

Florida Trend's

2016-17

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CLASSROOM ACTIVITY GUIDE

www.FloridaNEXT.com

**IDEAS FOR TEACHERS AND
GUIDANCE COUNSELORS**



**INCLUDES RELATED FLORIDA STANDARDS
ASSESSMENTS AS APPLICABLE**

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In this activity students will brainstorm and discuss strategies for making the most of their high school years.

HIGH SCHOOL: ACTIVITY 1

TAKING CHARGE

Ask students to read and consider the particular circumstances and challenges faced by the four students in the article. Then ask students to consider — and share if they are willing — their own challenges. Are they similar? How are they different?

Discuss different ways students can set themselves up for success and then brainstorm specific action steps for the four principles listed below. Record their responses on the board.

1. *Get (and Stay) Organized*
 Examples may include using a planner or mobile calendar app, setting up a notebook for each class, dedicating a particular space for studying and materials at home.
2. *Develop Good Study Habits and Time Management Skills*
 Examples may include reviewing class notes daily, staying on top of deadlines and not over scheduling, creating a plan to complete long-term assignments in smaller chunks.
3. *Maintain Healthy Habits and Friendships*
 Examples may include making smart choices about diet and exercise and honestly reflecting on whether your friends are positive influences.
4. *Ask for Help When You Need It*
 Examples may include taking advantage of tutoring or learning lab resources, organizing group study sessions, emailing or setting up time to meet with teachers and counselors.

Ask students to choose one or two ideas to implement for themselves. After a couple of weeks, follow up and ask them to reflect on what helped (and what did not).

To follow reading and discussion of *What Does Taking Charge Mean to You?* on page 10.



Florida Standards Assessment

- SP.PK12.US.8.11b
 Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.

Materials/Preparation

- Chart paper/board
- Paper and pen or pencil

In this activity students will brainstorm and implement techniques to help reduce the stress of tests.

HIGH SCHOOL: ACTIVITY 2

TEST DE-STRESS

1. Ask students to consider the following three methods for easing test anxiety: *Preparation, Planning and Peace*, then brainstorm strategies for each. Record their responses on the board.
 - **Preparation** examples may include trying new notetaking skills, reviewing class notes daily, using online tools such as www.quizlet.com and attending review sessions or test-prep classes.
 - **Planning** examples may include recording test dates on a calendar, blocking off study time in a planner, organizing group study sessions and registering for the SAT or ACT well in advance.
 - **Peace** examples may include getting plenty of rest, using relaxation techniques prior to a test, eating a healthy breakfast and allowing extra time to arrive early for the test.

2. Ask students to choose one or two strategies to implement before an upcoming test. After a couple of weeks, follow up and ask them to reflect on what helped (and what did not).

Take it to the NEXT level:

Provide students with a list of SAT / ACT test preparation courses that are available in your area. Encourage students to consider enrolling in one of them to learn successful test-taking strategies and become more familiar with the tests.

To follow reading and discussion of **Get Your ACT or SAT Together** on page 15.



Florida Standards Assessment

- SP.PK12.DH.2.2
 Maintain a time management and organizational system for academic studies.

Materials/Preparation

- Chart paper/board

In this activity students will identify learning and study techniques that are suited to their preferred learning styles.

HIGH SCHOOL: ACTIVITY 3

STUDY SMART

1. After reading the article, ask students to consider any learning challenges they may have faced in different subjects such as science, language or mathematics. Are some easier or harder to grasp? Why might that be?
2. Discuss the four learning styles listed below and brainstorm other ways to tailor study techniques to make the most of their style.
 - **VISUAL:** You learn by seeing concepts depicted in some way. *Try sketching out diagrams, flowcharts or webs to organize new information.*
 - **AUDITORY:** You learn by hearing something spoken aloud. *Record yourself reading your notes aloud and play them back.*
 - **READING AND WRITING:** You prefer learning information in written form. *Re-copy key terms or dates and their descriptions onto flashcards, or use web-based tools such as quizlet.com to practice new vocabulary.*
 - **KINESTHETIC:** You learn by doing, moving and testing things out for yourself. *Role-play, recreate a lab or construct a basic model of what you are trying to learn.*
3. Divide students into groups according to their preferred study style. Ask each group to teach the class how to bake a cake from a boxed cake mix, using the strategies suited to their particular style. Give each group 5-10 minutes to prepare a presentation to share with the class.
4. Have students share their presentations with the class and allow time for discussion. In what ways were the “lessons” similar? How were they different? Ask students to think about how they can apply the techniques used in their presentations to their own studies.

