



MIDDLE SCHOOL PROGRAM APPLICATION OF THE JAG MODEL



8TH GRADE NATIONAL CURRICULUM

OBJECTIVE:

Dreamwork

- Lifestyles
- Negotiations
- Career-Based Learning
- Leadership Development
- High School Transition



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Independent Living

Approximate Unit Length: 17 Days

1. Introduction to Independent Living (1 day)
 - a. Handout folders and syllabus
 - b. Take Pre-Test
2. Paychecks (2 days)
 - a. Net income
 - b. Gross income
 - c. Deductions
3. Timecards (1 day)
 - a. Fill out
 - b. How and why
4. Work Policies (1 day)
Best Guess Worksheet
 - a. Vacation and sick days
 - b. Pay rate
 - c. Overtime and pay increases
5. Banking (1 day)
 - a. Checking
 - b. Savings
6. Shelter (1 day)
 - a. Apartment abbreviations
7. Housing Resources (Classifieds) (1 day)
 - a. Search internet—Apartment locators for desired area
 - b. Searching classifieds
8. Rental Agreements (1 day)
 - a. Guest speaker
 - b. Rental agreement signed
9. Checkbooks (1 day)
 - a. Filling out check books
 - b. Filling out ledgers
10. Silent Auction (1 day)
11. Monthly Budgets (2 days)
Monthly budget worksheet
12. Team Activity (1 day)
 - a. Identifying apartment needs
13. Food Budget (2 days)
 - a. Research food needs and cost
14. Post-Test (1 day)

Lesson 1: Introduction to Independent Living

Purpose: Students will understand the overview of the unit while teacher reviews syllabus. All students will take the Pre-Test to the unit

Time Frame: 1 day

Materials: Pre-Test and pencils

Activity description:

1. Specialist will hand out the outline to all students.
2. Specialist will then distribute folders to all the students explaining the at all materials involved in this unit will go into the folder.
3. All students will take the Independent living Pre-Test.
4. Specialist will correct and report the scores back to their students during the next class.

Assessment: All of the students will participate in the taking the Pre-Test.

Learning Standard: N/A

Lesson 2: Paychecks

Purpose: Students will understand the terms of net income, gross income, state deductions, federal deductions, social security and benefits.

Timeframe: 2 days

Materials: Pens, paper, calculator

Activity Description:

1. Each student will assume that their employment is attending school making 8 dollars an hours as a pay rate.
2. Students will project their finances for one week's worth of income in terms of net and gross income as well as state and federal deductions (in accordance to that state's income tax rates)

Assessment: Students will be able to calculate their income to 100% accuracy. Students should record their calculations on a sheet of paper and insert it into their JAG Portfolios.

Learning Standards: CBL

Lesson 3: Timecards

Purpose: Students will understand the reasons why time cards are used. They will also understand how to correctly fill out the standard timecard. This will be an on going process throughout this unit.

Timeframe: 1 day

Materials: Pens, timecard samples

Activity Description:

1. Students will analyze and fill out actual time cards with step-by-step instructions from the Specialist.
2. Students should fill out the various sections of the time card and discuss the need for completion of each area.
3. All students should file their completed time card into their JAG Portfolio.

Assessment: Each student will fill out a time card to 100% accuracy, understanding the various sections and the importance of filling them out correctly, i.e.: signature, date, time in and time out, deductions and employee #.

Learning Standard: CBL 2

Lesson 4: Work Policies

Purpose: Students will understand the differences between vacation days, sick day, overtime and pay increase.

Timeframe: 1 day

Materials: Pens and best guess worksheet

Activity Description:

1. The specialist will hold a classroom discussion explaining how each student has a particular amount of sick days and vacation days available to them throughout this unit.
2. Specialists will explain the responsibilities of the employee concerning the use of sick and vacation days (calling in sick, and asking for vacation ahead of time).
3. Specialist will explain how to earn overtime and how to increase their current hourly pay rate (See corresponding “best guess” hand out). Students will calculate the amount of money that is lost when not working for 5 days due to sickness

Assessment: All students will fill out the “best guess” sheet and will calculate a projected overtime pay increase.

Standards: LS 1

Best Guess Worksheet

Directions: Students will take their “best guess” when answering the following question regarding the different job benefit questions.

Name: _____ Date: _____

Job Benefit Category	Best Guess	Actual Answer
How many days for vacation	_____	_____
How many days for being sick	_____	_____
How many days for personal issues	_____	_____
How many days for bereavement	_____	_____
How many hours in a pay period	_____	_____
Overtime wage for \$8 per hour	_____	_____

Part 2

Calculate the amount of money a person would lose for being out sick for 5 straight days. The sick person is currently being paid \$7.25 per hour and the work day lasts for 8 hours per day

Total # of hours for 5 days of work _____ hours

Total # of dollars earned for one day of work _____ dollars

Total # of dollars earned in five days of work _____ dollars

Lesson 5: Banking

Purpose: Students will understand the procedure of banking (how to process your pay check)

Timeframe: 1 day

Materials: Pens, Bank Account sign-up forms (mock), local bank representative

Activity Description:

1. Guest speaker from a local bank will come into the classroom for discussion on banking.
2. Each student will establish a mock savings and checking account.
3. Students will order mock checkbooks for future use in this unit.
4. Students will maintain a mock bank ledger for the duration of this unit.
5. Students will need to fill out checks for the payment of their utilities and housing, throughout the duration of this unit.

