

Culture and Procedures

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Are You a Roads to Success Expert? (5 minutes)
- III. Procedures (10 minutes)
- IV. Mapping Our Year! (15 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Are You a Roads to Success Expert?
- Student Handbook page 2, Roads to Success Overview
- Student Handbook page 3, Procedures
- Student Handbook pages 4–5, Roads to Success in the Eighth Grade

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Name Tent Directions
- Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key
- Facilitator Resource 4, Roads to Success in the Eighth Grade (Answer Key)

- Colored 4" x 6" index cards (for name tents)

- Family intro letters (one class set, see **Roads to Success Program Manual**)

OBJECTIVES

During this lesson, student(s) will:

- Recognize the purpose of participation in Roads to Success.
- Understand how their performance will be evaluated.
- Practice the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, turning in and returning work, and taking attendance.

OVERVIEW

In this lesson, students will review Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete an outline to pique their interest in some of the topics that will be covered during the year.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 3, Procedures.**
 - **Student Handbook page 4–5, Roads to Success in the Eighth Grade**
- Before classes begin, establish procedures for storing handbooks, entering and exiting the classroom, turning in and returning work, and taking attendance so that you are prepared to provide students with answers to each of the statements.
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success family intro letters. It will work best to distribute these at the end of class.

BACKGROUND INFORMATION

“Why am I here?” and “What is expected of me?” Over the course of this lesson, and the one that follows, students should be able to answer this question for themselves.

In combination, the first two lessons should pique student interest in the program; establish basic expectations, rules, and procedures; and create opportunities for facilitators and students to learn something about each other.

VOCABULARY

Portfolio: A record of accomplishments and achievements, including samples of best work. In Roads to Success, career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board or chart paper or an overhead. Pick the spot that will be the easiest for you to implement). It will be in this spot every class. You will need to write your answers on a _____. (This could be an index card, blank sheet of paper, or student handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) Each class you will have ____ (probably around three) minutes to complete this assignment. I will be collecting it every class. (If you decide to do that.) Are there any questions?”

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. What is the purpose of Roads to Success?
2. How do you think this year in Roads to Success will be different from what you did in seventh grade?

[After the students have finished, they can create their name tents and discuss their answers from the DO NOW.]

In **Activity III, Procedures**, If you think your students will remember the procedures listed on **Student Handbook page 3, Procedures** you may allow your students to just listen while you write the answers down on the overhead projector.

In **Activity IV, Mapping Our Year!**, if you think your students will struggle to match the topics to their correct units, you may complete this activity as a whole class. One facilitator made this activity into a game show where students came to the front of class to correctly match a topic to its unit. If they had difficulty, they were able to ask for help from a classmate (“phone a friend.”)

In **Activity IV, Mapping Our Year!**, if you think your students will need a more hands-on component, you can cut the topics listed in **Facilitator Resource 4, Roads to Success in Eighth Grade (Answer Key)** into strips and place them in a plastic bag. Include only the strips with bold-faced type in the bags. Make one set for every pair of students.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [Meet the students at the door and give each student a 4 X 6-inch index card. Place the instructions for the name tents on the overhead or write them on a large piece of chart paper (see **Facilitator Resource 2, Name Tent Directions**). While students are writing on their cards, you will need to pass out the binders.]
2. [Introduce yourself, give the name of the course and tell them when and how often the class meets. Since these students have already been in the program for a year, ask the students to predict what they think they will be learning this year.

Display the following questions on the board, overhead, or chart paper:

- What is the purpose of Roads to Success?
- How do you think this year in Roads to Success will be different from what you did in seventh grade?

II. Are You a Roads to Success Expert? (5 minutes)

1. **SAY SOMETHING LIKE:** Most of you have already completed one year with Roads to Success, which means that you are already familiar with the program. To see if you are a Roads to Success expert, I'm going to give you a short true/false quiz. You will not receive a grade for this, so don't worry if you don't know all of the answers. This quiz will ask you questions about our mission, how you will be graded, how to use the Portfolio and the rewards you will receive. You will have three minutes to complete it. Are there any questions? [Allow students to respond.] Please turn to **Student Handbook page 1, Are You a Roads to Success Expert?** You may begin.
2. [After three minutes have passed, have students take **Student Handbook page 1, Are You a Roads to Success Expert?** out of their binder/notebook, and then ask them to turn to **Student Handbook page 2, Roads to Success Overview**. Go over the answers as a whole group, having a different student answer each question. If the student gets the wrong answer, read the section aloud from **Student Handbook page 2, Roads to Success Overview** to identify the correct answer. (See **Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key.**)

III. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** We only have one day a week together. If we're going to accomplish our goals, we have to be completely organized, just like a well-run business. Let's talk about three ways to make this happen.
2. [Have students turn to **Student Handbook page 3, Procedures**. Go over each procedure, instructing the students to complete each statement with you as you write them on the overhead. (See **Implementation Options** for suggestions.)]
3. [To practice these procedures, demonstrate an incorrect behavior for each procedure and have the students observe your behavior. Then call on students to explain how accurately (or inaccurately) you completed the tasks. Ask for volunteers who can model each procedure correctly.]

IV. Mapping Our Year (15 minutes)

1. [Assign pairs. Display **Student Handbook page 4, Roads to Success in the Eighth Grade** on an overhead or recreate it on chart paper. Instruct students to turn to **Student Handbook page 4, Roads to Success in the Eighth Grade**.]
2. **SAY SOMETHING LIKE:** Last year in seventh grade, you learned about different forms of note taking. One of those forms was outlining. Who can describe the outlining form of note taking? Where does the main idea go? Where do the details go? The purpose of this outline is to show you how Roads to Success material is organized and what you will be learning this year.