Periodically repeat this activity with different topics so that students may be exposed to different ways of learning information.

To follow reading and discussion of **Same As You But Different** on page 22.



Florida Standards Assessment

- SP.PK12.VI.3.8
 Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.

Materials/Preparation

- Paper and pen or pencil
- Boxed cake mix

In this activity, students will research and compare various aspects of the higher education options they may be interested in pursuing.

COLLEGE: ACTIVITY 1

COMPARE THE OPTIONS

1. Open discussion by asking students to share some of the educational options they are considering after high school. If an out-of-state school is on their list, review the pros and cons in the article on page 24 to find out how other Florida students rate the out-of-state college experience.
2. Copy and distribute the “Comparing the Options” worksheet. Ask students to choose three or four schools and complete the chart with key information for each school. Refer students to the “Get Smart Guide” on page 52 in NEXT as a starting point for evaluating Florida schools; provide time for students to research individual school websites for more information.
3. Have students share their findings with the class. Ask the following questions:
 - Were you surprised by anything you learned?
 - Which factors are most important to you?
 - Were there any additional factors that weren’t listed on the chart that are important to you?

Take it to the NEXT level:

1. Have students contact each school they are considering and request more information, or even schedule a campus visit.
2. Invite former students who have gone on to various higher education institutions to come in and share their experiences.

To follow reading and discussion of *Out of State Out of Mind* on page 24.



Florida Standards Assessment

- SP.PK12.TP.5.3a
 Initiate and participate in conversations with adults and peers.

Materials/Preparation

- Copies of “Comparing the Options” worksheet
- Internet access for students

College Activity 1: Compare the Options Worksheet

| | SCHOOL #1 | SCHOOL #2 | SCHOOL #3 | SCHOOL #4 |
|---------------------------------------|-----------|-----------|-----------|-----------|
| Schools You Are Considering | | | | |
| Tuition | | | | |
| Degree Program or Certificate Offered | | | | |
| Length of Program | | | | |
| Enrollment | | | | |
| Average SAT/ACT Scores | | | | |
| Percentage of Applicants Accepted | | | | |
| Scholarship/Financial Aid Available | | | | |
| Campus Location | | | | |
| Distance from Home | | | | |
| On/Off-Campus Housing Costs | | | | |
| Travel or Commuting Costs | | | | |
| Near/On-Campus Employment | | | | |
| Academic Facilities | | | | |
| Extracurricular Activities | | | | |
| Athletics and intramurals | | | | |

In this activity students will create a college budget based on anticipated expenses, as well as explore scholarship, grant and loan opportunities that may be available to them.

COLLEGE: ACTIVITY 2

COLLEGE COSTS

1. Ask your class to brainstorm a list of as many college-related expenses as possible. Record their responses on the board. See the article on page 28 for real-life examples.
2. Next, ask students to brainstorm a list of potential income sources while they are in college. Record their responses on the board. Examples may include grants, scholarship money, student loans, money from parents/relatives, funds from college savings accounts and part-time job wages.
3. Ask your students to look at both lists and to consider the expenses and income sources that are likely to apply in their own individual cases. Students should consider whether they plan to live on campus, off campus or commute from home, as well as whether they may qualify for Bright Futures scholarships, Pell Grants, federal loans or any of the other scholarships mentioned in NEXT.
4. Provide students with time to utilize the Internet to complete the following tasks:
 - Create a personal college budget based on your particular plans or circumstances. In order to determine specific costs, visit the websites of the specific colleges or universities to which you are applying.
 - Research the specific requirements of the various scholarship and/or grant possibilities for which you think you may be eligible. Make a personal to-do list detailing what steps you must take to apply for or receive such aid. Based on your budget, will you have enough “income” to pay for all of your college expenses? If not, what could you do to bridge the gap? (*Apply for student loans, get a part-time job ...*)

To follow reading and discussion of *It Costs How Much?* on page 26.