Assessment: Students will fill out mock checks at 100% accuracy. Students will log check into checking ledger at 100% accuracy

Learning Standards: LS 3

Lesson 6: Shelter

Purpose: Students will understand how to access housing resources and will understand the basic financial needs involved with renting an apartment.

Timeframe: 1 day

Materials: Pens, paper, sample of apartment advertisements

Activity Description:

1. Students will also participate in a group activity that will challenge their abilities to decipher apartment advertisement abbreviations.
2. Students will work in small groups to collaboratively decipher abbreviation found in the housing classifieds.
3. Students will create lists of the found abbreviations and the definitions of those abbreviations.
4. The groups will meet together to identify the actual meaning of all the abbreviations found in the classifieds.

Assessment: Students will identify apartment abbreviations with 80% accuracy.

Learning Standards: LS5 & LS2

Lesson 7: Housing Resources (Classifieds)

Purpose: Students will understand all the factors that need to be taken into consideration prior to obtaining an apartment. Students will be able to access resources they may need in order to search for an apartment.

Timeframe: 1 day

Materials: Computer access for all students, search for apartment locators in area

Activity Description:

1. Students will be able to access the housing classifieds found within the local apartment listings to decide on an apartment that they can responsibly afford.
2. Students will work collaboratively to apartment hunt together in order to obtain housing within their financial means.
3. Specialist will facilitate a discussion focusing on the importance of finding housing within each student's financial means due to other expenses that occur while living independently.

Assessment: Students will select an apartment based on location and cost. Students will also establish roommate situation if they need to. All students will print out or cut out selected apartment advertisement and put it into their portfolios.

Learning Standards: LS5 & LS2

Lesson 8: Rental Agreements

Purpose: Students will understand the need and theory behind rental agreements as well as the terms, lessee, lessor, security deposit, etc.

Timeframe: 1 day

Materials: Pens, rental agreement sample, a local real-estate agent

Methodology:

1. Students will discuss with a guest speaker (housing official, landlord, etc) the process of filling out a rental agreement.
2. Specialist will facilitate a mock rental agreement situation with each student.

Assessment: Students will fill out a mock rental agreement based on their selected apartment to 100% accuracy (see mock rental agreement sheet)

Learning Standard: LS1

Housing Contract

I _____ fully understand the following Contract.

A monthly rent of \$_____.

There will be _____ occupant/s in this apartment.

Any more than _____ warning(s) will result in eviction.

There are no pets allowed, unless a pet deposit of \$100.00 is paid to the owner prior to animal admittance.

There will be no lease, but 30 day's notice is required prior to moving out.

All problems occurring during residency will be reported within 48 hours and the owner will have the problem rectified within a month's time.

Any significant damages caused to the property by the inhabitant will be their responsibility.

Owner: _____ Date: _____

Inhabitant: _____ Date: _____

Lesson 9: Checkbooks

Purpose: Students will understand the proper uses of a checks and ledgers.

Timeframe: 2 days

Materials: Pens, sample checks, sample check ledgers

Methodology:

1. Students will receive their ordered checkbooks and will use checks to pay initial apartment costs (first month's rent and security deposit).
2. Students will also pay for their first months utilities (heat, cable, local phone, long distance, etc)
3. Specialists will facilitate a discussion on priority setting in terms of what utilities are essential and what utilities may be optional.

Assessment: Students will fill out checks and ledgers to 100% accuracy

Learning Standards: LS3

Lesson 10: Silent Auction

Purpose: Students will spend accrued funds to purchase items they want from the silent auction. Student will exhibit fiscal responsibility while spending.

Timeframe: 1 day

Materials: Pens, silent auction forms, auction items

Activity Description:

1. Specialist will have compiled several items for the auction.
2. Students will circulate, silently entering bids, while monitoring their budgets.
3. Specialist will gather bids.
4. Students will participate in the auction making bids.

Assessment: Students will be rated on their fiscal responsibility.

Learning Standards: DW1

Lesson 11: Monthly Budgets

Purpose: Students will understand how to create a monthly budget and how to calculate monthly expenses.

Timeframe: 2 days

Materials: Pens, monthly budget sheets, list of budget items, final budget sheets

Activity Description:

1. Students will fill out monthly expense sheet.
2. Students will manipulate their projected spending in order to make sure they do not over spend throughout the month.
3. Students will make sure that all aspects of the monthly budget sheet are addressed.

Assessment: Students will assess their needs, i.e.: heat cost, water cost, cable, phone, etc. Students will fill out a monthly budget sheet to 85% accuracy.

Learning Standards: LS 4

Monthly Budget Sheet

Student Name: _____ Date: _____

Directions: In the following exercise the students will track their expenses they would incur during an average month, then determine how much money they would have left after all expenses were calculated.

Gross monthly income:	\$ _____
Payroll deductions:	\$ _____
Net monthly income:	\$ _____
Total Monthly Income	\$ _____

Monthly Expense Breakdown

Students will breakdown their expenses they might incur during a typical months worth of time.

