

A person wearing a dark jacket and a checkered cap is standing on a racetrack, holding a large checkered flag. The flag has a pattern of white and dark squares. The person is looking towards the track. The background shows a racetrack with a white line and a crowd of spectators. The text "Many Ways to Win" is written in a typewriter font across the top of the image. The text "TEACHER-DIRECTED ACTIVITIES" is written in a bold, yellow font on a black background at the bottom of the image.

**Many Ways to
Win**

TEACHER-DIRECTED ACTIVITIES

These teacher-directed activities extend, complement, and support the ***Many Ways to Win*** student booklet. These engaging, cooperative learning exercises, provide instructors with supplementary material to help students discover their best career direction. Each activity in the ***Many Ways to Win*** student booklet has an additional classroom lesson.

Student Booklet Lesson	Corresponding Teacher Directed Lessons
1. <i>Get Real — Check Your Gauges</i>	You've Got Skills
2. <i>All Roads Lead — to Success</i>	"Who Knows?" Bingo
3. <i>Skills Wanted — Would U Hire U?</i>	R U Listening?
4. <i>Stay Ahead of the Curve — Help Wanted</i>	STEM Brainstorm
5. <i>Healthcare Highway — Road Test</i>	Guess Who
6. <i>Going Green — Gearing Up</i>	Green Teen (Crossword)
7. <i>Many Directions — Crack Your Code</i>	B Your Best
8. <i>Key Insight — Winning Combinations</i>	411...Information
9. <i>SMART Goals — Hit Your Target</i>	Share a Win
10. <i>Road Blocks — Get on the ROAD</i>	Bounce Back
11. <i>Short — and Tweet</i>	Be Fabulous
12. <i>Ready Set Go — Highway to Success</i>	My Next Step

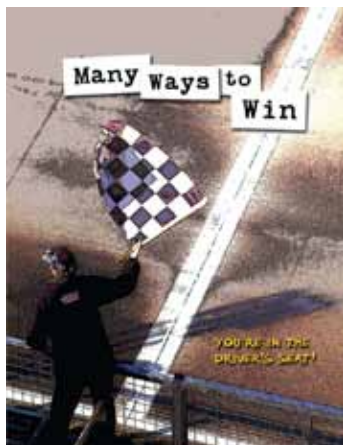
MANY WAYS TO WIN YOU'RE IN THE DRIVER'S SEAT!

...an introduction for high school teachers/counselors

High school students who have career direction have higher high school graduation rates and enrollment in post-high school education. Since your students look to you for information and direction, the **Many Ways to Win** series will help you provide them with the career information and support they need to get on the road to career success.

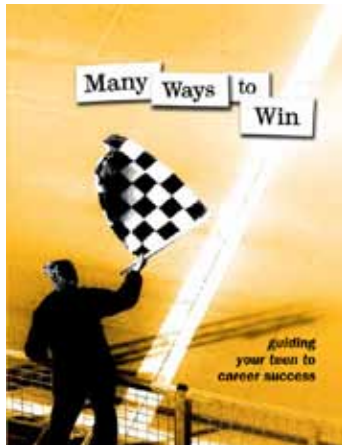
While in high school, your students have an opportunity to discover more about themselves and the kind of work they would like to do. Whether they aspire to become doctors or medical technicians, architects or carpenters you want to help them find their best career path. You also want to help them locate the post secondary education and training programs to get the skills they need for the careers they want.

The **Many Ways to Win** series includes the Student Booklet as well as a Parent Guide and 12 additional Teacher-Directed Activities. These career materials will provide students with information about today's workplace, help them identify careers that interest them, and locate the educational and training options they need to get the jobs they want.



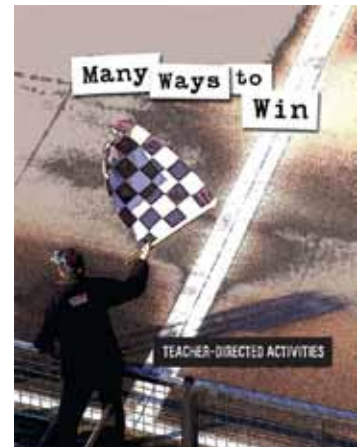
Student Booklet

+



Parent Booklet

+



Teacher-Directed Activities

a winning combination!



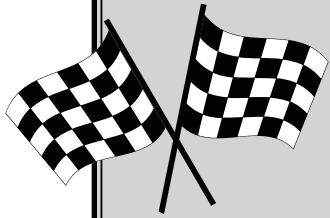
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Written and Designed by: Leading Edge Lessons — www.leadingedgelessons.com

GET REAL

Teacher Directed Lesson #1: You've Got Skills

Traditional career advice was that to be successful, or to win in the workplace, teens had to earn a 4-year college degree. In other words, a 4-year degree was required to land those really good jobs. Today that advice needs some revision. Professional careers, careers that require a 4-year degree, are still important. However, the greatest job growth in today's job market is the demand for skilled workers, jobs requiring postsecondary education, but generally 2 years or less. Skills not degrees are the ticket to success in today's labor market.



Ninety percent of the fastest growing jobs require post secondary education and training. Only 21% of all jobs in 2016 will require a Bachelor Degree or more while the remaining 79% of all jobs will require specific skills acquired via a 2-year degree or less.

