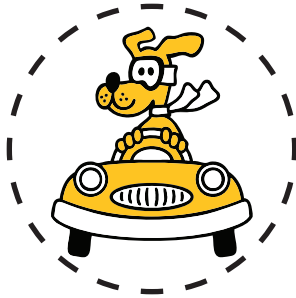


# Grade 7



Introduction



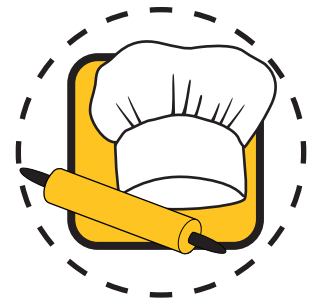
Setting Goals



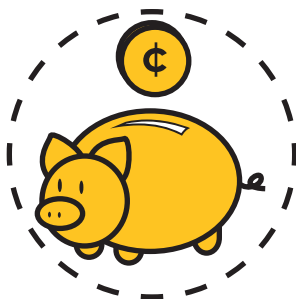
Grow Your Intelligence



Study Skills



Careers



Money Matters



Values

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## PROCEDURES

### I. ENTERING THE CLASSROOM

- I will enter my Roads to Success classroom and...

- will take the attendance

### II. BINDERS

- My Roads to Success binder will be stored

- I will get my binder by...

- My binder will be put back in its place by...

### III. TURNING IN and RETURNING WORK

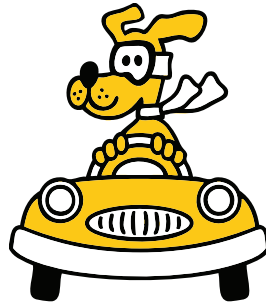
- Where and how do I turn in work?

- Work will be returned to me...

### IV. EXITING THE CLASSROOM

- When it is time to leave my Roads to Success class, I will exit the classroom...

## Roads to Success Overview



### Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

### Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

*Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.*

- Abide by Roads to Success procedures and rules.

### Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed Portfolio is yours to take with you when you graduate from high school.

## Respect, Responsibility, and Teamwork



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's Behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Teamwork <input type="checkbox"/>	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Teamwork <input type="checkbox"/>	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Teamwork <input type="checkbox"/>	
4. A co-worker calls the carpenter an idiot. The carpenter storms off the job.	Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Teamwork <input type="checkbox"/>	

## My Artifact of Achievement Description

We all keep things that help us remember big moments in our lives – places we've been, people we've met, things we've done. For this assignment, choose an artifact that shows your achievements, interests, or skills.

The list below should get you started. Check in with your teacher if there is something that you would like to bring in that you do not see on this list.

### LIST OF POSSIBLE ARTIFACTS

---

- A school assignment you are proud of
- A photo of yourself that says something about your personality or interests
- An award (Honor Roll or Most Improved Student; Sports; Music; Art; Community)
- A document that shows your interests at any age (examples: instructions on setting up your computer, a picture of yourself catching your first fish, the program from your kindergarten ballet recital)
- The cover of your favorite CD or DVD
- The most interesting e-mail you ever wrote (appropriate for school, of course)
- Pictures of family members or friends who are important to you
- Postcards from somewhere you've visited or plan to visit



## Tre's Disappointment

At the beginning of ninth grade, Tre and his classmates learned they would be going on a trip to Universal Studios in Orlando, Florida, at the end of the school year. Tre was very excited about the trip because he had always wanted to go to Universal Studios, and he had never been to Florida.

The ninth grade counselor gave the students a form that listed all the requirements for participating in the trip and told them he would be keeping track of their progress throughout the year in meeting the requirements. He also told them that if they had problems with any items on the list, they should contact him immediately.

A month before the trip, Tre got a note from the counselor telling him he would not be able to go on the trip. Tre had never been so disappointed in his life! When he calmed down, he looked over the form below that showed how he had failed to meet the necessary requirements. What went wrong?

The left-hand side of the chart below shows the list of things Tre and his classmates were required to do. The right-hand side of the chart shows the counselor's notes on Tre's progress in meeting the requirements.