Housing/ Rent Costs:	\$ _____
Transportation Costs:	\$ _____
Bills/ Utilities Costs:	\$ _____
Grocery Costs:	\$ _____
Clothing Costs:	\$ _____
Miscellaneous Cost:	\$ _____
Entertainment Costs:	\$ _____
Other Costs:	\$ _____
Total Monthly Costs:	\$ _____

Monthly income and monthly expenses comparison

Total Monthly Income:	\$ _____
	<i>(subtract)</i>
Total Monthly Costs	\$ _____
	<i>(equals)</i>
Extra Spending Cash	\$ _____

Lesson 12: Team Activity

Purpose: Students will understand the items needed in an apartment to maintain a clean and healthy environment.

Timeframe: 1 day

Materials: Pens, paper, magazine coupon flyers

Activity Description:

1. Students will participate in a team-oriented activity.
2. The class is split into two groups and each group works together to create the most comprehensive list of essential items needed in an apartment in order to keep it clean and maintain personal hygiene.
3. The lists should take into consideration the one time purchases as well as items that may need to be replenished on a regular basis.
4. Once a list is generated the group should assign their prices to the items on their list.
5. Students should calculate what one month of apartment maintenance supplies might cost.

Assessment: The students will compare the created lists to determine which group had the most comprehensive list. Winning group gets a small reward.

Learning Standards: LS1 & LS2

Lesson 13: Food Budget

Purpose: Students will understand the financial and personal responsibilities that one must have when buying food.

Timeframe: 2 days

Materials: Pens, paper, supermarket flyers

Activity Description:

1. Students will research food needs and estimate cost from the “food cost” work sheet.
2. Students will complete a weekly grocery list and plan a menu for on week.
3. Analyze the cost of food for one person for one week’s time (3 meals a day) to see if it fits into each student’s weekly income.

Assessment: Students will be rated by the Specialist on their decisions and level of responsibility when budgeting for food in conjunction with their weekly income.

Learning Standards: LS4

Lesson 14: Post-Test

Purpose: Students will pass the Independent Living Post-Test with a significant increase as compared to their Independent Living Pre-Test (85% or better)

Timeframe: 1 day

Materials: Pens, Post-Test

Activity Description:

1. All students will take the Post-Test.
2. The Specialist will meet with the students to compare the difference in score between the Pre-Test and Post-Test.
3. Specialist should focus on the positive improvement that took place during this unit.

Assessment: All students will compare their scores to their scores from the Pre-Test. Students will meet with the specialist to analyze the test scores.

Learning Standard: N/A

Independent Living Pre/Post-Test

Name: _____ Class: _____

1. A person's net income is the amount of money that person has after deductions are made.
True False

2. Which one of the following categories are not common deductions on a paycheck?
 - A. State withdrawal
 - B. Federal withdrawal
 - C. Goodwill withdrawal
 - D. Social Security

3. A person will not get paid until they sign their time card in pen ink. **True False**

4. Time cards are to filled out by the:
 - A. Employer
 - B. Employee
 - C. Office manager
 - D. Payroll clerk

5. Most employees get to use all of their vacation days at once. **True False**

6. Over time pay rate is usually:
 - A. Two times the normal pay rate
 - B. One and a half times the normal pay rate
 - C. Three times the normal pay rate

7. One must open a checking account before he or she can open a savings account.
True False

8. Checking accounts will earn you interest of up to 7%. **True False**

9. Which of the following is not a common abbreviation used in apartment advertisements:
 - A. HW incl
 - B. BTY
 - C. Sec Dep
 - D. avail.

10. Most apartments come with dishes, cups, silver ware, and beds. **True False**

11. Which of follow is the most common place to find an available apartment
 - A. In TEEN magazine
 - B. deli bulletin board
 - C. The newspaper

12. Most new listing for available apartment come out on which day of the week:
- A. Monday
 - B. Wednesday
 - C. Friday
 - D. Sunday
13. Which of the following is the person who rents apartments to people:
- A. Lessor
 - B. Tenant
 - C. Lessee
 - D. Renter
14. Filling out a check for more than the amount of money that is in that person's checking account is called:
- A. Rounding a check
 - B. Kiting a check
 - C. Cheating a check
15. A record of all the checks a person writes is called a check _____:
- A. Account
 - B. Bank
 - C. Ledger
 - D. log
16. Adding up all of the expenses that a person would have within one month is Called "A monthly budget". **True False**
17. Landlords or Lessors, have the right to walk into your apartment without notice:
True False
18. Another way to say checking account is:
- A. Share draft account
 - B. Bank slip account
 - C. Booking account
19. Which of the following is not a common utility for an apartment:
- A. Cable
 - B. Heat
 - C. animal deposit
 - D. electricity
20. What's the most common increment of rent payment:
- A. Per Week
 - B. Per Month
 - C. Every two weeks
 - D. At will

Pre/Post-Test Answer Key

1. True
2. C
3. True
4. B
5. False
6. B
7. False
8. False
9. B
10. False
11. C
12. D
13. A
14. B
15. C
16. True
17. False
18. A
19. C
20. B

