

# Lesson One Timeline — Overall lesson time: One hour



Activity	Summary	Detailed Info.	Rationale
<b>Introduction to Kids2Careers and the <i>My Path to Success</i> Student Handbook</b> (10 minutes)	Teachers will provide background information for Kids2Careers Curriculum, Student Success Steps, and the <i>My Path to Success</i> Student Handbook.	<b>Teacher's Edition:</b> page 22	<ul style="list-style-type: none"> <li>To provide students with the purpose of the course and the goals they will accomplish during their participation in the program.</li> </ul>
<b>Opening Journal</b> (5 minutes)	Students will complete a KWL chart identifying five things they already know and five things they would like to know.	<b>Teacher's Edition:</b> pages 23–28 <b>Student Handbook:</b> page 4	<ul style="list-style-type: none"> <li>To gauge student background knowledge and discover what they want to learn.</li> </ul>
<b>Different Ways to Continue Your Education After High School</b> (10 minutes)	Teachers will discuss different types of postsecondary programs and the degrees/certifications that they offer. Include the following terms: <ul style="list-style-type: none"> <li>• apprenticeship</li> <li>• technical school</li> <li>• community college</li> <li>• four-year college or university</li> <li>• certificate</li> <li>• associate degree</li> <li>• bachelor's degree</li> <li>• master's degree</li> <li>• doctoral degree</li> <li>• license</li> </ul>	<b>Teacher's Edition:</b> pages 25–28 <b>Student Handbook:</b> Students can follow along with the lesson on page 5	<ul style="list-style-type: none"> <li>To expand or enhance students' knowledge of the different options available for continuing their education.</li> <li>To set the context for exploring the educational path they need to take for their career.</li> </ul>
<b>What Degree Do You Need?</b> (15 minutes)	Teachers will lead students in a physical activity that allows them to learn more about the different degrees required to work in certain careers. ( <i>Modification: Q&amp;A or writing activity</i> )	<b>Teacher's Edition:</b> instructions, pages 29–30; sample room layout, page 37	<ul style="list-style-type: none"> <li>To help students make the connection between current education, continued education and career goals.</li> </ul>
<b>I'm Going to College!</b> (5 minutes)	Teachers will take pictures of the students throughout the lesson. Students will complete a worksheet about their college and career goals. Student pictures will be added to these pages and they will be hung around the room. ( <i>Modification: Essay; Photoshop students at favorite campus; Photo w/Diploma</i> )	<b>Teacher's Edition:</b> pages 31–32 <b>Student Handbook:</b> page 6	<ul style="list-style-type: none"> <li>To help students visualize themselves as college or technical program graduates and successful professionals.</li> <li>To serve as a reminder to students that their future includes postsecondary education.</li> </ul>
<b>Taking College to the Bank</b> (10 minutes)	Students will complete two graphs depicting the economic benefits of postsecondary education, then the teacher will lead the class in a group discussion about them.	<i>Please note that this is a customizable activity.</i> <b>Teacher's Edition:</b> pages 33–35 <b>Student Handbook:</b> pages 7–8	<ul style="list-style-type: none"> <li>To illustrate how postsecondary education impacts students' financial futures.</li> <li>To link education to the achievement of future career goals.</li> </ul>
<b>Closing Journal</b> (5 minutes)	Students will take 5 minutes to write in their Student Handbook.	<b>Teacher's Edition:</b> page 36 <b>Student Handbook:</b> page 9	<ul style="list-style-type: none"> <li>To get students to begin thinking about their future.</li> <li>To prepare students for the next lesson.</li> </ul>