Florida Standards Assessment

- SS.1.E.1.6
 Identify that people need to make choices because of scarce resources.

Materials/Preparation

- Whiteboard or chart paper
- Internet access for students

In this activity students will set goals for personal savings, explore ways in which they can save money, and learn about the power of compounding interest.

COLLEGE: ACTIVITY 3

FINANCIAL FREEDOM

1. Pose the following question to your students: What is something that you would like to have but that would require you to save up money in order to afford? Record responses on the board.
2. As a class, examine the list of responses and decide if the ability to afford each item is a short-term (new jeans, prom dress, video game) or long-term (car down payment, college tuition, apartment deposit) goal. Ask each student to write down at least one personal short-term and one long-term savings goal on their own paper.
3. Using their weekly spending habits as a reference, ask students to brainstorm ways in which they might save money by reducing their variable expenses.
4. Ask students to select one or more of the tips to put into practice themselves and to determine how much money they would save each week by employing that idea.
5. Introduce students to the idea of compounding interest: If you start with an initial balance (principal) in a savings account, allow it to earn interest, and keep the interest in the same account, you will soon be earning “interest on the interest” of all prior periods. In addition, if you regularly deposit more savings into that same account, you will earn additional interest on that as well. On the other hand, if you regularly withdraw interest as it is earned, you will only earn simple interest, that is, interest paid only on the original principal. Provide your students the opportunity to experiment with plugging in different values into a compounding interest calculator such as the one found at www.math.com/students/calculators/source/compound.htm. Explain to students that if they save consistently, and allow the interest to remain in the account, their money can grow over time to a considerably larger amount.

Take it to the NEXT level:

Have each student contact two or three banks or credit unions to find out their current rates for savings accounts. Ask them to also note any maintenance fees or penalties that may be assessed on the account. Have students report back to the class, compare their findings, and decide which bank offers the best option.

To follow reading and discussion of **Take Charge of Your Finances** on page 42.



page
42

Florida Standards Assessment

- SP.PK12.US.1.4a
 Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules and charts.

Materials/Preparation

- Board/chart paper
- Weekly spending records from Budgeting Basics activity, if available
- Internet access for students

This activity will help students collect data and explore possible areas of study in college.

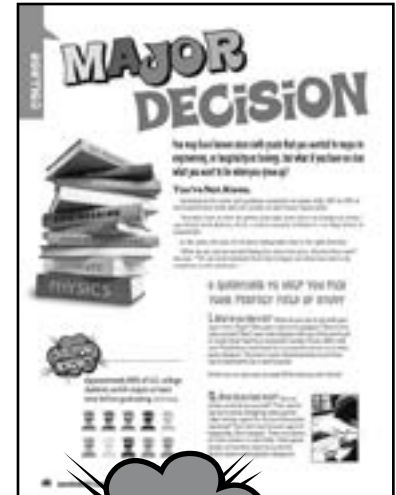
COLLEGE: ACTIVITY 4

MAJOR DECISION

On the board, write "Decided" and "Undecided," and ask how many students know what they want to major in, and how many don't know. Put total counts under each.