<p style="text-align: center;">Urban Adventure Approximate Unit Length: 10-15 Days</p>
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Pre-Adventure (5-7 days)

1. Urban Adventure Overview
 - a. Review Urban Adventure Trip Agenda (1-2 days)
Administer Urban Adventure Pre-Test
Begin discussion on social + cultural diversity
2. Diversity
 - a. "Comic-strip" Diversity (1 day)
3. Social Diversity
 - a. "Cliques" (1 day)
4. Observing Diversity Through the Public
 - a. Diversity video (1-2 days)
5. G.N.A.P.
 - a. How to Use G.N.A.P. on the Urban Adventure (1 day)

Attend Urban Adventure (2 Days)

Post-Adventure (3-6 Days)

6. Reflection on Urban Adventure
 - a. Create a poster, journal entries (1-2 days)
7. Letter Writing
 - a. How to address an envelope (2-4 days)
Outline of a personal (casual) letter
Write letters to JAG Middle School students from other schools

Urban Adventure Pre/Post-Assessment

Name: _____ Date: _____ Class: _____

1. How do you greet a person? _____

2. Name 5 different Ethnic Backgrounds.

3. Circle the one that it not a Race.
Hispanic French White/Caucasian
Asian American Indian Black/African-American

4. Write your Name and Address as you would on an envelope.

5. What are the two other Economic Classes?
1. Lower Class 2. _____ 3. _____

6. How are people grouped in each Economic Class? (Circle One)
A. Family Income B. If they live in a trailer
B. If they live in a house C. Where they are born

7. Negotiation skills help you get what you need and want. **True False**

8. My parents and teachers are responsible for how I act. **True False**

9. What 3 qualities does a good leader have? (Circle Three)
A. Good listener
B. Tells everybody what to do
C. Strong decision maker
D. Loud voice
E. Good communicator

10. Why is it important to respect others? (Circle the ONE that **doesn't** fit)
A. To get what you want
B. To get what you need
C. So you're accepted in a group
D. So you will get money
E. To gain respect in return

Urban Adventure Pre/Post-Assessment Key

1. G.N.A.P. (greeting, name, association, purpose)
2. French, American, Chinese, Russian, Swedish, Spanish, Mexican, etc.
3. French
4. Jane Doe
59 Lost Rd.
East Nowhere, ME 04754
5. Middle Class, Upper Class
6. A.
7. True
8. False
9. A., C., E.
10. D.

Lesson 1: Urban Adventure Overview

Purpose: To inform students on what to expect on the Urban Adventure trip and proper behavior. Students will complete the Urban Adventure Pre-Test. Students will begin to learn about the diversity of students from around their state.

Timeframe: 1-2 days

Materials: Chalkboard/flip chart, student portfolios

Activity Description:

1. Discuss the trip agenda - who, what, when, where, proper behavior. *Refer to the "Urban Adventure Trip" lesson.
2. Specialist will administer the Urban Adventure Pre-Test. Definitions to discuss, write on board, and have students record:

Culture: Individual aspects that are unique to a country and/or race.

Race: White/Caucasian, Hispanic, Black/African-American, Asian, Native American, etc.

Ethnicity: Which country/region you are from. (ex.- French, American, etc.)

Gender: Which gender you are - Male/Female

Economic Class: Low/Middle/High

3. Discuss the similarities and differences among the various areas of your state. Homework assignment: Have students find out their race and ethnicity.

Assessment: Urban Adventure Pre-Test, definitions in portfolios, homework assignment

Learning Standards Addressed: LS 2,5; CD 1,2,4,5,6

Lesson 2: “Comic Strip” Diversity

Purpose: To have students recognize ethnic/cultural diversity and distinguish between race, sex and social class.

Timeframe: 1-2 days

Materials: Newspaper comic strips, “Comic Strip Diversity” handout

Activity Description:

1. Students will be learning to recognize diversity through the medium of a comic strip.
2. Students then pair up, and each student is given a copy of the comic-strip handout and a page of comics from a local newspaper.
3. They choose 5 comic strips from the paper to use in completing the worksheet.
4. Try to encourage students to choose a few comic strips they may not ordinarily read.
5. Or, you could assign comics to different groups (group 1 gets the first 5, group 2 gets the next 5, etc.).
6. Discuss what they found in the comics, i.e., How many had males in them? How many had young/old characters? What races did they find? What is the significance of their findings?

Assessment: Comic strip worksheet.

Learning Standards Addressed: LS 5; CD 1,3,4

Comic Strip Critique

Name: _____ Date: _____ Class: _____

Directions: Fill out the chart, based on the 5 comics strips that you read. Then, answer the questions below.

Name of Comic and Characters	Ages	Genders	Races	Ethnic Groups	Economic Classes
1.					
2.					
3.					
4.					
5.					

1. What is the age range of the various characters: youngest and oldest ages? (take your best estimate)
2. What are the differences in gender: how many total males vs. females?
3. Was there a variety of races and ethnic groups in the comics you read? Was one race or ethnic group more prominent?
4. Compare the economic classes. Was there a variety? Was each class represented in the comics you read?
5. What did you learn from this activity?

Lesson 3: Cliques

Purpose: To have students recognize the diversity of the school's population; to discuss and discover the various social groups inside and outside their school; and to compare and contrast teen social groups (cliques).