— The Department of Labor

TRY THIS:

This activity is best after students have completed *Check Your Gauges* on page 6.

- ✓ **Discuss** the “1960 Job Market” and “Present Job Market” graphs on page 5.
- ✓ **Explain** that employers want to hire people who can do things...people with skills. As an example, list some of your skills.
- ✓ **Distribute** *You've Got Skills* activity.
 - Give students a few minutes to complete part 1.
 - Have students form groups of 3-5 students to complete part 2.
 - Share products or services each team could offer if they combined their unique skills and talents.

AWESOME OUTCOME:

Students utilize their own skill sets and the advantages of combining skill sets to offer new products and services.

Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

YOU'VE GOT SKILLS

Directions: Today's employers are looking to hire people who have skills. They want to employ people who have training, education, and certification that demonstrates their skills. While you may not have the skills to be an electrician or an accountant, you do have skills. Here are a few examples...referee a soccer game, bake great cookies, teach someone to twitter...

Part 1 — My Skills: Things I can do well and could be paid to do.

Join forces with 3 to 5 classmates. Read your individual skill lists to the group. Decide how your group could combine their skill sets to offer a service or create a product. For example, if you have people on your team who are good with kids, others who have exceptional soccer skills, and others on your team know how to lead a team and market a product, maybe your group could offer a summer soccer camp for kids 8-11.

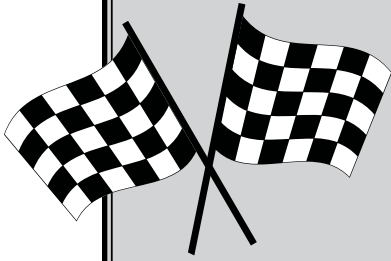
Part 2 — Combined Skills: Product or service my team could offer with our combined skills and talents.

Be prepared to share with the class how your team could combine their skills to create an interesting product or service. Be sure to explain who would do what.

ROADS TO SUCCESS

Teacher Directed Lesson #2: "Who Knows?" Bingo

While you may assume your students know the post-secondary options available, the truth is most of them do not know the range of opportunities. It is imperative that they learn not only about going to college to earn a 4-year degree, but the many other ways they can win in the workplace via apprenticeships, certificates, AA degrees, or by gaining experience in the military.



" In an economy where jobs requiring at least an associate's degree are projected to grow twice as fast as jobs requiring no college experience, it's never been more essential to continue education and training after high school... "

— President Barack Obama, July 2009

This activity is best after students have completed after *All Roads Lead to Success*, pages 6-7.

TRY THIS:

- ✓ **Review** students' responses to the information on pages 6 and 7.
- ✓ **Distribute** the *Who Knows What?* activity and review the directions.
- ✓ **Give** students time to move around the room, talk to other students, and collect signatures.
- ✓ When completed, **call** on different students to share information and who provided it.
- ✓ **Identify** ways students can make connections with colleges in your area.

AWESOME OUTCOME:

Students will recognize the many post-secondary educational options in their community and seek out information about the opportunities that interest them.

Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

"WHO KNOWS?" BINGO

Directions: Find a person who can provide you the information in each BINGO square and have him/her sign the square. The first one to fill all the squares is a winner.

B	I	N	G	O
Name a job requiring an apprenticeship. <hr/>	Has a brother/sister attending a community college. <hr/>	Name 4 of 5 branches of military service. <hr/>	Can explain an AA degree. <hr/>	Name a college that awards Bachelor Degrees. <hr/>
Visited a Cal State University. <hr/>	Identify a person with professional degree. <hr/>	Has a relative in military. <hr/>	Describe a certificate. <hr/>	Give directions to a local college. <hr/>
Has a parent who attended a Cal State. <hr/>	Knows how many years it takes to earn a BA. <hr/>	FREE SPACE	Wants to earn a BA or BS. <hr/>	Wants to explore 2-year careers. <hr/>
Requirements for a Master's Degree. <hr/>	Plans to attend a Community College. <hr/>	Name a job requiring a certificate. <hr/>	Name a career requiring a Masters Degree. <hr/>	Name a career requiring a Bachelor Degree <hr/>
Knows how many years it takes to earn a BA. <hr/>	Name a career requiring an AA Degree, <hr/>	Explain difference between AA and BA Degree. <hr/>	Name a University of CA. <hr/>	How many units to earn an AA Degree. <hr/>

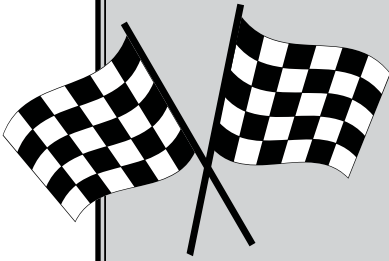
Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

SKILLS WANTED

Teacher Directed Lesson #3: R U Listening?

While most people define communication skills as the ability to speak and write well, listening is our most used communication skill. Employers want employees who can speak and write well AND who are willing and able to listen effectively. In school and in the workplace, failure to listen is costly. It leads to mistakes, poor service, misaligned goals, wasted time, and billions of dollars of increased costs and lost profits.



...A typical study points out that many of us spend 70 to 80% of our waking hours in some form of communication. Of that time, we spend about 9% writing, 16% reading, 30% speaking, and 45% listening. Studies also confirm that most of us are poor and inefficient listeners...

