



it's up 2 u



ru game?



Teacher's Guide

Pathways to Success
Orange County, California

Building Pathway Connections

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 opportunity and choices they will face 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*.
- ✓ Then **divide** students into groups of 3-5 students to complete this follow-up activity.
- ✓ **Distribute** the “*Identify Pathways Connections*” activity sheet.
- ✓ **Instruct** each group to list 2 careers or job titles for each Pathway.
- ✓ Have groups make “real” world connections by **adding** a name of a person who has one of the jobs/careers identified. (These connections could be someone they know or someone they know of.)
- ✓ **Review** students’ responses and ask questions about Pathways to check their knowledge.

Awesome Outcome:

Students will be able to identify specific careers for each Pathway as well as a specific person who has that career.

* *Why Pathways*, The California Center for College and Career
CaCareerCafe.com, Resources and links in Pathways Section

** *A Personalized Plan for Life*, Rebecca M. Dedmond

Identify Pathway Connections

The Picture Pathways, *Make a Match* activity, introduced you to 15 Career Pathways. These Pathways represent 15 of the leading industries in California. In high school, you will get to choose a Pathway that interests you. You will take classes and participate in learning activities related to your Pathway.

Work with your team and together list 2 possible careers or jobs for each Pathway. Then identify someone you know or someone you know of that has a job in each Pathway.

Career Pathways	Name 2 Jobs/Careers in each Pathway	A Person Who Works in this Pathway
Agriculture & Natural Resources	1. Landscape Architect 2. Florist	Mrs. Wolford (my next-door neighbor)
Arts, Media, & Entertainment	1. 2.	
Building Trades & Construction	1. 2.	
Educ., Child Develop. & Family Services	1. 2.	
Energy & Utilities	1. 2.	
Engineering & Design	1. 2.	
Fashion & Interior Design	1. 2.	
Finance and Business	1. 2.	
Health Science and Medical Technology	1. 2.	
Hospitality, Tourism, & Recreation	1. 2.	
Information Technology	1. 2.	
Manufacturing & Product Development	1. 2.	
Marketing, Sales & Service	1. 2.	
Public Services	1. 2.	
Transportation	1. 2.	

Help Them Discover Their Unique Talents/Strengths

Teacher Directed Lesson #2:

When working with middle school students it is challenging to get students to respond to questions about their unique strengths and talents. 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 getting in touch with this information is one of the first steps in helping them identify their Pathways and possible career options. The more you can challenge them to articulate their unique talents and strengths, the better prepared they will be to make the educational and career choices that best suit them. *Know thyself* is still great advice.

Try this:

When reviewing *It’s Up 2 U*, this activity is best following the Discover Pathways section.

- ✓ Students who choose a Pathway that interests them are more successful, earn better grades, and enjoy school more. Why do you think this is true? **List** their responses.
- ✓ In your *It’s Up 2U* booklet, turn to pages, 12-13, Find Your Fit exercise. **Share** with the person sitting next to you a couple of things that you love to do.
- ✓ **Distribute** and have students **complete** *Define Your Rainbow*.
- ✓ **Share** some of **your responses** to *Define Your Rainbow* and ask **volunteers** to share theirs.
- ✓ **Ask** students which Pathways they think suit their skills, talents, and interests.

Awesome Outcome:

Students are able to identify and articulate some of their talents, strengths and interests — a critical first step in finding a Pathway or course of study that interests them.

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

Define Your Rainbow

In a few months, you will be entering into high school and the more you know about your unique skills and talents the more you will be able to identify the classes and activities that suit you best. Read the questions below. Then, write a short response to each one. Be prepared share at least a couple of the colors in your rainbow.

Orange

Orange is the motivation color.

What motivates you to succeed?

Yellow

Yellow is the creativity color.

What is the best idea you have ever had?

Blue

Blue is "the sky's the limit" color.

What would you do if you knew you could not fail?

Green

Green is the color of money.

What is the best thing you ever did with your money?

Purple

Purple is the color of passion.

What are three things you love to do?

Red

Red is the stop or turn off color.

What is one thing you want to stop doing before you begin high school?

Help them Become Better Students

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 as you address the question: *What makes an “A” student?*

Try this:

It’s Up 2 U, focuses on the importance of getting good grades and some things students can do to help them find academic success. Review the section *B an “A” Student*, making sure students completed their WIIFM list, page 15; what good students bring to class, page 17; and the secret to overcoming obstacles, page 19. Then, spend a few minutes on this activity.