Timeframe: 1 day

Materials: Large sheets of paper, markers

Activity Description:

1. Start off a discussion about the different "cliques" in their school. Give some examples: Jocks, preps, geeks, computer wizzes, druggies, skateboarders, loners (kids that stay by themselves), floaters, grubs, etc. (whatever clique names students in your school use.)
2. Have the students pick which group they believe they fall into. Pair students who fall into the same categories:
 - Give them a large piece of paper and a marker.
 - Have them write three statements on how other people perceive their group. *Example:* Skateboarders do drugs, geeks love to read, jocks are bad at schoolwork.
 - Then, three statements that describe what they are really like. *Example:* loners can have friends—maybe just not at this school; preps like to skateboard and aren't snobby; etc.
 - Have each student or pair share their poster, one at a time. Then, have a class discussion about it- including:
 - people who make assumptions about cliques are not always right;
 - every person is an individual.
3. Finally, have students write in their journals about the exercise: what they learned, what assumptions they had, and what concerns they may have.

Assessment: The poster they created and journal entries about the experience.

Learning Standards Addressed: LS 5; CD 1,2,4

Lesson 4: Diversity Video

Purpose: To familiarize students with the diversity of various cultures. Students will identify various races and ethnicities and learn why each should be accepted.

Timeframe: 1-2 days

Activity Description:

1. Introduce and view the diversity video. Afterwards, discuss diversity with the class in regards to what they saw on the video.

Assessment: Students write in their journals about what they saw in the video and how it compares to the diversity in their hometown.

Learning Standards Addressed: LS 5; CD 1, 3, 4

Internet Resource: www.teachingtolerance.org

Lesson 5: G.N.A.P.

Purpose: The objective of this lesson is to familiarize students with the proper process of introducing themselves to others.

Timeframe: 1 day

Materials: Chalkboard/Flipchart, student portfolios

Activity Description:

1. Write **G.N.A.P.** on the board and have the students try to figure out what each letter is. Then, discuss what each stands for and get examples of each.

GNAP- Greeting, Name, Association, Purpose

Example: Greeting and Name—"Hello, my name is ____." **Association and Purpose**—"I am in JAG and we are doing a scavenger hunt today. Would it be possible for me to get a _____ please."

2. Specialist practices with a student first.
3. Pair students to practice with each other.
4. You can give students examples of items they need to get from each other (as they would on the Scavenger Hunt).
5. Have students write down five adults in the school they can use G.N.A.P. with.
6. Give them ideas for items they can search for.
7. Then, send students around the school throughout the week to use G.N.A.P. with those five adults and have them record their purposes and whether or not they obtained the items they were searching for.
8. Be sure to get consent from willing faculty participants.

Assessment: Provide students with feedback when they demonstrate G.N.A.P. in front of class. Put records of G.N.A.P.s from around the school in their portfolios.

Learning Standards Addressed: CBL 2, 6; CD 1,4

Lesson 6: Urban Adventure Trip

Purpose: To expose students to the diversity of the population in an urban setting.

Timeframe: 2 days

Activity Description: The following is a sample itinerary of Urban Adventure: Take the students on a 2-day field trip to an urban area. Students from around the state arrive mid-afternoon the first day. Chose to a location spend the night at local YMCA, church, etc. Upon arrival, have our Scavenger Hunt. This event can easily be converted to a "Rural Scavenger Hunt".

Scavenger Hunt:

- Students are split up into groups of 5-7 students to create their Scavenger Hunt group. (*Refer to sample Scavenger Hunt list.)
- A Specialist or chaperone is assigned to each group.
- Each group brainstorms to come up with a creative and original name for their group.
- Students are then given a large trash bag, a scavenger hunt list, and map of the city (you should be able to obtain some from the town hall) and take some time to plot out their course.
- They are given two hours to explore the city and complete their scavenger hunt list and return to the starting point.
- All groups must return to the starting point within the time limit, whether or not their list is complete. This activity gives students the opportunity to use G.N.A.P. with a variety of people.
- Each student must obtain at least two items apiece from the list and initial next to those items. The team who completes the entire list in the shortest amount of time is declared the Hunt Champion.

Afterwards, we had dinner and a dance/Karoke with the students. At the YMCA, we also were able to use the swimming pool, basketball court, and volleyball court. The second day, we split back into our scavenger hunt groups and competed in some group games/challenges before departing to our hometowns.

Assessment: Observation of students completing the Scavenger Hunt and using G.N.A.P., observation of students participating in the Group Challenges, and discussion about the trip during the two-day adventure and on the ride home.

Learning Standards Addressed: LS 2, 5; N 1, 2; CD 1, 2, 4, 5, 6

Lesson 7: Reflection on Urban Adventure

Purpose: To debrief with your class about what they learned while on the Urban Adventure. Create a visual and written re-creation/record of the trip. Administer Urban Adventure Post-Test.