— *Listening: Our Most Used Communications Skill*
Missouri University Extension Publications

TRY THIS:

This activity is best after students have completed *Would U Hire U?* activity page 9.

- ✓ **Discuss soft** skills and explain that communication and listening are critical skills.
- ✓ **Share** a problem you created by not listening.
Ask students for examples of how failing to listen has caused them a problem.
Ask students to name some irritating listening habits. List them on the white board.
- ✓ **Have** students explain how they know when someone is listening to them.
- ✓ **Distribute** *R U Listening* activity, review the directions, and have students complete it.
- ✓ **Review** student responses.

AWESOME OUTCOME:

Students are more effective listeners by using their senses.

R U LISTENING?

Directions: Study the Chinese character for listening and then answer the questions below.



The section on the left denotes the ear
There are four sections on the right:

- the top one says **you**
- beneath that comes the **eyes**
- next is **undivided attention**
- at the bottom is **heart**

1. How do you listen with your eyes? _____

2. How do you show the listener undivided attention? _____

3. What do you do to show your listener you are listening with your heart? _____

4. On a scale of 1-5 with 5 being the best listener, how well do you think you listen to others?

5. What is one thing you will do to improve your listening? _____

6. Whom do you know who is a good listener? _____

7. What makes him/her a good listener? _____

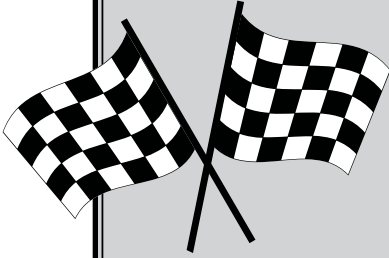
Discuss this:

They say that listening is the highest compliment you can pay another person. Explain to another student how you feel when someone really listens to you. How do you feel when you are talking to someone and you can tell he/she is not listening to you?

STAY AHEAD OF THE CURVE

Teacher Directed Lesson #4: STEM Brainstorm

An expanding economy demands growth of the STEM labor force and greater capacity for innovation and creativity. To keep the U.S. labor force competitive, greater numbers of students need to gain advanced math and science knowledge. Yet, many middle school and high school students opt out of the science and math classes needed to explore these expanding career opportunities.



Curiosity and asking “why” drives success in STEM careers. Science, Technology, Engineering and Math propel space exploration, biotechnology and nanotechnology. Inspiring students to invent energy technologies, solve environmental problems and master math and science are key to sustainability and economic growth.

— Occupational Outlook Quarterly, Spring 2007

TRY THIS:

This activity is best after students have completed *Helped Wanted* activity page 11.

- ✓ **Introduce** STEM- what it stands for and why it is important.
- ✓ **Discuss** STEM careers and why we need more STEM workers.
- ✓ **Explain** brainstorming. Today you are going to work with 3-5 students to come up with as many ideas as you can that might get more students interested in STEM classes and careers. Go for wild ideas and quantity over quality.
- ✓ **Distribute** *STEM Brainstorm* activity, review directions, and have students complete the activity.
- ✓ **Call** on teams to find out which one got the most ideas, then list 3-5 ideas from each team.

AWESOME OUTCOME:

Students use brainstorming to come up with lots of different ideas to solve a problem.

STEM BRAINSTORM

Directions: Work with a group of 3-5 students to come up with some ideas to solve this *STEM* (Science, Technology, Engineering, and Mathematics) *Challenge*.

The Challenge: Without the work of scientists, technicians, engineers, mathematicians, and other skilled workers, most new products and discoveries would never be made. Yet, as the demand for these STEM careers continues to grow, middle school and high school students are choosing not to take the higher math and science classes they need to qualify for STEM careers. At a time when we need more STEM workers, we have a shortage.

Brainstorm with your team to come up with ideas on how to get more student in STEM classes. Don't judge ideas just write them all down. Go for wild ideas and go for quantity over quality.

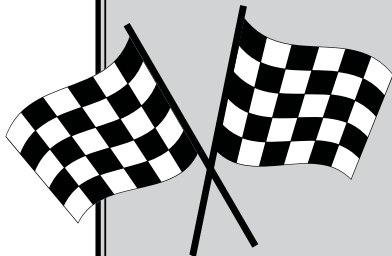
Why are high school students shying away from STEM courses?

What are things your high school could do to encourage students to enroll in STEM classes?

HEALTHCARE HIGHWAY

Teacher Directed Lesson #5: Guess Who?

If your students are caring and compassionate and looking for a secure career path, they will want to explore the exciting and varied healthcare opportunities. While doctors and nurses are the two careers we immediately connect with healthcare, they comprise less than 40% of healthcare professionals. There are hundreds of jobs/careers in healthcare that suit a variety of people with a host of different skills, talents, and interests.



Healthcare is predicted to remain the largest source of job growth in the coming years. we can expect 3.5 million new jobs across the sector by 2016.

— U.S. Department of Labor

TRY THIS:

This activity is best after students complete *Health Care Highway–Road Test*, pages 12-13.