- **Circle the requirements Tre didn't meet.**
- **Put the word "Tre" next to each requirement that was in Tre's control.**

<b>Class Trip Requirements</b>	<b>Student's Progress</b>
Signed parent consent forms by Nov. 1	Parent consent forms turned in Nov. 1
Class trip deposit by Dec. 15	Class trip deposit turned in Dec. 30
Student must maintain at least a C average in all subjects	Student has a C- in Math, and a D+ in Social Studies
Student may not have any disciplinary actions, suspensions, or excessive absences	Student has no disciplinary actions or suspensions; Student has four unexcused absences
Student must have completed health forms signed by their physician or school nurse by February	No health forms have been turned in
Final payment for trip due May 1	N/A (deadline has not yet passed)

## Tre's Challenges

Why didn't Tre meet the requirements for the class trip? Below are some of the challenges he faced in the months leading up to the trip. Read each challenge, then suggest one solution Tre could try next time he faces this challenge.

Challenge	Solution
My mom didn't get paid until Dec. 20, so I couldn't turn in the deposit on the 15th.	
I can't really study at home because there's no place that's quiet.	
I lost track of some of the requirements. I just forgot about them until it was too late.	
I got a 70 on my last math test. I'm really confused in class, but I'm embarrassed to ask questions.	
I've skipped school a couple times because my friends do it.	
I got an "unexcused absence" for two days that I was sick, but I just didn't get a note.	

## Personal Roadblocks and Detours

What roadblocks will you face on your road to achieve your goals? In the lines below, identify a goal you have and describe one challenge, or roadblock, you think you'll face. You can pick a goal from your seventh Grade Goal Setting chart that seems difficult or you may select a non-academic goal. Then work with a partner to come up with some possible solutions, or detours you could take, to get around this roadblock.

**I would** (name your goal)

**but** (describe one big roadblock)

**To get around this roadblock, I could:** (List some possible “detours”)

## Brain Quiz

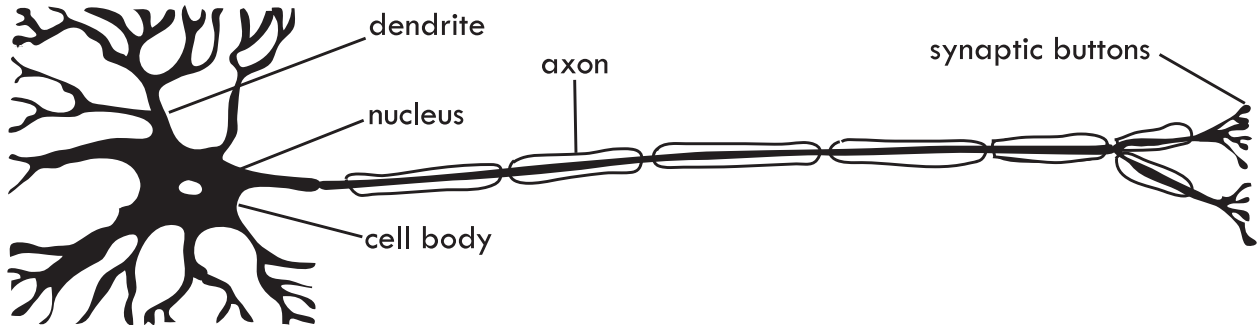
How does your brain work? In the next four lessons, you'll discover how humans learn. Take this True-False quiz to discover your opinions about this subject. Put a T beside each statement you think is true. Put an F beside each statement you think is false.

- Your brain can grow and change throughout your life.
  - The best students are born smart.
  - People develop skills by practicing them over and over again.
  - Your brain changes when you practice a new skill.
  - If you don't succeed at a new task, you might as well give up.
  - Natural talent is the key to being a good athlete.
  - You can get smarter by working hard and practicing.
- 

### Big Ideas about Intelligence:

- **Theory A:** Either you're smart or you're not smart, and that never changes.
- **Theory B:** It's possible to grow your intelligence.

## STRUCTURE OF A NERVE CELL



Another name for a nerve cell is a(n)

The part of the cell that sends messages to other cells is called a(n)

The part of the cell that receives messages from other cells is called a(n)

Axons and dendrites don't touch each other. The axon sends chemicals across the tiny gap between it and the dendrite. These chemicals are called

The gap between neurons is called a(n)

### NERVE CELL VOCABULARY

synapse

neurotransmitters

neuron

dendrite

axon

## How I Became an Expert

Name one subject or activity that you do well (for example, math, basketball, playing the guitar, painting, cooking, or car repair).

Describe how you learned it.

List two things you've done to get better at this activity.

