

### Learning Outcome

Students will learn the benefits of being organized and making a schedule. Students will learn organizational tips for school.

**NC Guidance Essential Standards Alignment:** RED.SE.1.1; RED.C.2.1; P.C.2.2; EEE.CR.1.1; RED.CR.2.1

### Introduction

Ask students if they sometimes run late to school or run out of time to complete their homework. Have a few students volunteer to tell the class about some of their experiences or share your own. Tell them today's activity involves learning more about getting organized.

If you don't have access to agendas, calendars, or daily planners, then consider copying free calendar pages from the Internet or computer software program. Consult with your media specialist for ideas.

### Activity

1. Ask several volunteers to read Matt's Monday aloud. Have each volunteer read one segment of Matt's day (e.g., what happened at 7:00 am). Be aware of students' reactions to Matt's story...you will likely hear some laughter as students recall shared experiences. Discuss these as you have time.
2. Ask students "What do you think of Matt's day?" Ask them to record four things Matt could do to improve HIS day. Have students circle the two that are most important and compare with classmates in small or large groups and then report to the class.
3. Have students examine their own schedules by filling in the blanks for each hour of their day in the "What is your schedule like" section of this activity. It might help to have them pick a specific weekday rather than a "typical weekday." Ask a few volunteers to share their daily schedules.
4. Have students reflect on how Matt could improve his day and write down a few things they might do to balance out their day. Perhaps they could add or take away activities?
5. Present the idea of using a calendar to help stay organized and go over the tips listed in the monthly activity.
6. If you have Internet access, have students create their free account on CFNC.org. Follow the directions on setting up a new account at CFNC.org. Call 866-866-CFNC, option 1, if you need assistance. You might also request free wallet-sized account cards for students to record their username and password. There are several benefits to setting up an account. For example, students can use career tools as well as keep track of grades and other information, all the way through high school and beyond.
7. Also, have students go to CFNC.org/MS to learn more about people who organize things as their career.

## **Wrap Up**

Encourage students to pay attention to how they use their time during the upcoming week. Consider following up with students in a week or two to ask how things are going and address any challenges they encounter.

### Learning Outcome

Students will learn that challenging themselves academically pays off and the role of good study habits. Students will learn why grades are important and how they are calculated.

**NC Guidance Essential Standards Alignment:** RED.SE.1.1; EEE.SE.2.3; EEE.C.2.1

### Introduction

Grades are important, but as students get older, it becomes even more important for them to challenge themselves and develop good study habits. What they are learning now will be the foundation for their future in high school and college. If they have a weak foundation, it will be harder to catch up later. Introduce the activity by telling them the story of Jo-Anne Lee Bogner, the Olympic Kayaker. If you have Internet access, you can go online to have students read more about her at [CFNC.org/MS](http://CFNC.org/MS).

### Activity

1. Have students circle the habits that they think would be best for an athlete to have. Have them call out good habits and write them on the board. You might also consider keeping track of bad habits that students call out.
2. Make the point of how it is important to learn good habits now, as they will pay off later in high school and in life after high school. Have some student volunteers read the list of good habits in the "Building Good Habits in 6th Grade" section in this activity. Have students write their own habits in the blank (#6) and ask students to share if they feel comfortable.
3. Students might ask, "Why should I work hard to earn good grades now?" Have students read aloud the reasons why grades are important. Can they think of other reasons? Can you think of others to share with the class?
4. Have students complete the activity to calculate Jared's grades in science class. You might do a few examples on the board if you have time. Adjust the exercise if your school's grading scale is different. Students can do the second activity (Jared's grades for 2<sup>nd</sup> quarter) on their own. Make sure everyone has the correct answer.

### Wrap Up

If you have time, have students use their own grades as examples and create other scenarios. For example, see how getting a zero influences their overall grades even if they do well on most of their other projects.

Bring a smooth rock as a visual aid to stress the power of habits. Water in the creek didn't make the rock smooth suddenly, but day by day the water wore away at the rock changing its shape permanently.

### Learning Outcome

Students will learn about educational progression by examining the career paths of three individuals in different professions (from middle school, high school, college, to work).

**NC Guidance Essential Standards Alignment:** EEE.CR.1.1; RED.CR.2.1

### Introduction

Ask students if they have ever wondered how people get from middle school to high school to college and ultimately their career. Tell them that today they are going to learn about three people (Chris, Amy, and Denise) and how they progressed through high school to college and career. Some students might be comfortable sharing with the class how a family member prepared for their current career.