- ✓ Instruct students to work with a couple of students and list healthcare careers they know about.
Give students a few minutes and then list the careers they named on your whiteboard.
- ✓ Ask a few questions about healthcare careers.
Based on the *Healthcare Highway* activity, what careers interest you?
What surprised you about the healthcare careers?
- ✓ Distribute the *Guess Who?* activity, review directions, and have students work with another student to complete the activity.
- ✓ Review their answers. Answer key: 1. A; 2. C; 3. D; 4. B; 5. A; 6. C; 7. A; 8. D.
- ✓ View and discuss the entire quiz, go to Health Career Quiz, Medical Center of Central Georgia.

AWESOME OUTCOME:

Students identify the varied career options and opportunities in the growing healthcare industry.

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GUESS WHO?

Directions: Work with another student and together mark the best responses. Discuss what health careers might interest you.

1. I collect and process blood for analysis. **Who am I?**

- A. Phlebotomist B. Perfusionist C. Histology Technician D. Dracula

2. I make artificial limbs and devices for missing body parts. **Who am I?**

- A. Inspector Gadget B. Dietitian C. Prosthetist/ Orthotist D. Podiatrist

3. I care for patients before, during, and after surgery. I check charts, position patients on the operating table, prepare the skin for surgery, help apply monitoring devices, and maintain the sterility of the operating room. I also apply sterile dressings and prepare lab specimens. **Who am I?**

- A. Health Librarian B. Nursing Assistant C. Medical Technologist D. Surgical Technologist

4. My specialty is the study of cells and the clues they provide to health problems. I study cell size, color, shape, and structure for evidence of cancer and pre-cancerous growth, hormonal problems, or the presence of disease. **Who am I?**

- A. Phlebotomist B. Cytotechnologist C. Perfusionist D. Histology Technician

5. I position cancer patients for the administration of prescribed radiation, which I give under the direction of a Radiation Oncologist. **Who am I?**

- A. Radiation Therapy Technologist B. Medical Dosimetrist C. Pharmacy Technician D. Duke Nukem's Assistant

6. I operate the heart-lung machine that pumps blood outside the body, through the machine, and back to the patient's body during heart bypass and open heart surgery. **Who am I?**

- A. Biomedical Engineer B. St. Valentine C. Perfusionist D. Cytotechnologist

7. I calculate dosages and administer radioactive drugs. I must also document the use and disposal of radioactive materials. **Who am I?**

- A. Nuclear Medicine Technologist B. Biomedical Equipment Technician C. Homer Simpson D. Physician Assistant

8. I operate high frequency sound wave equipment which displays images of body tissues on video monitors. The images are used to diagnose such problems as tumors, cysts, fetal development, and heart valve function. **Who am I?**

- A. Flipper B. Perfusionist C. Audiologist D. Sonographer

These questions are from an online Health Career Quiz – Medical Center of Central Georgia

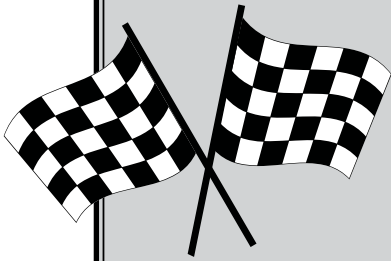
Many Ways to Win

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GOING GREEN

Teacher Directed Lesson #6: Green Teen Crossword

As the green wave continues to build in California and across the nation, we need to have a clear understanding of just what green means. Have some fun with your class by getting them going with this Green Teen Crossword Puzzle. It will help you figure out how savvy your students are about green and give you an opportunity to discuss and encourage students to take advantage of new possibilities.



A lot of the federal job money is going toward clean energy sources and training programs to make things "green". Green jobs are popping up everywhere in a variety of fields and industries. Green jobs require skilled workers and pay 10 to 20 percent more than other jobs.

— White House blog, Feb 27, 2009

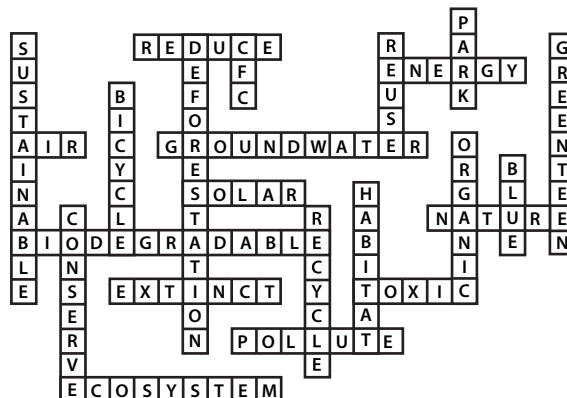
TRY THIS:

This activity is best after students complete the *Going Green* activity, page 14.

- ✓ **Ask** students about what green means to them.
What comes to mind when you think about green careers or green collar jobs?
What kind of green jobs might interest you?
Why do you believe green jobs are or are not critical to our future?
What does the term green teen mean?
- ✓ **Explain** that to understand and converse about the green economy, it is important to speak green.
- ✓ **Distribute** the *Green Teen* review directions, and have students complete the activity.
- ✓ **List** how individuals, your school, and businesses in your community are going green.

AWESOME OUTCOME:

Students use green terms to converse and act to make a more eco-friendly environment.