Timeframe: 1-2 days

Materials: Urban Adventure Post-Test, poster board, student portfolios

Activity Description:

1. Discuss what the students liked/disliked about the trip.
2. Create an Urban Adventure poster. Some ideas include: a copy of the map they used, the physical items found on the scavenger hunt, funny (but, appropriate) quotes that students may have said, and/or pictures.
3. Discuss the diversity of the JAG groups from around the state, along with the variety of people they interacted with on the trip.
4. Have students record in their journals what they enjoyed about the trip, who they may have met, and what they learned from the experience. Also, have them write briefly about why it is important to accept diversity.

* **Note:** For those students in the class who did not attend the trip, include them in the discussion. You could ask them to share their assumptions about the field trip's urban setting (i.e., diversity of the population). The students who attended the trip can compare their experience to the others' assumptions. Administer the Urban Adventure Post-Test to all students.

Assessment: The Urban Adventure Post-Test, student-created poster and journal entries.

Learning Standards Addressed: CD 1,2,4,5,6; LS 2,5

Lesson 8: Letter Writing

Purpose: To have students know how to properly address an envelope and to make students familiar with the process of how to write a personal (casual) letter. To have students write a letter to a JAG student from another school (or to a relative, for those who didn't attend the Urban Adventure).

Timeframe: 2-4 days

Materials: Chalkboard (or overhead projector), student portfolios

Activity Description:

1. *Envelope Addresses:* Use a visual aid (overhead projector, blackboard, etc.) and draw out an envelope on it.
 - Have students come up and write a line of the address on the “envelope”. Discuss with the students the proper way to do this.
2. *A Variation:* Make labels for the students, including: First Name, Last Name, Street Address, City, State, and Zip Code. The students are to physically arrange themselves in the proper order of where these parts belong.
 - Hand out envelopes to the students and have them properly address them to a JAG student from another school or (for those who didn't attend the Urban Adventure) to a relative of theirs. (If they don't have the relative's address with them, have them bring it in the next day)
3. *Personal Letters:* Outline the parts of a personal (casual) letter on an overhead/blackboard. Have students copy this in a page in their journals (portfolios). Discuss the various parts of a letter and why each one is necessary. *Refer to the outline of how to write a personal letter.
 - Have students write a letter to the person whose address they wrote on the envelope. Remind them that a typical personal letter does not go through various drafts, unlike a business letter.
 - Photocopy the letter before mailing and include it in their portfolio.

Assessment: A copy of each student's letter is put into his or her portfolio.

Learning Standards Addressed: CBL 2; CD 1

How to Write a Personal Letter

Heading: The address of the student who is writing the letter. For example:

59 Lost Rd.
East Nowhere, ME 04754

Date:

Dear _____, (*Salutation*)

(Body of letter will go here, first line of each paragraph is indented.)

Sincerely, (*Closing*)

Jane Doe (*Signature*)

Negotiations

Approximate Unit Length: 15 Days

1. Pre-Test (1 day)
2. Introduction
3. Components of Negotiations
 - a. When and why do we negotiate
 - b. How do we negotiate
4. Putting it to use today and in the future
 - a. Guest Speakers (2 days)
 1. Buying a House or a Car
 2. Terms of Employment
 - b. Everyday Negotiations (3 days)
5. Post-Test (1 day)

Lesson 1: Negotiation Pre/Post-Test

1. What is negotiation?

2. Why would people in a conflict use negotiation to resolve the conflict?

3. Describe the steps in the negotiation process.

4. Give at least three examples of negotiation in everyday life.

5. Describe a situation in which you used negotiation to your benefit.

6. Can you give an example of when negotiation would not be appropriate?

7. Name at least two professions where good negotiation skills would be an important job requirement.

Lesson 2: When and Why Do We Negotiate?

Purpose: Students will define negotiation and identify when and why negotiation is an appropriate option for conflict resolution.

Timeframe: 1 day

Materials: Flip chart/dry erase board, media resources showing people in work, family, school and leisure time.

Activity Description: Look through media resources and have students identify pictures of people in family situations, work situations, school settings, and leisure time situations. Generate discussion around definition of negotiation and use pictures to talk about the different types of negotiation that occur.

Possible Discussion Questions:

- When should you use negotiations in family, work, school?
- What kind of people use negotiation skills?
- Why would you want to use negotiation when you are in a conflict?

Assessment: Participation in discussion

Learning Standards: N 1-3

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking	Uses and practices listening processes regularly	Habitually uses listening processes
NON-VERBAL COMMUNICATION	Comprehends some information from non-verbal cues	Draws accurate conclusions from body language and facial expressions	Able to recognize and use subtle non-verbal communication cues
COOPERATION	Sometimes shows ability to wait to give appropriate verbal/nonverbal responses	Usually shows ability to wait to give appropriate verbal/non-verbal responses	Habitually shows ability to wait with openness and awareness to give appropriate verbal/non-verbal responses
PARTICIPATION	Rarely talks during the discussion or talk is off the subject -- Offers few ideas to the discussion	Shares freely and explains with details— makes connections to what others say	Talk inspires others – Supports and leads others in discussion

Lesson 3: How Do We Negotiate?

Purpose: Students will define components, reasons for, and benefits of negotiation and identify in examples presented in class.