1)

2)

## The Myth of Michael Jordan



Michael Jordan is one of the best basketball players of all time. His average points per game is the highest in NBA history – 31.5. He is one of two players to score more than 3,000 points in a single season. And he has 11 MVP awards – five for the regular season and six for the finals.

It was dazzling to watch Jordan play. People often spoke of his grace on the court. They talked about his natural abilities.

But the true story is different. When he was a sophomore in high school, Michael Jordan didn't even make the team. "It was embarrassing not making the team," he says. "They posted the roster [list of players] and it was there for a long, long time without my name on it. I remember being really mad, too, because there was a guy who made it that wasn't as good as me."

Someone else might have sulked, or quit. But this setback only fueled Jordan's desire to improve. "Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it," Jordan says, "and that usually got me going again."

The phys ed teacher at Jordan's high school, Ruby Sutton, describes Jordan's commitment to the game in those days. "I would normally get to school between 7 and 7:30. Michael would be at school before I would. Every time I'd come in and open these doors, I'd hear the basketball. Fall, wintertime, summertime. Most mornings I had to run Michael out of the gym."

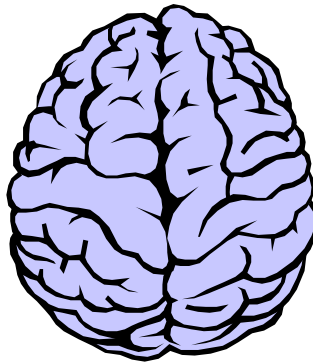
Adapted from "Michael Jordan transcends hoops" by Larry Schwartz. ESPN.com, 2007.

## You Can Grow Your Intelligence Mysteries of the Brain Revealed!

### Practice Makes Perfect

“Practice makes perfect!” Coaches say it. Teachers say it. And now scientists are saying it, too. If you’ve always thought that you were smart or dumb, athletic or klutzy, artistic or not-so-artistic, think again. It turns out that the old “practice makes perfect” saying is true.

The evidence is all around you. Basketball players spend time in the gym, practicing passing, shooting, and defensive skills. Their coaches watch their performances and suggest ways they can improve their technique. The more they practice, the better they get. This works for school subjects as well - from algebra to zoology.



### Build a Better Brain

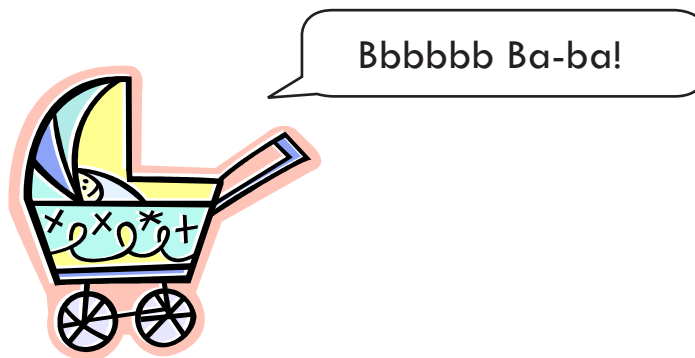
It might surprise you to know that practice causes changes in the brain. Your brain has billions of nerve cells called neurons. To think and solve problems, your brain sends messages from one neuron to the next. Learning builds connections between neurons. When you practice a skill, you’re building these connections. The more you practice, the more connections you have, the better you get at the thing you’re practicing.



## Out of the Mouths of Babies

Babies are a good example of “practice makes perfect.” They can’t understand language when they’re born. They spend a lot of time listening and trying to figure out what’s going on around them. They practice the sounds they hear, cooing and gurgling like they’re having a conversation. Baby sounds lead to their first words, like “mama” and “bottle.” People might not even recognize these words at first, but the babies keep right on practicing. They make a lot of mistakes, but no one thinks they’re stupid. Everybody knows they’re learning.

By age one, babies may say a word or two. By age two, they may say 200 or 300 words. By age three, they can put words into sentences. The babies’ brains have changed. They’ve built new connections. They’ve actually gotten smarter. Practice makes perfect!