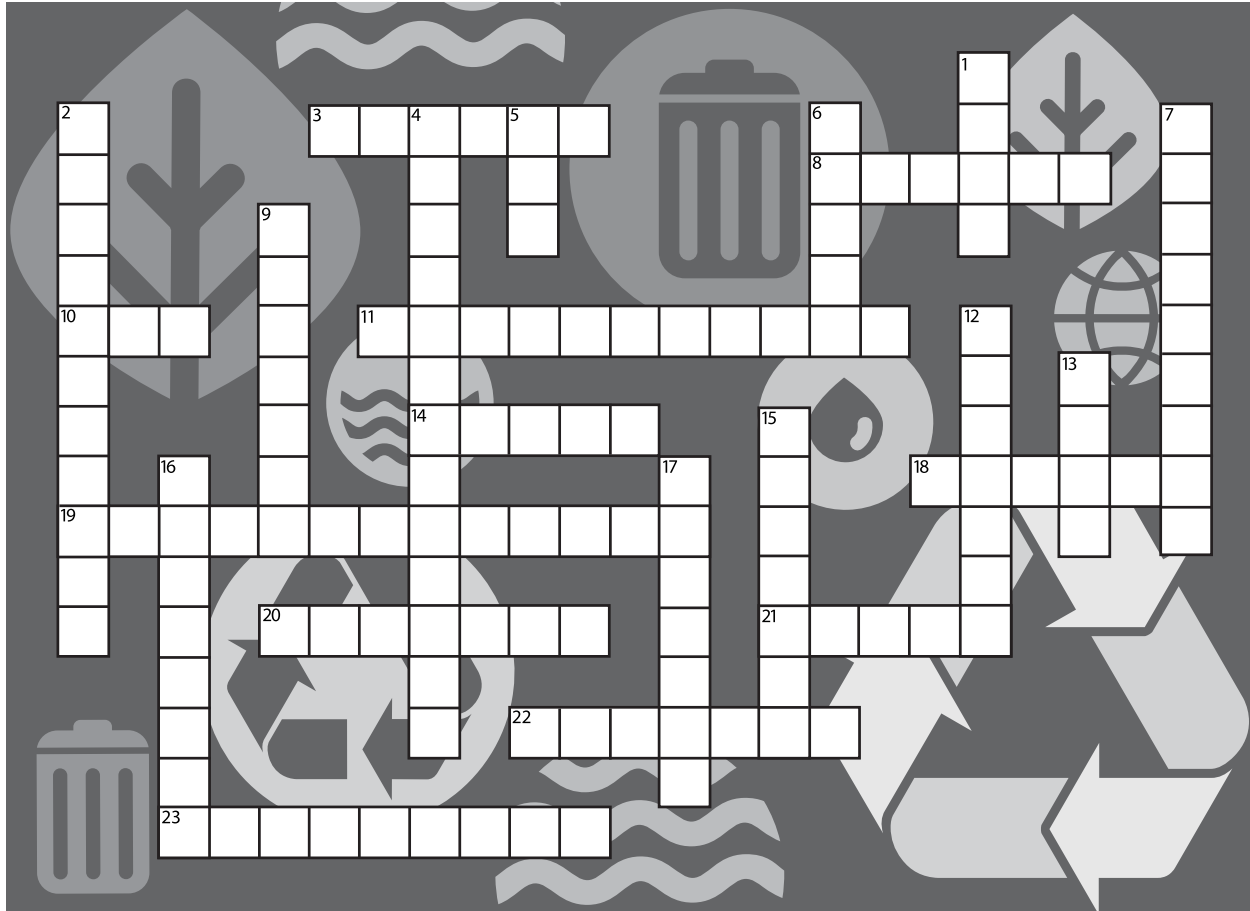


Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

GREEN TEEN CROSSWORD

Directions: Work with another student and together complete this crossword puzzle.



Across

- 3 This means using less material in the production of an item
- 8 The ability to do work
- 10 it is best when clean and fresh
- 11 Water in the ground that flows in the spaces between soil particles and rocks
- 14 energy from the sun
- 18 external world in its entirety
- 19 Able to be broken down by bacteria or other living organisms.
- 20 disappearance of a type of plant or animal from Earth
- 21 This means using less material in the production of an item
- 22 To make unclean or unpure
- 23 A community of animals and plants and their relationships with each other and their environment

Down

- 1 green area for recreation
- 2 cannot be used up
- 4 When many trees are cleared from a large area
- 5 abbreviation for Chlorofluorocarbon
- 6 To find a new function for an item that has outgrown its original use
- 7 a term coined by Jupiter Research describes age 13-17 serious about green-living
- 9 eco-friendly transportation
- 12 coming from plants or animals
- 13 good color for ocean
- 15 The place where an animal or plant naturally lives, grows, eats and drinks
- 16 To reduce or to save
- 17 To use again

Word List: air, bicycle, biodegradable, blue, cfc, conserve, deforestation, ecosystems, energy, extinct, greenteen, groundwater, habitat, nature, organic, park, pollute, recycle, reduce, reuse, solar, sustainable, toxic

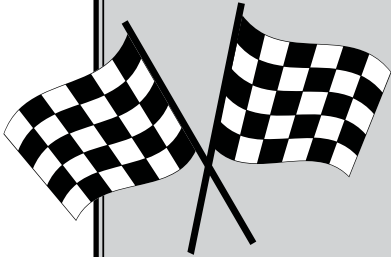
Many Ways to Win

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MANY DIRECTIONS

Teacher Directed Lesson #7: *B Your Best*

Getting in touch with their strengths is one of the first steps in helping students identify their Holland Code and possible career options. The more you can challenge them to reflect on their talents, strengths, and interests, the better prepared they will be to make the educational and career choices that best suit them.



