



it's up 2 u
r u game?

Teacher-Directed Lessons

Pathways to Success in Santa Clarita, California

Pathway 2 Careers

Teacher Directed Lesson #1

Pathways is a program of academic and technical study centered on 15 California industries. High school students choose and pursue a Pathway over multiple years and can graduate prepared for the full range of post-secondary educational options. Because Pathways is the new model for California high schools, students entering into high school need to learn about Pathways so they are prepared to make some initial decisions about their future.*

In this new booklet, *It's Up 2U*, students are introduced to Pathways and complete a number of activities to help them better understand the “what” and “why” of Pathways. It is important to remember that this is probably their first connection to the Pathway's process, and they will need lots of discussion and activities around the educational opportunities and choices they make in high school.

Because the freshman year of high school has been documented as the pivotal time for students,** it is critical to help middle school students make a successful transition by giving them the support and tools they need to succeed. These 5 teacher-directed activities and the *It's Up 2 U* booklet are a great beginning. We know that with your creativity, knowledge, and experience, you and your team will create the best environment to get your students on a pathway to success.

Try this:

This activity is best following the Picture Pathways, *Make a Match* activity.

- ✓ **Discuss** the different Pathways and pictures on pages 4-5 in *It's Up 2 U*.
- ✓ **Divide** students into groups of 3-5 to complete this follow-up activity.
- ✓ **Distribute** the “*Pathways 2 Careers*” activity sheet to each student.
- ✓ **Instruct** each group to work together to match the different job listings to the appropriate job title.
- ✓ **Review** as a class and share responses. As a class, add an additional job to each of the 15 Pathways.

Answer key: 1. H, 2. L, 3. O, 4. A, 5. N, 6. J, 7. C, 8. K, 9. E, 10. B, 11. M, 12. F, 13. D, 14. I, 15. G

Awesome Outcome:

Students will identify specific careers for each Pathway as well as some “real world” examples.

* [Why Pathways](#), The California Center for College and Career

** [A Personalized Plan for Life](#), Rebecca M. Dedmond

Pathways 2 Careers

Directions: Match each Pathway with the appropriate job titles.

Pathways	
1. Agriculture & Natural Resources	_____
2. Arts, Media, & Entertainment	_____
3. Building Trades & Construction	_____
4. Educ., Child Develop. & Family Services	_____
5. Energy & Utilities	_____
6. Engineering & Design	_____
7. Fashion & Interior Design	_____
8. Finance and Business	_____
9. Health Science and Medical Technology	_____
10. Hospitality, Tourism, & Recreation	_____
11. Information Technology	_____
12. Manufacturing & Product Development	_____
13. Marketing, Sales & Service	_____
14. Public Services	_____
15. Transportation	_____

Job Titles
A. elementary teacher, counselor, early childhood educator, nanny
B. chef, dietician, flight attendant, hotel manager
C. decorator, costume designer, pattern maker, tailor
D. real estate broker, appraiser, public relations manager, marketing director
E. dental hygienist, pharmacy technician, respiratory therapist, doctor
F. CNC operator, machinist, welder, plant manager
G. truck driver, rail car repairer, air traffic controller, commercial pilot
H. tree surgeon, veterinarian, biochemist, fish and game officer
I. forensic science technician, fire investigator, correctional officer, police officer
J. engineer technician, chemical engineer, drafter, telecommunications line installer
K. accountant, bank teller, entrepreneur, paralegal
L. graphic designer, band director, cartoonist, music teacher
M. computer support specialist, network analyst, database administrator, computer programmer
N. utility technician, solar panel installer, water system technician, environmental engineer
O. carpenter, building inspector, plumber, surveyor

At My Best

Teacher Directed Lesson #2

When working with middle school students it is challenging to get them to respond to questions about themselves and what they do best. Most of your questions will probably be answered with blank looks or “I don’t know” responses. Yet studies show that the most successful people are those who build their lives around the things they do well.*

In this booklet, we call on students to write down what they like to do and what they do well. We know that this information is one of the first steps in helping them identify a Pathway 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. *Know thyself* is still great advice.

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. If you want to help your students find their best path, this activity is a good place to begin.

Try this:

This activity is best following the *Discover Pathways* section.

- ✓ **Write** this quote on the board:
Students who choose a Pathway that interests them are more successful, earn better grades, and enjoy school more.
- ✓ **Ask:** *Why do you think this is true?* List their responses.
- ✓ **Distribute** the “At My Best” activity and have students complete it.
- ✓ **Share** your responses to “At My Best” and ask volunteers to share theirs.
- ✓ **List** students’ ideas about how this information could help them find a Pathway.

