

LESSON PLAN DEVELOPMENT TOPICS

CAREER EXPLORATION

Essential Questions: What are your top three career choices? What does career mean to you?

Sequence of learning activities: Teacher will begin with group introductions, an ice breaker activity and reviewing the program expectations. Students will create a KWL chart in their notebook. Students should independently fill out the first two columns “what you know” and “what you want know.” After completing the first two columns the students will share out and add to their list. Following share out students will then watch a short video about the many different career choices available. As students watch the video they are to complete the final column of the chart. Following break one students will discuss and share out some of the things they learned from the video. Furthermore, students will then create a personal career timeline. Students can either work together or independently; a few students will be called upon to share their timeline. After lunch students will play a name memorization game to get to know their peers and also complete a personality assessment to discuss. After the game/quiz students will be introduced their daily journal activity and free writing until ends. (Ages 13-24)

LIBRARY USE

Essential Questions: How to utilize the local library? How do we conduct research?

Sequence of learning activities: Upon arrival students will answer the essential questions and begin to prepare for a trip to the library. Once at the library students are to perform career action research and type their resume and cover letter. Students should work until 12:20 pm then head back to the site for lunch. After lunch students will be placed into pairs and required to review each other research and resume. During this time the teacher should be listening to ensure students are giving proper constructive feedback. After break two students will watch a YouTube video about a good and bad interview. After the video, the teacher will deliver instructions and give all the students a index card with a scenario. Students will then take turns acting out the various scenarios and the class will discuss what the students will provide feedback. Students will free until session ends. (Age appropriate Activity)

HOW TO DRESS/FIRST IMPRESSIONS

Essential Questions: What different type of clothes do we own?

Sequence of learning activities: Using a graphic organizer students will compare and contrast the differences between casual, business, formal, and semi-formal clothing. Students will begin to think about what kind of clothing would be best for a job interview. After break one, students will have time to learn how to properly tie a dress tie and how to give a proper handshake to future employees. Students will be coached on how to prepare for an interview. After lunch students will discuss how to identify if a job is right for you, availability, schedule, uniform policy, call out policy, drug testing, late policy, no call/ no show. Eager To Serve Inc/After School is Cool 7 Students will play the “gossip game” and following break two students will go over different scenarios until free write at 3:45pm-4:00pm. (Ages 9-12 – Age appropriate)

Public Speaking

Essential Questions: What is public speaking?

Sequence of learning activities: Teacher will deliver the instructions that students will be going to the library to prepare for an oral informational speech on a topic of their choice. Students will

go to the library to utilize books and technology to preform research at 12:20 pm students will head back to site to prepare for lunch. After lunch each student will be given four index cards to write short notes on and practice preparing for their speech. Students will not present the speeches until the next day, giving them additional time to rehearse at home. Students will work on their speeches until 3:45pm; following with free write until 4:00pm.

BYSTANDERS

Essential Questions: What is a bystander?

Sequence of learning activities: Students will independently read an article about bystanders. Followed by a discussion and guided questions. Students will then watch a video about bystanders. Students will create an informational/ warning poster about what they learned. Free write until session ends

Resources: <https://nomore.org/learn/bystander-scenarios/>
<https://www.pacer.org/bullying/classroom/middle-highschool/bullies-bystanders.asp>

(All ages - age appropriately)

POLICE, STRANGERS AND CONFLICT RESOLUTION

Essential Questions: Name a time when you had a problem?
What was the problem, and how did you solve it?

Sequence of learning activities: Students will share out their responses to the essential question. In small groups, students will create a list of problems that negatively impact society. Students will answer the following questions to discuss amongst their groups.

Q: Do you feel safe with the police in your community? Why or why not?

Q: What changes would you like to see within your community?

Q: How could your community be better? After break one, students will share out their discussion points and we will create a collective list together and begin to plan out way we can make the community a better place. Following lunch the teacher should prepare a PowerPoint presentation about conflict resolution and safety tips. Students will be given various different scenarios to act and out discuss the best possible solutions to the problems. Free writing until session ends.

FIRE SAFETY/ SEXUAL HARASSMENT

Essential Questions: What would you do in case of a fire?

Sequence of learning activities: After discussing the essential question. Students will watch a video about fires and fire safety. Students will review information about smoke alarms, extinguishers and fire plan. After break one students will discuss the importance of a fire plan, poisons, and toxic chemicals. Students will then create a fire plan for their homes. Students will then play a Kahoot game about fire safety. After lunch students will transition into sexual harassment training. Beginning with comparing and contrasting harassment vs. sexual Eager To Serve Inc/After School is Cool 8 harassment. Students will watch a video and create a brochure on either fire safety or sexual harassment. Free writing until session ends. (All ages – age appropriate)

PERSONAL CARE/ GROOMING

Essential Questions: What is your daily morning and night routine?