“ Because teens, like most of us, pay keen attention to negative information, they may not be hearing the positive input they receive that provides clues to their natural strengths or talents. Students may overlook or ignore the things they do well because they are able to do them naturally or easily.

It’s ironic that your strengths can be so easy to overlook, because they’re clamoring for your attention in the most basic way: Using them makes you feel strong. All you have to do is teach yourself to pay attention.”

— Marcus Buckingham, *Strengthening Your Self-Discovery*

TRY THIS:

This activity is best following the *Crack Your Code* activity on page 17.

- ✓ **Ask** students to explain their Holland Codes to several other students.
- ✓ **Distribute** the *B Your Best* activity, review the directions, and have students complete it.
- ✓ **Share** your responses to *B Your Best* and ask volunteers to share theirs.
- ✓ **List** students’ ideas about how this information could help them support their Holland Code.

AWESOME OUTCOME:

Students identify and articulate when they are at their best—a critical first step in finding careers that interests them.

BE YOUR BEST

Directions: When are you at your best? As you complete these sentences, you will begin to see what and when you are at your best.

I am at my best in class when I _____

I am at my best with my friends when I _____

I am at my best on tests when I _____

I am at my best with my family when I _____

I am at my best at doing my homework when I _____

I am at my best when I am with _____

I am at my best when I am playing _____

I am at my best when I am listening to _____

I am at my best when I am reading about _____

When you reflect on the things you do well, do you want to change or revise your Holland Code?

How does this information support your Holland Code?

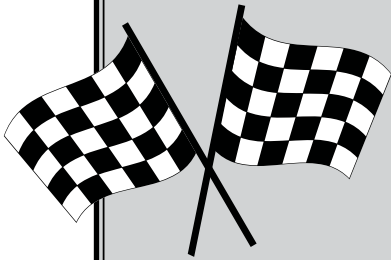
KEY INSIGHT

Teacher Directed Lesson #8: 411...Information

Most of your students have limited experience or “firsthand” knowledge about the careers to which they aspire. They also have no idea about how to learn about different careers. While most of them are comfortable exploring careers on-line, the best way to get career information is to talk to a person doing a job they think they would like to have.

Informational interviews are quite simply short 10-20 minute Q and A about a person’s job responsibilities. These interviews provide a wealth of information when it comes to career planning, yet many people do not take advantage of this incredible career tool.

If students learn about informational interviews, how to prepare for one, and then practice conducting one, they will become familiar with a career tool they can use repeatedly.



“ The most dependable and up-to-date information on jobs and careers is not found in books or on the Internet. It is found by going out and talking to people.”

— Richard Bolles, *What Color is Your Parachute?*

TRY THIS:

This activity is best following the activities on page 16-19.

- ✓ Write *Informational Interview* on the board and ask students to “guess” what it is.
- ✓ Discuss their responses and then write down a short description of an informational interview.
- ✓ Ask students to tell you how an informational interview could be helpful in finding a career path.
- ✓ Distribute the “411...*Information*” activity, review the directions, and have students complete it.
- ✓ List some of the careers your students would like to learn more about.

To follow up on this lesson, conduct a class informational interview. Invite a person to class with a career that interests your students. Prepare your students for the guest interview. Have students write and ask questions for the interview.

AWESOME OUTCOME:

Students will use informational interviewing to learn more about jobs that interest them.

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411... INFORMATION

Directions: One of the best career tools you can use to gather information and learn from others is to ask the experts. That means talking to people doing the jobs that interest you. An informational interview is an informal interview. It is generally a 10-20 minute conversation with someone working in a position or field that you would like to learn more about. An informational interview will give you answers to career questions. You can get a better idea whether a career might suit you after you learn more about it.

Refer to pages 18-19 in *Many Ways to Win* to answer these questions:

What is your Holland Code?

What are three jobs that interest you and you think suit your Holland Code?

Who do you know or know of who has a career that interests you?

How could you make contact with a person who has a job that interests you?

- Which one of your friends could help? _____
- How could your parents help? _____
- Is there a teacher or counselor to help you make a connection? _____

Write 3 questions you would like to ask a person who has a job that interests you.

Share your 3 questions with a student sitting next to you.

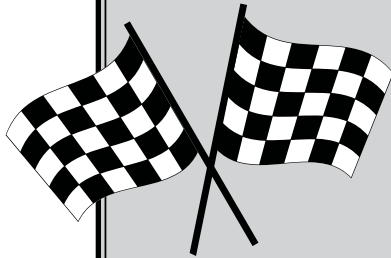
What is the next step you need to take to schedule an informational interview?

SMART GOALS

Teacher Directed Lesson #9: Share a Win

It is important for teens to understand why goals are important and how to effectively set and reach their goals. Goals are a road map of where a person wants to go and what they want to achieve. When people fail to set goals for themselves, they are directionless, lose focus, and rarely achieve what they set out to do.