- ✓ **Ask** students what makes an “A” student.
- ✓ **Brainstorm, list, and discuss** the characteristics of an “A” student.
- ✓ **Share** the research that found the most distinguishing characteristic of “A” students was that they started early.
- ✓ **Ask** students what it means to start early.
- ✓ **Compare** your ideas for starting early to your student’s ideas.
- ✓ **Distribute** the “A” Student Quiz for them to complete.
- ✓ **Review** students’ responses and ideas on how to become better students.

Awesome Outcome:

Students will try out good student behaviors and find success in high school.

Take an “A” Student Quiz

Listed below are 10 “A” Student Behaviors. Rate yourself on each one. Then decide which behaviors you are going to improve on to become a better student in high school.

Circle your answer about what you do now!

- | | | |
|--|-----|----|
| 1. I have an excellent attendance record. | Yes | No |
| 2. I keep an assignment notebook and enter all daily assignments. | Yes | No |
| 3. I keep a school calendar and write down dates of all big tests and assignments. | Yes | No |
| 4. I sit near the front of the class and participate. | Yes | No |
| 5. I turn my assignments in on time. | Yes | No |
| 6. When I don't do well on a test, I find out why. | Yes | No |
| 7. I explain information to other students if they don't understand it. | Yes | No |
| 8. I bring paper, pencil, notebook, and textbooks to class. | Yes | No |
| 9. I start big assignments ahead of time. | Yes | No |
| 10. I give myself plenty of time to study for tests. | Yes | No |

Give yourself 10 points for each **yes** answer. _____

What other behaviors do you think “A” students have?

How are you going to change or improve yourself to become a better high school student?

What kind of grades are you going to earn in high school?

Conduct a Class Informational Interview

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:

After students complete the Gather Experience section, pages 26-27, in their It's Up 2U booklet, try this activity. It will give them some practice writing and asking questions as they seek more information about how to get involved in high school activities.

- ✓ Explain that the best way to get information is to ask good questions. Tell them that smart people are the ones who know how to ask questions not the ones who think they have all the answers.
- ✓ Tell them you have invited several students from the high school to visit your class and answer any questions students have.
- ✓ Give students some background information about the student visitor/s.
- ✓ Distribute the informational interview activity sheet attached, review the assignment, and discuss the advantages of asking open-ended questions.
- ✓ After they complete the activity, have students share their open-ended questions, and from them, compose a list of questions for the class interview.
- ✓ Have students ask each other the questions they have composed to give them some practice.

Awesome Outcome:

Students will be able to write and ask open-ended questions to help them gather information they need about high school activities.

Ask Good Questions

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.

Create a Life Cube

Teacher Directed Lesson #5:

According to Frank Willson, neurologist and author of *The Hand*, there is a significant connection between our brains and our hands. In fact, Wilson contends that the hand built the brain as much as the brain built the hand. Furthermore, he believes that our hands help us solve problems and generate ideas.*

This activity will call on your students to use their hands as they review information about themselves and build their plans for the future.

Try this:

This is a great culminating activity for the *It's Up 2 U* booklet. Students will fill in information about themselves as they create and decorate their own life-cube. This activity will probably work best if you answer and make your life-cube ahead of time, so that students get some ideas of what to do.

- ✓ Explain that as the final activity for *It's Up 2 U*, they are going to design a life-cube with their information.
- ✓ Distribute the *My Life* activity.
- ✓ Demonstrate on the overhead as you fill in your information for your life-cube.
 1. About Me: Fill in name, high school graduation date, name of high school you will be attending.
 2. Who is...(words describing your strengths) artistic, fun, energetic, athletic.
 3. Who loves...(three things you love to do) draw, take pictures, record music.
 4. Who plans to...(what educational option suits you) four-year degree, internship, certificate.
 5. Who wants to learn about...(which Pathways interest you).
 6. Who would like to have a job as a (3 different jobs you might like) .
- ✓ Have students fill in their information. If you do not have art supplies needed, have students complete at home.
- ✓ Have students share their completed life-cubes and discuss what they have learned.

*Frank Wilson, *The Hand: How Its Use Shapes the Brain, Language, and Human Culture*.

My Life