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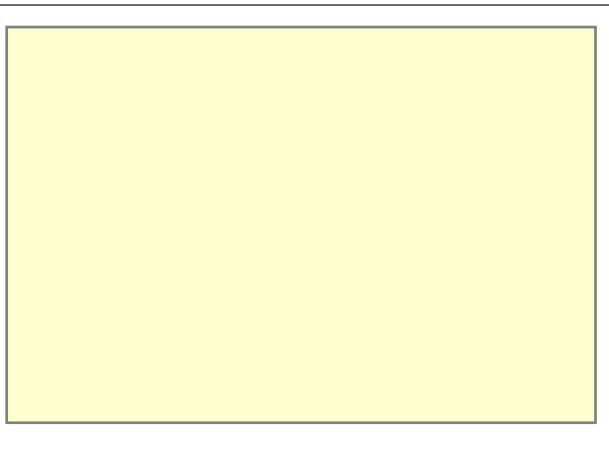
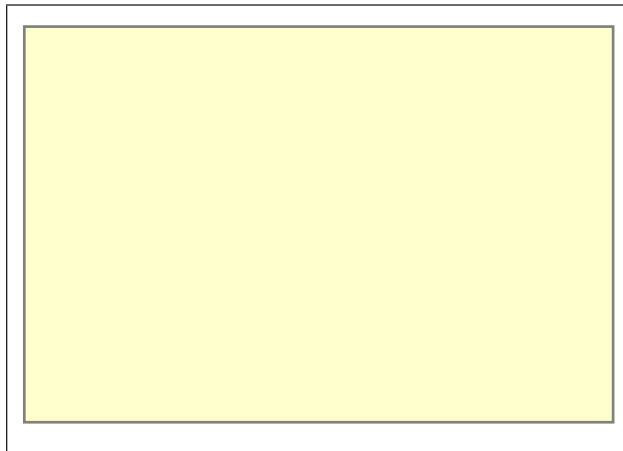
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## Juggling Experiment

The experiment began with two groups of people who didn't know how to juggle. There were 12 people in each group. Each person had a brain scan at the beginning of the experiment. For each of the boxes below, draw or write something that will help you remember the differences between Group A and B.

**Group A**

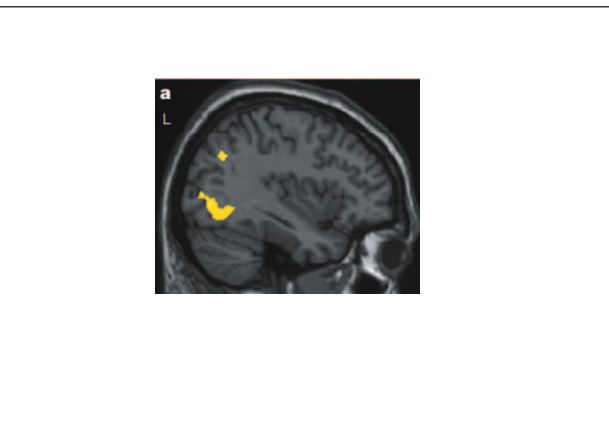
**Group B**



The **control** group

The **experimental** group

Then, both people in both groups had MRIs (brain scans).

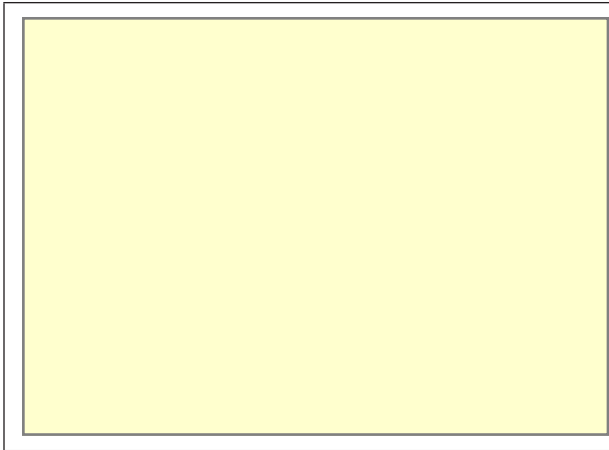


There were  in the brains of the people in the control group.

The jugglers' brains showed

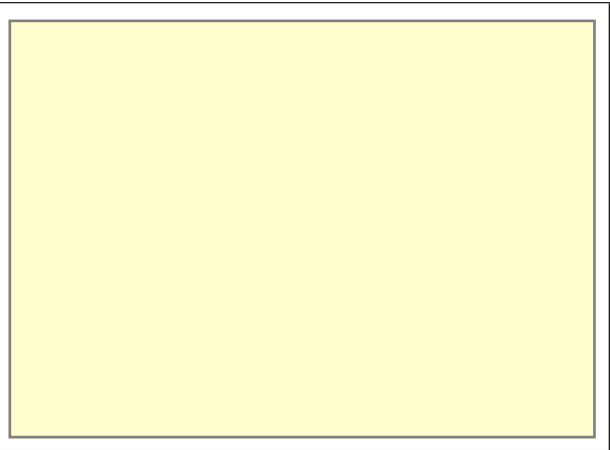
The jugglers stopped practicing. Three months later, people in both groups had MRIs (brain scans).