Underachievers often have no particular goals, or if they do set goals, they aim impossibly high. Achievers, by comparison, set realistic, attainable goals.



Writing down your Dreams and Goals is an important first step towards achieving them. First, because by writing them down it forces you to visualize your Goals. And second, because the act of writing them down creates a commitment on your part. Only about 5% of the population actually takes the time to write down their Goals and Dreams. Maybe that is why so few people actually are living the life that they would like to be living.

Source: FollowYourDreams.com

TRY THIS:

This activity is best following *Hit Your Target*, page 21.

- ✓ Review the SMART Goals page and discuss goal setting.
- ✓ Share a goal you set for yourself and accomplished.
- ✓ Distribute "Share a Win" activity, review the directions, and have students complete Part 1. (This helps draw students' attention to positive goal setting experience.)
- ✓ Have students complete Part 2 of the assignment. (This encourages students to set realistic, attainable goal.)
- ✓ Discuss and share students' goals and how they will monitor their goals.

AWESOME OUTCOME:

Students use SMART goal setting strategies to set realistic, achievable goals.

SHARE A WIN

Part 1

Think about a time you set a goal and reached it. Getting in touch with how you did it and how you felt when you accomplished the goal will remind you how good it feels when you reach a goal.

What goal did you set? _____

How did you reach it? _____

How did it make you feel when you accomplished your goal? _____

Share your win with another student in the class.

Part 2

Now, write a goal for this class. Then make it **SMART.**

Specific: What I want to achieve in this class. _____

Measurable: I will measure my success by _____

Actionable: I will take this action to reach my goal. _____

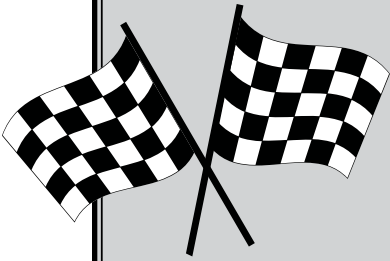
Relelevant: Reaching this goal is important to me because _____

Timely: I will reach my goal by this date _____

ROAD BLOCKS

Teacher Directed Lesson 10: Bounce Back

Resilience is defined as the process of bouncing back and fully recovering in the face of change and stressful situations. Resiliency keeps us going and growing despite difficulties. It keeps us searching for better solutions to the problems we face. To move forward in today's global workplace, our students need to understand the power of resiliency and how to build it.



“...Emotionally-intelligent individuals go through bad times and experience sadness, anger, and fear—just like everyone else. But they respond differently than less healthy people to these experiences. Emotional intelligence gives you the ability to cope and bounce back from stress, adversity, trauma, and loss. In other words, emotional intelligence makes you resilient.”

— Dr. Jeanne Segal, *The Language of Emotional Intelligence*

TRY THIS:

This activity is best following *Get on the Road*, page 23.

- ✓ **Share** a short story about a time you bounced back from a difficult situation.
- ✓ **Give** students an opportunity to talk about a time they bounced back from a difficult situation.
- ✓ Have students **define** what bounce back means to them and **list** their definitions on the board.
- ✓ **Distribute** the *Bounce Back* activity, review the directions, and have students complete it.
- ✓ Ask students why they **agree** or **disagree** with the hidden message.

Hidden Message: Energy and Persistence conquer all things. — Ben Franklin

AWESOME OUTCOME:

Students recognize the importance of bouncing back to overcome difficult situations.

Hidden Message: Energy and persistence conquer all things. — Ben Franklin

Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

BOUNCE BACK

Directions: Strike out the words in the table below according to the instructions. When you are finished, the words that remain in the table (words you did not strike out) will spell out a quote.

1. Strike out automotive parts anywhere in the chart.
2. Strike out Educational opportunities in Column C and row 10.
3. Strike out the sports that use balls in row 5 and 8.
4. Strike out soft skills in Column E and row 7.
5. Strike out emerging industries in row 6
6. Strike out the careers from the Healthcare Highway anywhere on the chart.
7. Strike out synonyms for resilient in columns A, B, C.
8. Strike out Green Industries in Columns D and E.
9. Strike out the Holland Code Personality Types in Column B and row 9.
10. Strike out the SMART Goal terms anywhere on the chart.

	A	B	C	D	E
1	ENERGY	ENTERPRISING	MILITARY SERVICE	BIOFUELS	WIPERS
2	STRONG	AND	SPECIFIC	PERSISTENCE	FRIENDLY
3	MEASUREABLE	BUOYANT	TIMELY	SMART GRID	GREENTAILING
4	FLEXIBLE	ARTISITC	AA	ACTION-PACK	COMMUNICATOR
5	CONQUER	BASEBALL	RESISTANT	LA CROSSE	ALL
6	GREEN	SECURITY	GENOMICS	NURSE	IT
7	DEPENDABLE	GAUGES	APPRENTICESHIP	MOTIVATED	MIRROR
8	BOWLING	REALISTIC	FOOTBALL	WIND	HOCKEY
9	CONVENTIONAL	SOCIAL	INVESTIGATIVE	SOLAR	CREATIVE
10	CERTIFICATE	PARAMEDIC	THINGS	BA	RIMS

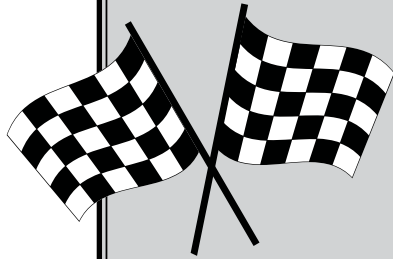
Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

SHORT AND TWEET

Teacher Directed Lesson #11: Be Fabulous

Stanford Professor, Tina Seelig, calls on her students to be their best. She poses the question: If you are not doing your best work now, when do you plan to do it? Let your students know that you expect to give your best and you want/expect the same from them. Setting high expectations is a critical first step in helping students succeed.