Each of the numbered items is a main idea, the name of a Roads to Success unit. Who can tell me the name of a unit you will be studying in Roads to Success this year?
[Students respond.]

[Display **Student Handbook page 5** on the overhead projector and instruct students to turn to this page in their handbook.]

On this page you will see a list of topics you will be studying this year in Roads to Success. How many topics are listed here? (14; two topics per unit) These are some of the details of what we'll be studying this year. You and your partner need to work together to match two details to every main idea. Once you have made your decision, write the bolded words from that strip onto the line under the unit name. You need to match at least eight different topics. If you match eight topics before the time is up, go ahead and match the remaining topics. Let's practice one together.

[Write the following topic on chart paper, a white board or an overhead:

“Voice Mail Message: How to leave a businesslike voice mail message.” Have a student read the topic aloud and decide as a class which unit it belongs in. Then have the students write **“Voice Mail Message”** on the first line under Communication and Networking. Model this on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. If students are still struggling, pick a different topic and walk them through one more example.]

SAY SOMETHING LIKE: You will have eight minutes to work on this activity. Then we'll come back as a whole class to discuss our answers. I'll be calling on different pairs to share their work, so everyone should be ready to participate!

3. [After 10 minutes bring the group back together and call on different pairs to match the remaining topics. Write the answers on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. Instruct the students to correct their answers and fill in any missing information.]

V. Wrap Up (10 minutes)

1. Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute photo release forms and parent letters. Ask for two volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course.
2. Tell them that next week we will be learning about and practicing some of the behaviors necessary for the success in the workplace and the Roads to Success program.

DO NOW

Introduction 1: Culture and Procedures

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. What is the purpose of Roads to Success?

2. How do you think this year in Roads to Success will be different from what you did in seventh grade?

NAME TENT DIRECTIONS:

You will have TWO minutes to complete the tasks below.

- Fold the card you were given at the door in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/activity**.
- Then place your card on your desk with the name side facing away from you.

Are You a Roads to Success Expert? (Answer Key)

Directions: Below you will find five statements about the program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

1. FALSE In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.

Answer found in the Section titled “Your Mission”

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. Roads to Success is about figuring out what you want from life, and how to get it.

2. TRUE Your portfolio is a record of your personal accomplishments and work in Roads to Success.

Answer found in Section titled “Your Portfolio”

3. TRUE Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.

Answer found in Section titled “Your Portfolio”

4. FALSE You can pass Roads to Success as long as you’re present for most classes. Class assignments don’t count towards your grade.

Answer found in Section titled “Your Grade”

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.

5. TRUE By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you’ll love.

Answer may be inferred from Section titled “Your Mission”

Roads to Success in the Eighth Grade (Answer Key)

Introduction

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

Class Goals: Reviewing the goals for Roads to Success.

High School Planning

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Communication and Networking

Voice Mail Message: Leaving a businesslike message on the phone.

Shaking Hands: Giving an effective handshake during an interview.

Money Matters

Saving Money: Creating a plan to save enough money to make a big purchase.

Tracking Your Spending: Keeping track of your weekly spending.

Careers

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

Education Requirements: Finding out the level of education needed for different jobs.

Education After High School

School Selector: Finding colleges that meet your needs.

A College Tour: Taking a look at the personality of a school in your home state.

Community Makeover

Action Plan: Creating a step-by-step plan to carry out a community project.

Project Costs: Creating a detailed materials list to figure out what a community project will cost.

Are You a Roads to Success Expert?

Directions: Below you will find five statements about the Roads to Success program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

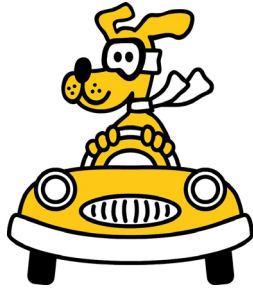
1. _____
In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.

2. _____
Your portfolio is a record of your personal accomplishments and work in Roads to Success.

3. _____
Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.

4. _____
You can pass Roads to Success as long as you're present for most classes. Class assignments don't count towards your grade.

5. _____
By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you'll love.



Roads to Success Overview

Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.

- Abide by Roads to Success procedures and rules.

Your Portfolio

The portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed portfolio is yours to take with you when you graduate from high school.

PROCEDURES

I. ENTERING THE CLASSROOM

- I will enter my Roads to Success classroom and... _____

- _____ will take the attendance

II. BINDERS

- My Roads to Success binder will be stored _____
- I will get my binder by... _____

- My binder will be put back in its place by... _____

III. TURNING IN and RETURNING WORK

- Where and how do I turn in work? _____

- Work will be returned to me.... _____

IV. EXITING THE CLASSROOM

- When it is time to leave my Roads to Success class, I will exit the classroom... _____

Roads to Success in the Eighth Grade

1. Introduction

- _____
- _____

2. Setting Goals

- _____
- _____

3. Careers

- _____
- _____

4. Communication and Networking

- _____
- _____

5. Community Makeover

- _____
- _____

6. Education After High School

- _____
- _____

7. Money Matters

- _____
- _____

Roads to Success in the Eighth Grade

Topics Covered

Saving Money: Creating a plan to save enough money to make a big purchase.

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

School Selector: Finding colleges that meet your needs.

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

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