### Activity

1. Ask a volunteer to read the story about Chris. Ask if anyone in class is interested in becoming a nurse. Have students write down Chris's progression through school. Something like this: HS -> Community College 2 years -> 2 years at a 4-year college.
2. Repeat the same process with Amy and Denise's stories and educational journeys. For Denise, ask them what is different about her path as compared to Chris and Denise (she did not go directly to college; she worked first). Ask for reasons why a person who already has a job might decide to go to college (lay off, might change their mind about what they want to do, need to earn more money, to improve their skills and earn a promotion).
3. Have students do the matching game in the "Make the Match" section in this activity and have them say aloud which path matches which person.
4. Have students think more about their own future by answering the questions that are located after the "Make the Match" section. Ask a few students to read aloud their answers.
5. If you have Internet access, take students to [CFNC.org/MS](http://CFNC.org/MS) where they can follow a link to view careers. Have them pick two careers they find interesting and write down the name of the career and the education necessary to obtain it.

### Wrap Up

Encourage students to interview a parent or other important adult to find out the educational journey they went on to reach their current career. Have them write about their interviews and ask selected students to read aloud their findings in class.

**Learning Outcome**

Students will become familiar with the 16 National Career Clusters and the diversity of careers. Students will learn several reasons why people work (e.g., help others, earn money, do something enjoyable).

**NC Guidance Essential Standards Alignment:** RED.CR.1.2; P.CR.1.1; RED.CR.2.1; P.CR.2.2

**Introduction**

This activity will introduce both the wide diversity of careers as well as the concept of career clusters. Keep in mind that while the thought of “thousands of careers” can be fascinating for some students, for others it can be overwhelming. Make sure you balance exploration with an explanation of the process of narrowing down options too (considering interests, abilities, values, and job demand).

**Activity**

1. Say, “Quick! Write down the names of 5 careers.” Observe if this exercise was more difficult for some students than it was for others. Ask a couple of students to read their five. See if anyone would volunteer to name 2,000 careers!
2. Let students know that there are thousands of careers and that new ones are created all the time as we have different needs in our world. Have them get into small groups and list all of the careers they can think of that exist at your school. Then have them share their lists with the class. If they are stuck, they can refer to the answers written up-side-down at the bottom of the activity.
3. Explain that while there are many different careers, they can be grouped into 16 career clusters. Explain what a cluster is. Have students read the names of each of the clusters and then put the careers in the appropriate blank spaces to the right of the career clusters. If you have time, ask students to come up with their own careers for the career clusters in a group activity.
4. To learn more about career clusters, go to [CFNC.org/MS](http://CFNC.org/MS) for a link.
5. Some students might ask, why do people work or why should I work? It’s a good question. Have them read aloud some of the reasons people work listed in the "Why People Work" section of this activity. There are three main categories there. Ask students why they would work.

**Wrap Up**

Have students determine the career cluster of their parent or other important adult’s job. What are some reasons their parent or other important adult work? Consider sharing some of your own motivations for work.

**Learning Outcome**

Students will learn that people have different personalities as well as ways of learning and doing things. Students will learn about themselves and others during this activity.

**NC Guidance Essential Standards Alignment:** RED.SE.2.2; P.SE.1.2; P.SE.2.2

**Introduction**

Part of this activity is based on the personality theory of Carl Jung and the Myers Briggs Type Indicator on CFNC.org, “Do What You Are.” You may be already familiar with the concepts. Let students know that today you will be doing some activities to help them learn more about themselves and others including personality traits and learning styles.

**Activity**

1. Read the first paragraph about “Who Am I?” Have students write their name in the space provided. Have them use the opposite hand to write their name in the next space. Ask them what it was like to write with the hand they normally and what it was like to write with their other hand. Explain that using their other hand isn’t right or wrong, just different. Personality is the same way.
2. Have a student read the definition of personality. You might explain it in more detail or give an example just to make sure students understand.
3. Have students write down how they would describe their personality.
4. Have students look at the pairs of statements at the bottom of the page and put a check mark or circle the statements that describe them best. If they checked more personality characteristics on the left, then it could mean that they are extraverted. If they checked more personality characteristics on the right, it could mean that they are introverted.
5. The next exercise helps students think about personality in the context of career exploration. Some personality types will gravitate toward certain careers. Have students decide which of the careers on the next page of this activity might be more enjoyable for an extravert or introvert and why. Comment on why it might be important to choose a career that suits your personality or how someone might adapt a career to make it his or her own if it doesn’t quite match. For example, an extraverted Librarian may want to give tours of the library or do children’s story time or have an extraverted hobby outside of work.
6. Explain that just like personality, everyone has a different learning style too. Have a student read the paragraph about LaTisha. Ask students to circle the statements that they agree with. See if they anyone can share examples (maybe they study best when they close their bedroom door and everything is quiet). Ask students why they think it would be important to pay attention to how they best learn.