When schools set high expectations, students work harder and aim higher because they learn to believe in themselves and in their future. From the principal to the cafeteria worker, all school employees have a role in helping students feel supported and respected.

— National Education Association

TRY THIS:

This activity is best following *Short and Tweet*, on pages 23-24.

- ✓ **Write** down this sentence on the board and ask students what it means to them.
Never miss an opportunity to be fabulous!
- ✓ **Ask** students what makes a fabulous teacher, soccer player, or class officer.
- ✓ **Brainstorm, list, and discuss** the actions of a fabulous teacher.
- ✓ **Distribute** the *Be Fabulous* activity, review the directions, and let students fill in their responses.
- ✓ Have students **share** their be fabulous words with another student.

Possible answers:

RESPONSI	B	LE
CREATIV	E	
THOUGHT	F	UL
LOY	A	L
DEPENDA	B	LE
HUMOURO	U	S
FRIEND	L	Y
H	O	NEST
P	U	NCTUAL
	S	INCERE

AWESOME OUTCOME:

Students recognize the qualities and actions they must take to be their best.

Many Ways to Win

YOU'RE IN THE DRIVER'S SEAT!

BE FABULOUS

Directions: Using the letters in "be fabulous" write words that describe the qualities and actions you will demonstrate to be your best. The vertical letters may fall anywhere in the crossing terms.

DEPENDA	B	LE
	E	
	F	
	A	
	B	
	U	
	L	
	O	
	U	
	S	

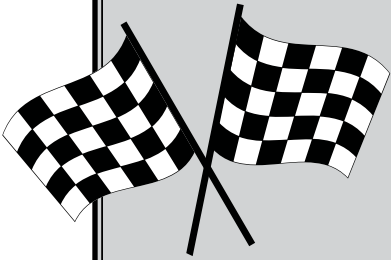
Share your words with another student in the class and tell them the next step you will take in becoming the best you can be.

Ask the person you shared this information, to sign and date on the line below.

READY, SET, GO!

Teacher Directed Lesson #12: My Next Step

It is important that your students are committed to continuing their career journey...taking one step after another. After all, unless students continue to move forward, they will lose sight of their direction and their focus.



"...Students who enter college or postsecondary training career-focused and career-committed are far more likely to graduate and transition into productive work that matches their education and training."

— Dale Parnell, *Career Choice*

TRY THIS:

This culminating activity calls on students to contemplate and commit to their next steps.

- ✓ **Distribute** the "My Next Step" activity sheet.

Have students complete *Many Ways to Win Review* and discuss their answers.

Answer key: (1. T; 2. F; 3. T; 4. T; 5. F; 6. F; 7. T; 8. T; 9. T; 10. F)

Have students share the pages numbers where the information was located.

- ✓ Have students **follow** these **instructions** using the space on their papers.

Begin the activity by revealing the first instruction. (Uncover one question at a time.)

1. I could learn more about this career this semester if I did these things...
Name three or more. (Allow 60 seconds.)
2. Circle one of your answers from the previous question. (Allow 10 seconds.)
3. How can you accomplish this? List several things you could do. (Allow 45 seconds.)
4. Circle one of your answers from the previous question. (Allow 10 seconds.)
5. What are you willing to do to see that this gets accomplished? (Allow 60 seconds.)
6. When will you do this? (Allow 30 seconds.)
7. This semester I will (write down the action) beginning (write the date) Sign (your name)

- ✓ **Ask** volunteers to share their responses to question 7.

- ✓ **Collect** their commitments and set up your own accountability system.

AWESOME OUTCOME:

Students will set goals and take the next step to make their career dreams a reality

MY NEXT STEP

MANY WAYS TO WIN REVIEW

How much do you remember about the information in your booklet? Circle the correct answer. Then write down the page number where you located the answer.

1. Employers are looking to hire people with excellent skills. T F page # ____
2. 90% of all jobs will require a 4-year degree. T F page # ____
3. An AA Degree is earned at a Community College. T F page # ____
4. Teamwork skills are one of the important soft skills. T F page # ____
5. Healthcare jobs are not predicted to increase. T F page # ____
6. If you want to get a health care job you will need to become a doctor. T F page # ____
7. A smart grid will help save energy and reduce costs. T F page # ____
8. Your Holland Code contains three letters. T F page # ____
9. If you set goals you are more likely to succeed. T F page # ____
10. It is better not to anticipate obstacles. T F page # ____

Your teacher is going to show you questions/statements — **one at a time**. Read each statement and quickly come up with at least one answer in the allotted time.

First of all, complete the sentence below.

The career that most interests me is... ..