Sequence of learning activities: Describe both your morning and night routine. Discuss some differences between your morning and night routine. After share out students will have time to add to their routines. Students will review a power PowerPoint presentation about grooming and personal hygiene. After lunch students will create a self-care Sunday routine and discuss the benefits of having good routines in place. Free writing until session ends. (All ages – age appropriate)

MANNERS

Essential Questions: Why is it important to have good manners?

Sequence of learning activities: Students will share out their response to the essential question. Students will then watch a video about good manners. Students will create a do/don't list in their notebook from the video key points. After lunch students may recess and free writing/coloring until session ends.

SOCIAL MEDIA ETIQUETTE

Essential Questions: What are the dos and don'ts of social media? Do jobs/parents/teachers check your social media?

Sequence of learning activities: Students will define etiquette in their own words. Exercise the Golden Rule - Treat others the way you want to be treated. Speak with and treat someone online as you would speak with and treat him/her face-to-face. 2. Remember everything you post is public; it doesn't matter whether or not you delete the post: if you've published it, it's traceable. Students will watch the following video and review the attached article. Students write down three questions they have about utilizing social media to their advantage. Free writing until session ends.

Resources: <https://www.youtube.com/watch?v=-tiUDjn7-as>
<https://futurestrongacademy.com/2018/08/08/social-media-etiquette-for-teens/>

(Ages 7 – 24)

TABLE ETIQUETTE

Essential Questions: How are you supposed to behave at a dinner table?

Sequence of learning activities: Students will review the table etiquette handout and identify three things that they notice about the handout. After reviewing the handout students will watch a video on table etiquette. Student will also gain practice setting a table and prepare for their luncheon. Key points to address include: how to order food, what to order (no smelly or messy food), tipping wait staff, paying, making reservations, and complaints. Free write until session ends. **Resources:** https://www.etiquettescholar.com/dining_etiquette/table_manners.html
<https://www.youtube.com/watch?v=SQvV4SNeH-U>

(Ages 3 – 24)

LUNCHEON

Essential Questions: How to eat with guest?

Sequence of learning activities: Students will have an opportunity to display their table manners during an afternoon luncheon. Food will be donated from a local shop. Following the luncheon students will help clean up and share out what was the best part of the luncheon. Teachers will

need support with having the food delivered and set-up for the luncheon. Free writing until session ends. (Ages 13-24)

VOLUNTEER EXPERIENCE

Essential questions: Why is it important to volunteer in your community?

Sequence of learning activities: Students will share out why it is important to volunteer within their community. Volunteering is a great way for students to gain work experience that can impress jobs and college recruiters. Students will take notes on the benefits of volunteering. Students will also be given a list of local places within the community where they can seek to gain volunteer experience. Students will also have the opportunity to reflect on their experience cleaning up the beach and how their time contributed to society. Free writing until session ends. (Ages 12-18)

MONEY MANAGEMENT

Essential Questions: Why is it important to create a budget?

Sequence of learning activities: What kind of lifestyle do your students want? Students will complete a short questionnaire about the lifestyle they want and begin to think about to how does this impact their career plans? What kind of wages will they need? Following the discussion, student make a realistic budget for their self.

(Ages 7 - 24)

GROCERY SHOPPING AND HEALTHY CHOICES

Essential Questions: Why is it important to make healthy choices?

Sequence of learning activities: Challenge students to meal prep on a budget. Either ask families take students on a real trip to the grocery store or use an online service to make a hypothetical grocery list. Help students budget for and prepare their own lunches to last one week. At the end of the week, students assess how they used their money: Did they have enough food or too much? Was the food they purchased nutritious? This game helps students understand how financial habits support wellness as well as consider how food access and financial health are linked. Free writing until session ends.

BANKING DOCUMENTS

Essential Questions: What documents do you need to get a job?

Sequence of learning activities: Remind students to bring a white tee shirt for the tie dye activity. Students will review documents including: Identification card, working papers, W-2 form, Bank Account, Social Security Card. Students will discuss the importance of each of these documents. Following lunch students will be introduced to their show, tell and talent assignment. Each student is expected to either showcase a talent, tell a juicy story and or present a personal item from their home. Free writing until session ends. (Ages 14-24)

SHORT TERM/ LONG TERM GOALS

Essential Questions: Why is it important to set goals?

Sequence of learning activities: Students will review the definition of a goal and create a list of their short term and long term goals. Students will compare and contrast the difference between short-term and long term goals. A short term goal is achieved quickly (finish term paper, wash dishes, mail Christmas cards by Friday, etc.). They help you achieve your long term goals. Long term goals will take months, years, and all your life. For example: graduate from college, become a pilot, lose ___ pounds, etc. Using magazines and a small poster board; students will then create

a vision board. Once everyone is complete the group will have time to present their boards. Free write until 4:00pm Resources: poster boards, magazines, glue sticks, tape <https://www.louisebartlett.com/new-blog/2018/2/1/a-beginners-guide-to-creating-the-perfectvision-board>

TIE DYE DAY

Essential Questions: What hobbies interest you the most and why?

