which chapter to choose.
- 2. Make enough copies of selected chapter for all students.

Lesson Steps

- 1. Have students write what the selected character trait means to them then discuss as a class.
- 2. Introduce KUD objectives.
- 3. Have students read the beginning of the chapter (up until Character Dilemmas section).
 - a. While they read, stop often and ask students to identify aspects of the reading that are important to them. Students should come away with at least 5 character trait components that are important to them.
 - b. Have students rewrite in their own words techniques to enhance the selected trait.

- 4. Review Character Traits Poster or PowerPoint Project rubric (Student Handout 6-5 Project).
- 5. Have students create a poster or PowerPoint slide illustrating the important aspects of the selected character trait.
- 6. Review KUD objectives.

Extensions:

- 1. Display posters throughout Unit 6 and students can learn from past and present students' artwork. With enough posters displayed, teacher can lead a Gallery Walk (See 6-3 Gallery Walk instructions) as a way to prompt discussion and introduce the lesson or start conversations about many character traits at once.
- 2. Have students collaborate to create a mural illustrating different character traits.

Character Traits Poster or PowerPoint Project

Teacher Name: Life Skills Teacher

Student Name: _____

CATEGORY	25	20	15	10
Content	Covers topic indepth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, illustrations, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, illustrations, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, illustrations, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, illustrations, graphics, effects etc. but these often distract from the presentation content.
Requirements	All requirements including 5 trait components are met and exceeded.	Requirements including 4 trait components are met.	Requirements including 2-3 trait components are met.	Requirements including 1 trait component are met.

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