Timeframe: 1 day

Materials: Examples of negotiations from various media sources (from previous lesson)

Activity Description:

1. Students will participate in a group discussion identifying the components of a negotiation.
2. They will also discuss possible reasons for entering into a negotiation and potential benefits to all parties involved.
3. Following the group discussions, students will work in small groups to review examples of negotiations from various media sources provided by the specialist.
4. They will determine what kind of negotiation is in progress and who the participants are.
5. When the review is complete, they will report out to the rest of the class.

Assessment: Active participation and presentations

Learning Standards: N1-3

Lesson 4: Everyday Negotiations

Purpose: To enhance student understanding of negotiation through participation in role-plays of various negotiation situations.

Timeframe: 3 days

Activity Description:

1. Students will work with a partner(s) to define negotiation scenario, then present the situation to the class in the form of a role-play.
2. The class will then discuss the outcome of the role-play, other possible solutions, and benefits of negotiation versus other problem solving strategies. Each pair of students will present two role-plays to the class.

Assessment: Specialist will complete the Role Play Evaluation Form.

Learning Standards: N1-3

Role-Play Evaluation Form

Student: _____

1. Did the student actively participate in the discussion and creation of the role-play?

2. Did the student demonstrate an understanding of the negotiation process?

3. Did the student demonstrate a positive attitude?

4. Was the student able to ask questions, give feedback and be involved in the discussion of other role-plays?

5. Did the student demonstrate appropriate effort during the class?

Lesson 5: Guest Speakers

Purpose: Enhance the student's understanding of negotiations through use of guest speakers who utilize negotiations as a major part of their job.

Timeframe: 1 day per speaker

Activity Description: Specialist will work with community resources to recruit guest speakers who negotiate on a regular basis.

Possible Guest Speakers:

- Car Salesperson
- Real Estate Agent/Broker
- Police Officer
- Lawyer
- State or local elected official

Assessment: Active Participation

Learning Standards: CBL

Lesson 6: Post-Test

Purpose: To evaluate the extent to which students learned the material from the Negotiations Unit

Timeframe: One day

Materials: Pre/Post-Test

Activity Description: Students will take the Pre/Post-Test.

Assessment: Completed Pre/Post-Test

Career-Based Learning

Approximate Unit Length: 16 Days

1. Pre-Test
 - a. Administer Pre-Test (1 day)

2. Unit Introduction
 - a. Discussion (1 day)

3. Career vs. Job
 - a. Guest Speaker
 - b. Research – Guidance Department, Library

4. Job Shadow Questionnaire
 - a. Discuss sample questions (1 day)

5. Job Shadow Contacts
 - a. Research Job Shadow Host (2 days)
 - b. Example: Teacher, Hospital, Lawyer etc.

6. Job Shadow (1 day)

7. Administer Post-Test

Lesson 1: Pre/Post-Test

1. What is the difference between a job and a career?
2. What can you learn from participating in a job shadow?
3. What skills are necessary to succeed in the workplace?
4. Being able to access resources that deal with the world of work is a good way to find a career that suits you. **True False**
5. Wearing your most comfortable clothes to a job shadow is critical. **True False**
6. Name three ways that you can contact potential employers.
7. Give three possible questions to ask a job shadow host.
8. After a job shadow, when should a thank you letter be sent?
9. When introducing yourself, what three things should you always do?
10. How can career evaluations help you find a career that is right for you?

Pre/Post-Test Answer Key

1. Job = short term working experience / Career = Lifelong work leading to fulfillment
2. Interview experience, working conditions, pay information, vacation time, education requirements, etc.
3. Strong work ethic, communication skills, and teamwork
4. True
5. False
6. Phone call, email, letter, in person
7. What is the pay range, educational requirements, vacation time, workday, etc.
8. Within one week
9. GNAP, make eye contact, shake hands, etc.
10. Identifies strengths and weaknesses

Lesson 2: Introduction Career-Based Learning

Purpose: To introduce students to the concepts of careers and occupations. To assist students in the process of thinking about careers that may interest them by discussing interests.

Timeframe: 1 day

Materials: Occupational Outlook Handbook (for ideas and reference), pens, journals

Activity Description:

1. Begin by asking students: *“Has anybody given any thought to what you may want to do for a living?”* Take answers from the students and generate a running list on the board.
2. Lead discussion by encouraging students to consider their personal interests when thinking about occupations.
3. Discuss with students the issues regarding money as related to work, and that there are many reasons for considering any given occupation and money is only one of those.
4. Be open to all ideas that students may have for occupations and encourage them to question what the requirements are for such occupations.

Example: *“I want to be a professional wrestler in the WWE.”* That’s great Johnny. Tell me what you need to do to become a professional wrestler? Do you need to train? Be in excellent physical condition? Be dedicated? Make the commitment? Be able to speak in public? etc.

5. Have students take out their journals and write down at least three occupations that interest them and three questions that they may have about the occupations that they have listed.
6. Introduce students to the **Occupational Outlook Handbook** and the information that can be found in it.

Assessment: Journal entries

Learning Standards Addressed: CBL4; CBL5; DW1

Lesson 3: Career vs. Job

Purpose: To foster student understanding of the difference between a career and a job.