Sequence of learning activities: Students will answer the essential question. Students will share out some of their favorite current hobbies and brainstorm what other hobbies they would be interested in the future. Students take out their white shirts for tie die activity. Free write until 4:00pm. Students tee shirts will need to be washed and folded for the celebration activity. Students will have an opportunity at the BBQ to sign and decorate each other's shirts with sharpies. Free writing until session ends. (All ages)

Resources: <https://www.instructables.com/id/How-to-tie-dye-an-old-white-shirt-or-a-new-shirt/>

INTERPERSONAL RELATIONSHIPS

Essential Questions: What is a healthy relationship?

Sequences of learning activities: Students will create a mind map about all their relationships and why they are important to them. Students should also define in their own words what they think is a healthy relationship consist of. The drive discussion students will anonymously write a question they have about relations to be shared out for discussion. Following break one students should create a list of questions for the guest speaker. After lunch, a guest speaker presentation will be delivered regarding safe sexual practices and consent. Free write until 4:00pm. Resources: <https://www.thehotline.org/2013/02/28/teaching-teens-about-healthy-relationships/>

SHOW, TELL AND TALENT

Essential Questions: What is you hidden talent? Why is it hidden? How can you profit from your talent?

Sequence of learning activities: Students will begin with answering the essential questions. The teacher should encourage students expand on how they can profit from their hidden talent. In their notebooks, students will write a 1-2 paragraph statement about how they could potentially profit off of their talent. Students will be called upon to share out their talent profit plan. Following lunch, the teacher must address audience behavior/expectations as we transition into the presentations. Students will have an opportunity to either bring something from their home, tell a juicy story and/or showcase their talent. Each person will present for five minutes. Return students journals for final free write and program reflection. Students will complete a short summary about their experience in the program.

ECONOMICS & FINANCE

Essential Questions: What is a good and what is a service?

Sequence of learning activities: Students will understand that an economy is a system for allocating resources to meet people's needs and wants. It determines how goods and services are made and exchanged. The economy is supported through the exchange of goods and services. Students should understand and practice good habits of buying and spending. Absorbent habits of self-indulgence may be a constant drain on finances. How we earn money is just as important as how money is spent. Budgeting and balancing accounts is essential to understanding how this process works. Students should learn the importance of a bank account

and the types of and how each is used (i.e. money market, checking, savings, Roth IRAs etc. spending habits. Students should also identify good economic choices at home and how these choices impact money management as they get older.

TIME MANAGEMENT

Essential Questions: How do I spend my time? What are some of the ways that I can perfect better use of daily time? How do I incorporate waking early, establishing routines, taking frequent breaks, emotional care and boundaries for practical use and daily living?

Sequence of learning activities: Students will understand that success or failure has much to do with an individual's use of his or her time. Many may have been successful had they made good use of their time. Time management is necessary to establish best practice concerning boundaries, economics, and emotional care. Organization of one's day, waking early, establishing routines, having a prepared plan, taking frequent breaks are all vital resources that aid in successful time management. Each component supports individual growth, balance, and structure. Spending large amounts of time on social media, excessive cell phone use, or at play may detract from time that best could be employed in supporting other activities. By persistently employing correct time management strategies individuals establish a precedence, forming habits best suited for socio-emotional, physical, and, mental growth.

TALENT IDENTIFICATION

Essential Questions: How do I discover my talent with through each of the following components: education, discipline, and skills development? If I discover multiple talents and gifts, how do I manage each effectively?

Sequence of learning activities: Students will be able to understand that each individual is gifted with talents and unique abilities that aid in the development of their growth and service to humanity. Many who have been given special talents have yet to uncover what they are. From the most gifted to the lowest and most obscure, each ability should be employed in the service of humanity.

DIET & NUTRITION

Essential Questions: How do I understand foods that are right for my body? How do I narrow down specific foods based on my chosen occupation, climate, and season? What are some practical ways to incorporate a new diet into my present lifestyle? How do I use social media platforms as a tool to support changes in my diet?

Sequence of learning activities: Our bodies are made up of the foods we eat as tissues are broken down in the body. Every organ requires its own share of nutrition. The brain, the heart, the liver, every bone, muscle, nerve endings each demand their share of nutrients. Students must understand that the importance of our selection of food is vital to supply the elements needed for the buildup of our bodies. By eating the right foods our body needs, we aid in the building up of our organs that help sustain our lives. Each body is different; a unique makeup crafted and specially designed. In order to know what the best foods are for our bodies; it is important to study how each food adds or subtracts from our individual body makeup. Not all foods that are healthy or considered wholesome are equally suited to the needs of our bodies under all circumstances. As we begin the process of selecting healthy foods for our individual body, it is important to factor in the season, climate in which we live, and the type of occupation we will choose to follow.