## **Wrap Up**

Ask students to journal about the activity today in their portfolio on CFNC.org (link at CFNC.org/MS). They might also ask their parent or other important adult to read their description of their personality to see if they agree. Have them discuss what they learned today about learning styles with a parent or other important adult.

### Learning Outcome

Students will learn how interests relate to careers, complete the Career Finder assessment on CFNC.org, and identify three careers of interest.

**NC Guidance Essential Standards Alignment:** RED.CR.1.1; RED.CR.1.3; P.CR.1.1; EEE.CR.2.1; P.CR.2.1

### Introduction

Not unlike personality, interests influence our career choices. Ask students to think about having to go to work everyday and do work that didn't interest them. What would that be like...boring? Therefore, it is important to discover what our interests are and then see how our interests can be brought out by our career choices.

### Activity

1. Read the first paragraph to your class and then ask them to take a minute to answer the following questions related to their interests. Have students get into small groups to share their answers. Have them report some common as well as some surprising interests to the class.
2. Have students circle some careers in the box that might match their interests. If they don't see any listed there, have them fill in their own in the space provided at the bottom of the page. Then have them write down why those careers might be a good fit and how the careers relate to their interests.
3. If you have Internet access, go to [CFNC.org/MS](http://CFNC.org/MS) for a link to the Career Finder. Explain to students that when they finish the Career Finder, they will see their top 20, 50, and 100 jobs that match their interests. They can click on any career to learn more about it including what educational requirements will be involved.
4. Ask students to write down three careers that interest them as well as the education required, money/outlook, and an interesting fact. Have them share their findings with the class.

### Wrap Up

Have students take their Career Finder results home so their parent or other important adult can learn more about the student's interests. Request that the adult sign off on their results sheet.



**Learning Outcome**

Students will gain more in-depth knowledge on one career of interest (e.g. what they do, work setting, required education).

**NC Guidance Essential Standards Alignment:** RED.CR.1.1; RED.CR.1.2; P.CR.1.3; RED.CR.2.1; P.CR.2.2; EEE.CR.3.1

**Introduction**

In this activity, students will take career exploration a step further by examining one particular career in greater depth. Have your students decide on one career (for now) that they would like to learn more about. Emphasize that you are not asking them to actually commit to a career, but just choose one that would be interesting. Allow some time for students to do some last minute research at CFNC.org to pick a career if they don't have one in mind already.

**Activity**

1. Ask students to write down one career that they would like to learn more about. Ask them to write down what they think a person with this job would do at work, what type of setting they would work in, and what kind of education they think is required.
2. Next, have students go to [CFNC.org/MS](http://CFNC.org/MS) for a link to career profiles. Ask them to read the What They Do section for their career and compare it to their guesses. See if they got the general idea of what a person in this career would do on a daily basis.
3. Have students write down the three most important things a person in this career does. Ask students if this still something they would like to do. If not, let them pick another career to research. If it is, have them write down what the salary and outlook of the position. Does a person in this career make a lot of money? Is the job outlook good? In other words, will companies be hiring people in the future for this career? Continue on to have them write down educational requirements and some interesting things they might have learned from the interview. Did they see anything in Get Started that was interesting to them? Tip: if a career isn't listed, you can click on Talk to Us and request to have a new career profile added to the database.
4. Have students watch the video linked to their chosen career and write down what they learned.
5. Have them write down their reflections on this process and the career they are learning more about.

**Wrap Up**

Gather students together and ask volunteers to share some of their findings. Ask if there were any surprises. Students could be asked to do a poster project or write a brief paper on the career they chose. Think how parents might be involved (e.g., parent career day or have parents sign off on student project).

### Learning Outcome

Students will explore how school subjects and college majors relate to careers. Students will take the Major Finder on CFNC.org and explore some examples of how math, communication, and critical thinking skills are used in careers.

**NC Guidance Essential Standards Alignment:** RED.CR.1.2; RED.CR.1.3; P.CR.1.2; P.CR.1.3; RED.CR.2.1; EEE.CR.2.1; EEE.CR.2.2; EEE.CR.3.1; EEE.CR.3.2

### Introduction

Many students gain ideas about what they might like to do for a career by examining the school subjects they enjoy in middle school. Ask students how they think they will someday use what they are learning in middle school. See if a few students want to share their favorite subjects.