**Group A**



What happened to the brains of the people in Group A?

**Group B**



What happened to the brains of the people in Group B?

## Something I Need to Improve

Name one subject or activity (for example, sports, music, or art) that you struggle with.

Describe why you find it difficult, or give an example of a time you had difficulty.

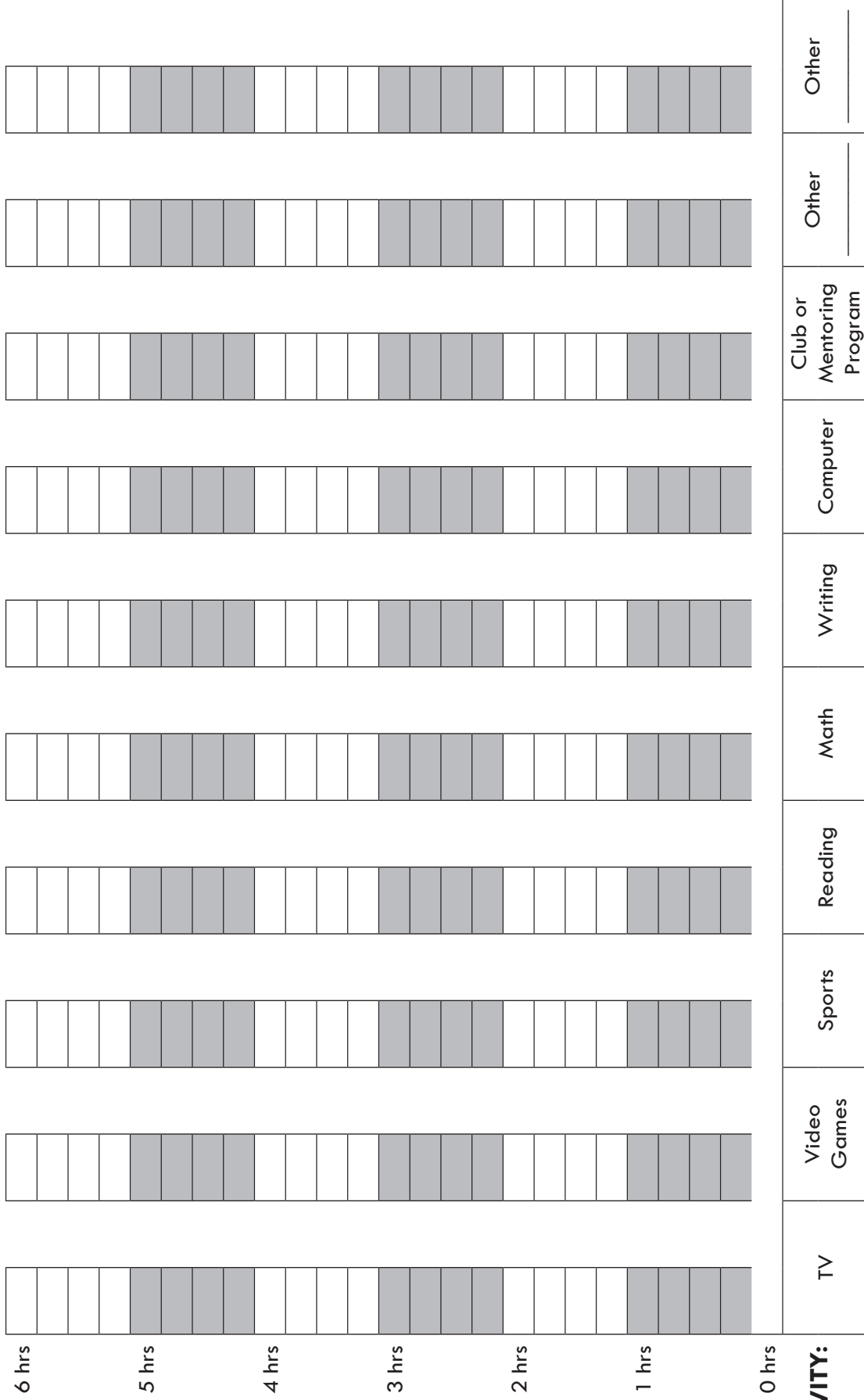
List two things you've done to get better at this activity.