Timeframe: 1 day

Materials: Occupational Outlook Handbook (for ideas and reference), dictionary, Career vs. Job Worksheet

Activity Description:

1. Begin by asking: "Does anyone know the definition of a Job? How about a *Career*?"
2. Refer the students to the dictionaries and reward the first students to find the definitions.
3. Compare the dictionary definitions to the "real world" definitions below:

Career – Your life's work, to include interests, hobbies, etc.

Job – A position with specific duties in a specific place for a period of time.

4. Ask students to brainstorm a list of jobs and compile a running list on the board. When the job list is completed, discuss the concept of careers with students. Use yourself as an example to define the difference:

"My career is education, but my job is a JAG Specialist with Jobs for _____ Graduates at _____ Middle School."

5. Use accompanying work sheet to assist in further understanding.

Assessment: Completed worksheet

Learning Standards Addressed: DW1, DW2, LS2, CBL1, CBL5

Career vs. Job Worksheet

Circle all correct Answers

1. My career is in medicine, my job is _____
a) Nurse b) Paramedic c) Doctor d) all of the above
2. My career is law enforcement, my job is _____
a) Lawyer b) Police Officer c) meter maid d) all of the above
3. My career is athletics, my job is _____
a) Professional Athlete b) Coach c) Trainer d) Sports Announcer
4. My career is banking, my job is _____
a) Security Guard b) Head Teller c) Financial Advisor d) all of the above
5. My career is education, my job is _____
a) Teacher b) Principal c) Guidance Counselor d) School Resource Officer
6. My career is music, my job is _____
a) Producer b) Performer c) Conductor d) Songwriter e) all of above
7. My career is cooking, my job is _____
a) Chef b) Restaurant Manager c) Food Critic d) all of above

Lesson 4: Interview Questions for the Job Shadow

Purpose: To develop a list of job shadow opportunities and to generate a list of questions students will ask their job shadow hosts.

Timeframe: 1 day

Materials: Pens and paper and/or journals

Activity Description:

1. Begin by having students brainstorm a list of occupations that they would be interested in shadowing.
2. Encourage the students to go for what they want within reason. For example, if a student wants to shadow Shakira or Nelly, explain that those people may be hard to reach but that a local professional musician would be a better choice.
3. Encourage students to refer to the list they made in Lesson 1 for ideas if they need to.
4. Each student should come up with a 1st, 2nd and 3rd choice. It is important for the students to develop a list of questions that they will ask their hosts so that they can learn as much as possible through the experience.
5. Students should generate this list on their own; however, you can provide them with a list of sample questions (on next page)

Assessment: Completed lists of Job Shadow Opportunities, and interview questions.

Learning Standards Addressed: LS2, CBL2, CBL5

Sample Job Shadow Questions

1. Why did you choose this job/career?
2. Did you ever want to do anything else?
3. What are the educational requirements for this position?
4. What is a typical workday like for you?
5. Do you get any time off?
6. Who in society benefits from you doing your job?
7. Are there classes in high school that I should be taking if I am interested in this job?
8. Do you work alone or are you part of a team?
9. How do you have to dress in your position?
10. What do you like/love or dislike what you do?

Lesson 5: Job Shadow Planning

Purpose: Students will plan for and arrange their job shadow experience

Timeframe: 2-4 days

Materials: Computer (email) and telephone

Activity Description:

1. While planning for their job shadows, students will practice social skills such as telephone skills, appropriate dress, and greeting skills.
2. Lead a discussion with the students about appropriate dress for job shadows; brainstorm a list of different appropriate dress for different occupations.
3. Students will also be contacting their job shadow hosts. Talk with the students about the importance of phone skills in everyday life. Develop a script with the students to use that will help with confusion and anxiety. (See attached sample script.)
4. Discuss and practice with students the greeting technique GNAP:

Greeting: A handshake and a smile, good eye contact

Name: Introduction

Affiliation: I am with

Purpose: I am here because

5. Videotape the students practicing GNAP and making their phone calls.

Assessment: Video and job shadow

Learning Standards Addressed: DW2; CBL2; CBL 4

Sample Telephone Script

Hello, my name is _____ and I am a student at _____ .

I am in a class called JAG and we are working on a career based learning project. I am interested in your occupation and am looking for a job shadow opportunity. Would you be interested in hosting me for a job shadow? If you are unavailable, do you have a co-worker that may be interested?

Host Name: _____

Company: _____

Occupation: _____

It is important to note that as the Specialist, you should be connecting to the community ahead of time and developing a potential list of job shadow hosts. Use your school department's volunteer coordinator as a resource.

Lesson 6: The Job Shadow

Purpose: For students to participate in a job shadow experience.

Timeframe: Flexible based on many variables (host availability, transportation etc.)

Materials: Previously prepared interview questions.

Activity Description:

1. Students will participate in a formal job shadow, and send thank you letters.

Assessment: Completed interview questions, thank you letter, and reflective journal entry.

Learning Standards Addressed: DW1; DW2; LS1; LS2; CBL2; CBL4; CBL5

Lesson 7: Administer Post-Test

Purpose: To determine individual learning of the Career unit.

Timeframe: One Class

Materials: Pre/Post-Test and answer key (found at the beginning of the unit)

Activity Description:

1. Students will take the Pre/Post-Test and then score their tests. Students will place their test in their JAG Portfolio.