### Activity

1. Have students write their three favorite subjects in school. Then ask them to write down the three subjects they do the best in. Ask your students if any of these match. Chances are they will, because we generally do well in something that is interesting to us.
2. Have your students get into small groups to do the next exercise. Have them come up with a career that goes with the school subject. For example, a related career for math might be engineering.
3. If you have Internet access, take your students to [CFNC.org/MS](http://CFNC.org/MS) and follow the link to a tool that will allow them to search for careers by favorite school subjects. Have them write down 3 or 4 careers in the "School Subject Match" section in this activity. Also, have them write down what was most interesting about those careers and the education they will need to have.
4. Explain to your class what a college major is or have volunteers read the paragraphs in the "College Majors" section in this activity. Go to [CFNC.org/MS](http://CFNC.org/MS) to have your students select Explore Programs and Majors. Students can take a quick quiz and learn what majors might be a good fit for them. Have them write down some of the majors they found and related careers.
5. At one time or another most students wonder why they are in school and if the information they are learning will ever be useful to them in the future. Go to [CFNC.org/MS](http://CFNC.org/MS) and have students choose a career profile. Have them click on the Get Started tab to read the real-life situations (math, communication, and decision-making). Have students choose one and record their answer in the "Will I Ever Use This?" section in this activity.

### Wrap Up

Encourage your students to share this information with their parent or other important adult. Ask them if they considered some of the same careers or know someone who did. Students could interview that person to learn more.

**Learning Outcome**

Students will learn about the value of saving money and that saving for the future is smart.

**NC Guidance Essential Standards Alignment:** RED.SE.1.1; RED.C.1.2; EI.C.1.2; EEE.CR.1.1; P.CR.4.1

**Introduction**

Some students get an allowance every week and some do chores for spending money. You might consider surveying the class to learn more about their experiences with money. Share a personal experience you have had with money in the past.

**Activity**

1. Have one volunteer play the part of Karesa and another play the part of Jasmine. Have them read the lines in the activity for this month.
2. Have students work in small groups to answer the questions relating to Karesa and Jasmin's conversation. Then have a reporter in each group give the results to the class. Consider writing some of the responses on the board.
3. In the next exercise, have students work on their own to write down as many things they can think of that people need to save money for. People save for many things that are important to them and one of those is college.
4. Why is it important to save for college? One reason is that earning a college degree can increase the amount of money a person can make over their lifetime. Draw their attention to the chart in the "Saving is Smart" section in this activity and give examples of some careers in various categories (e.g. a doctor would have a professional degree; a teacher would usually have a bachelor's or master's degree). Introduce the term "financial aid" simply explaining that many students qualify for money that can help them afford college.

**Wrap Up**

Have students take their activity home and point out that parents can learn more about saving and paying for college at [CFNC.org](http://CFNC.org). Consider having your CFNC Regional Representative give a presentation for parents at your school.

### Learning Outcome

Students will learn about the value of setting goals, explore ideas for summer activities, and set several goals for their summer.

**NC Guidance Essential Standards Alignment:** EEE.C.1.2; RED.CR.1.2; P.CR.1.2; P.CR.2.1

### Introduction

Many students think about summer break as just that...a break (or vacation) from school. However, it can be an opportunity to have fun AND learn new things. Students can even be intentional about the activities they engage in and pick some things related to a career interest. For example, the student who is interested in becoming a vet, might volunteer at a local animal shelter or take care of a neighbor's pet.

### Activity

1. Have a volunteer read the first paragraph about Kelsie. Let each student write down three things Kelsie could do during the summer to help her make the team. Have some ideas of your own to share with the group.
2. Have another volunteer read the last two paragraphs. Ask students to read the ideas for camps, working and helping, and others. Have students circle the ones they are interested in so they can show them to their parent or other important adult later. Have them brainstorm some other ideas as a group. Write them on the board.
3. If you have Internet access, ask students to check out some volunteering and recreational activities at [CFNC.org/MS](http://CFNC.org/MS). Opportunities are arranged by career clusters. Remember those? Have students write down three volunteering or recreational opportunities they found and might consider doing this summer.
4. Now back to goal setting: have students write down two goals and a few things they can do (objectives) to reach their goals.

### Wrap Up

Make sure to point out the other suggested activities at the end of this activity as well as the definition of intentionality. Encourage students to share this activity with their parent or guardian so that they can be involved in the planning for intentional summer activities.