1. Ask students who know what they want to study to share how they came upon the decision. What people or experiences influenced them?
2. Have students research online ways to decide a major. The College Board and the Princeton Review are just two organizations that offer advice on their websites. Choosing a major is also the subject of many newspaper and magazine articles and blogs. Create a class list from their results.
3. Have students read the story on page 44. Discuss the problem with choosing a major too quickly or for the wrong reasons.
4. Ask students to record their own ratings of reasons for choosing a major on the chart below by marking an X in the box that corresponds with their opinions (3=Most Important, 2=Important 1=Least Important. Reproduce the chart on the board and place tally marks in the appropriate boxes to record the class ranking.

| | JOB PROSPECT | INTEREST | FAMILY INFLUENCE |
|-------------------------------------|--------------|----------|------------------|
| MOST IMPORTANT (3 points) | | | |
| IMPORTANT (2 points) | | | |
| LEAST IMPORTANT (1 point) | | | |
| TOTAL SCORE | | | |



Florida Standards Assessment

- G.K12.6.1
The student will identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.

Materials/Preparation

- Board/chart paper
- Notebook paper, pen or pencil
- Copies of chart for students
- Markers
- Internet access for students

In this activity students will develop their own list of topics and questions in preparation for visits to potential colleges.

COLLEGE: ACTIVITY 5

CAMPUS VISITS

1. Open discussion by asking students to name some factors in choosing a college. Examples may include:
 - Location of school (distance from home, large city or small town environment)
 - Size of school
 - Programs offered
 - Sports, organizations and activities offered
 - Housing options
2. Ask students to select two or three of the factors that are most important to them. For each factor, students should write questions they could ask or investigate during their campus visit.
3. Have students share their questions with the class. In doing so, also discuss the best way they could find the answers to their questions. Some possibilities include:
 - Ask an admissions officer
 - Take a campus tour/ask the tour guide
 - Schedule an appointment with a professor
 - Meet with a current student at the school (maybe someone from their same high school)
 - Attend a class or a school event during your visit
4. Finally, have students make a list of the schools they would like to visit and plan possible times to do so. It may be helpful to visit when classes are in session, but to avoid final exam times and the months of April and May, when admissions officers are extremely busy.

Take it to the NEXT level:

Invite a student who has already visited a college campus to share his or her experience and what was most helpful.

If students will be visiting several schools in a relatively short time frame, help them create a notebook they can take along with sections for each school to organize their questions, notes and any information they receive.

To follow reading and discussion of **College Visits** on page 47.



Materials/Preparation

- Paper and pen or pencil

In this activity students will identify potential careers which match their own interests and research in-demand jobs in Florida.

LIFE: ACTIVITY 1

CAREER CHOICES

1. Ask students to identify two or three careers or fields that interest them. The article on page 48 may help students pinpoint possible careers.
2. Provide adequate time for students to research the occupations they have chosen. They may use the Internet to address the following questions:
 - What are the educational requirements for this profession? Will any additional training be necessary?
 - What is the average yearly salary for this profession?
 - Who are some local employers in this field? Or, where would you have to live to work in this profession?
 - What is the typical lifestyle related to this job? (Average hours, overtime or travel requirements, physical demands, etc.)
 - What are some of the advantages and disadvantages of this profession?
3. Ask students to present the information they have gathered. Presentations may be as simple as sharing aloud, or may include some visual or multimedia element, such as PowerPoint slides.

To follow reading and discussion of **What's Your Fancy?** on page 48.



Florida Standards Assessment

- SP.PK12.DH.6.10
 Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.

Materials/Preparation

- Paper and pencil
- Internet access for students

In this activity students will develop possible interview questions, conduct mock interviews and provide feedback to one another as they prepare for the real job interview process.