Awesome Outcome:

Students identify and articulate when they are at their best—a critical first step in finding a Pathway or course of study that interests them.

* [Do Parents, Teachers Recognize Teens’ Strengths?](#), Gallup

At My 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 I think about the things I do best, the Pathways that might be best for me include:

“A” Student Tournament

Teacher Directed Lesson #3

One of the research studies in the behaviorist school looks at whether there is a single behavior that “A” students do that would distinguish them from “B” or “C” students. While your students will have all kinds of ideas on what it takes to be an “A” student, the study, which takes into account the IQ variable, shows that the only distinguishing feature is that “A students start early!” Encourage your students to develop some positive study behaviors that will help them earn good grades.

Try this:

This activity is best following *B an “A” Student*.

- ✓ **Ask** students to share some of their “top ten” reasons to get good grades.
- ✓ Have students **write down** on their own paper at least 8 behaviors of good students.
- ✓ **Divide** students into teams of 3-5 members.
- ✓ **Distribute** the “A” Student Tournament activity to each student and review the directions.
- ✓ **Discuss** why being a good student in high school is important and ask each person to name one thing he/she intends to DO to earn good grades.

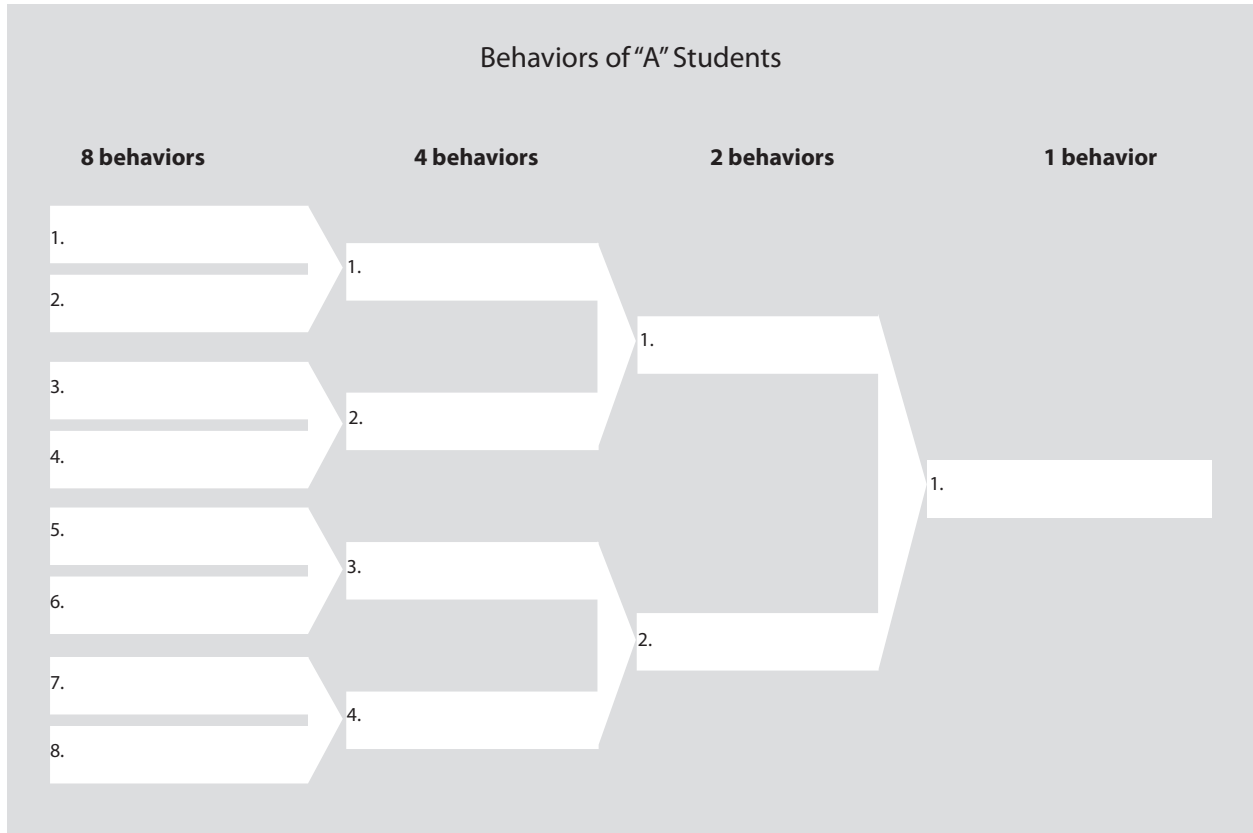
Awesome Outcome:

Students will have an opportunity to identify and discuss the behaviors of an “A” student and choose ways to modify their study behaviors to improve their GPA.

“A” Student Tournament

Directions: Using your personal lists as a guide, brainstorm with your group 8 behaviors of an “A” student. List these behaviors in the single elimination diagram.

Once your team has agreed on these 8 behaviors, together narrow the list to 4 behaviors. Then, together choose 2 and finally 1 behavior.



As you enter high school, you have a great opportunity to be a fabulous student. If you weren't the best student in middle school, now is your chance to start over and become the best student you can be.

List three things you will do to be a better student.

What Do U Want 2 Know?

Teacher Directed Lesson #4

While there are a number of meaningful ways of bridging the gap between middle school and high school, the more students can connect with high school students, teachers, coaches, counselors and administrators the better. Invite a couple of sophomores or juniors from the high school your students will be attending to talk to your class. Have your students create a list of questions they would like answered. Prepare the high school students with information about the questions students want answered, so they will be ready with the best information.

Try This:

This activity is best following the *Get Experience* section.

- ✓ **Tell** your students several high school students are going to visit your class. And you want them to prepare questions for these visitors.
- ✓ **Distribute** the “*What Do U Want 2 Know?*” activity and review the assignment.
- ✓ After they **complete** the activity, have students get in small groups and **share** their questions.
- ✓ Have each group **choose** their most important question to share with the class.
- ✓ **Compose** a list of questions for your guest/s.

Awesome Outcome:

Students will compose questions they need and want answered about high school.

What Do U Want 2 Know?

Directions: One of the best ways to learn about almost anything is to ask good questions. You and your classmates are going to have an opportunity to get some of your questions about high school answered by students who now attend the high school you will be going to in the fall.

You can use different kinds of questions to gather information.

- ✓ Close-ended questions are those that can be answered with one or two words and do not give you much information. *Do you like your high school? Should I join a school club?*
- ✓ Open-ended questions, on the other hand, are broad questions that will get students talking. *Why do you like about high school? What is the best school club for freshmen to join?*

Work with your team of 3-5 students and write 5 open-ended questions for your class' informational interview.

1. _____

2. _____

3. _____

4. _____

5. _____

Practice asking your questions to each other.

Pass the Problem

Teacher Directed Lesson #5

As your students finish up the activities in *It's Up 2 U*, they have had an opportunity to think about transitioning to high school and have learned some of the things that can help them be more successful. Now, after they have had this exposure, is a great time to discuss the concerns they still have about going into high school.

What's high school really like? Is there more work? More stress? Will it be difficult going from being one of the oldest middle school students to one of the youngest high schoolers? Most of your students will have questions and problems that concern them. However, they will probably be reluctant to ask

Try this:

This activity is a good culminating exercise.

- ✓ **Explain** that you are going to share with them an interesting problem solving technique, called "*Pass the Problem*." It is fun and if they listen and follow directions, they will get some great ideas.
- ✓ **Distribute** the "*Pass the Problem*" activity sheet to each student, and review the directions.
 - Have students put their names on the paper and give them a few minutes to write down a problem or concern they have about going to high school.
 - When students are finished writing their problem, call time, and have them pass their paper to the left.
 - Now students read the problem they received, write down a quick response, and when you call time, they pass the paper to the left. This happens two more times.
 - After three passes and three responses, the students return the papers to the original owners.
- ✓ **Give** students time to review the responses they received, and have them answer the two additional questions regarding this process.
- ✓ **Discuss** the outcomes and the value of asking others for help.

Awesome Outcome:

Students recognize the value of getting diverse ideas to help solve problems and learn an interesting problem solving tool to use in the future.

Pass the Problem

Directions: This is a group problem solving activity. In this activity, you will have an opportunity to get and give advice about a problem or concern you have about high school. When you are answering or suggesting ideas to a problem, you will not have much time so keep this in mind:

- Partial ideas or suggestions are great.
- Your first thoughts are usually your best.
- If you cannot think of a solution, write a few words of support or encouragement.

Your Name: _____

"The Problem"

Write down one problem or concern you have about going to high school. When your teacher calls time, pass your paper to the person on your left.

1. Read "The Problem" above and give your advice on how to solve it.

(When your teacher calls time, pass the paper to your left.)

2. Read "The Problem" above and give your advice on how to solve it.

(When your teacher calls time, pass the paper to your left.)

3. Read "The Problem" above and give your advice on how to solve it.

(When your teacher calls time, return the paper to the original writer.)

Read the suggestions and advice you got on how to solve your problem.

How did you feel about getting this advice?

How did you feel about giving advice?