LIFE: ACTIVITY 2

MASTERING THE JOB INTERVIEW

1. As a class, discuss the following questions about job interviews:
 - What is the main purpose of a job interview?
 - What is the employer or interviewer looking for in an applicant?
 - What types of questions may be asked?
 - What are some do's and don'ts for a job applicant during the interview?
 - What can you do to prepare for an interview?
2. Pair up students and have each pair decide which partner will be the interviewer and which one will be the job applicant. If time permits, have both students prepare for both roles. Assign each pair specific job interview scenarios. Some examples might include:
 - Retail store manager interviewing for a part-time clerk
 - Daycare center director interviewing for a child care worker
 - Sit-down restaurant manager interviewing for a host/hostess
 - Fast-food restaurant manager interviewing for a food preparer
 - Movie theater manager interviewing for a concession employee
3. Provide students time to prepare for their roles. Interviewers should generate a list of questions to ask the applicants. Applicants should try to anticipate the questions and be prepared to respond. They may also wish to prepare a brief resume to provide during the job interview.
4. Have each pair conduct their interview in front of the class. After they have presented, ask for feedback from the rest of the class and discuss the positive and negative aspects of the interview.

Take it to the NEXT level:

Discuss proper interview attire and hygiene. Have a "fashion show" where students come dressed in interview-appropriate outfits.

To follow reading and discussion of **TAke Charge of That Job Interview** on page 49.



Florida Standards Assessment

- LAFS.1112.RH.3.9
 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Materials/Preparation

- Adequate classroom space to conduct mock interviews
- Paper and pen or pencil

In this activity students will view sample resumes, create their own resume, review each others' resumes and provide useful feedback to one another.

LIFE: ACTIVITY 3

CAREER EXPERIENCE NEEDED

1. As a class, discuss the following questions:
 - What is a resume, and when would you need one?
 - Which of the job options presented in the article on page 52 would require a resume?
2. Provide students time to locate sample resumes for high school students online, or if you have previously found some, distribute them to the class. Possible websites to find resume samples: www.aie.org and www.jobsearch.about.com
3. Ask students to review sample resumes and to note which format would be most appropriate to use for their own circumstances.
4. Assign students the task of creating their own resume using one of the sample formats found online or a word processing program template. This may require more than one class period or completion at home.
5. Once students have completed their resumes, have them get into groups of four to five students and arrange their desks in a circle. They should each pass their resume along with a blank sheet of paper to the person on their left, who will read the resume and record feedback on the blank page. Allow a few minutes for the first round, then have students pass their resumes to the left again. Repeat the process until each resume returns to its original owner, who can review the feedback and use it to improve his or her resume.

Take it to the NEXT level:

Invite managers of local companies or businesses who are responsible for hiring to critique student resumes and offer other advice about the job search process.

To follow reading and discussion of **Take Charge of That Job Interview** on page 52.



Materials/Preparation

- Internet access print-outs of sample resumes found online

In this activity students will identify ways they can establish healthy patterns in sleep, diet and exercise.

LIFE: ACTIVITY 4

HEALTHY HABITS FOR LIFE

1. Open discussion by asking students to respond to the following questions on their own paper::
 - How many hours of sleep did you get last night?
 - List everything you ate yesterday.
 - How much time have you spent exercising or participating in a physical activity over the past week?
2. Ask students to compare their responses with the suggestions and tips provided in the article. How do they rate? Which areas are the hardest to maintain healthy habits? Why?
3. Ask students to think about any improvements or benefits they would experience by adapting to healthier habits. Provide time for students to share their thoughts, either with a partner, a group or the whole class.
4. Have each student choose at least one area (sleep, diet or exercise), and to develop an action plan for making healthier choices over the next week. Students should keep a daily log of what they are doing differently, and any changes they notice.
5. After a week has passed, have students share their experiences with the class. What were the challenges and benefits of the adjustments they made? Discuss how making permanent lifestyle changes can be helpful for years to come.

Take it to the NEXT level:

Have a student or group of students research the USDA's dietary guidelines (www.choosemyplate.gov) and present their findings to the class.

Encourage a group of students to create a new after-school club based on a fun physical activity (yoga, surfing, kayaking, etc.)

To follow reading and discussion of *Take Charge of Your Health* on page 58.



Florida Standards Assessment

- HE.912.B.4.1
 Evaluate personal health practices and overall health status to include all dimensions of health.

Materials/Preparation

- Paper and pencil