1)

2)

## What Skills Am I Building?

Think about how you spend a typical day. Create a bar graph to show how many hours you spend on each of the activities below.  
 Example: If you pay attention in math class (45 minutes) and spend a half hour on homework (30 minutes), you can color in five spaces (1 hour, 15 minutes) in the “math” column.



**ACTIVITY:**

## The Dazzling Students of Garfield High

The students who attend Garfield High School in East Los Angeles are not rich. Nine out of 10 students qualify for free lunches. They are not privileged. Many of their parents didn't finish high school. But they are famous.

Years ago, Garfield High School students dazzled people across the country. They became experts at the most difficult math high schools have to offer – calculus.

Their teacher, Mr. Escalante, did not believe in failure. He believed in preparation. He made his students believe, too. Here are the things they did to become top math students.

- They worked hard in math in junior high, no matter how poorly they had done in earlier grades.
- They came to school early and stayed late when they needed extra help.
- They attended special summer school courses to improve their skills.
- They cheered and chanted to get themselves ready for the work ahead.
- They had a goal – passing the Advanced Placement Calculus Test – the hardest standardized math test in the country.

Did their effort pay off? It did. One year, 18 students passed the test – a huge number for a test so difficult. Each year, more students attempted the test. Five years later, 85 students passed. The Garfield students went on to some of the best colleges in the country, and some of the best jobs anywhere.



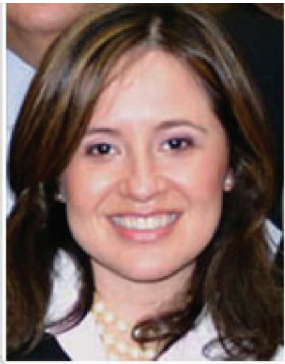
## Garfield Grads: Where Are They Now?



Dr. Armando J. Islas  
Dentist/Surgeon, Policeman, CEO  
Class of 1976

Dr. Islas was the first in his family to go to college. He attended Harvard.

What he learned from Mr. Escalante:  
“You can do anything you want to do and nobody can put a ceiling on how high you can go.”



Juanita Gutierrez  
Director of Public Relations, HSBC  
Class of 1988

Ms. Gutierrez attended Wellesley College (Massachusetts) and the London School of Economics.

What she learned from Mr. Escalante:  
“He made sure that students . . . came back after their first year of college and told us about their college experience. That one student coming to tell us about her experience changed my life forever.”



Thomas I. Valdez  
Research Engineer, Jet Propulsion Laboratory  
Class of 1991

What he learned from Mr. Escalante:  
“He gave me the ability to push myself and, yes, I can do whatever I want.”

PHOTOS: Micheal Hall Photography ([www.michealhallphotography.com](http://www.michealhallphotography.com))

STORY: The Futures Channel, Inc. ([www.thefutureschannel.com](http://www.thefutureschannel.com))

## Word to the Wise Letter

Use what you've learned to coach a sixth-grader on how to grow his or her intelligence. Assume that you really want this student to succeed. Complete this letter by writing your advice on the lines below.

Date:

Dear

Welcome to  (name of school). We know you'll want to learn a lot in this year. Our class has been studying the brain, and we have some advice.

Work hard – it's worth it!

Sincerely,

(Your name)

## Are You a Super Studier?

Below are some familiar situations. Circle the best answer for each one.

1. It's time for school! Before you rush out to meet the bus, you:
  - A. Run around the house looking for your book bag, stuffing in whatever notebooks and textbooks are lying around.
  - B. Grab your book bag from your room, but wonder if all your notebooks and textbooks are in it as you head out the door.
  - C. Grab the book bag from its regular spot. You know everything you need is there, because you packed it the night before.
2. The bell has rung and you're walking out of class with a friend. Your teacher says, "Tonight, please read chapter 3 and answer the questions at the end." You:
  - A. Keep walking out of class, telling yourself you'll remember the assignment.
  - B. Write it on a scrap piece of paper and shove it into your book bag.
  - C. Take out your homework notebook and write it in the day's list of assignments.
3. You get home and realize you didn't write down your math homework. You:
  - A. Call someone you know in that class to find out the assignment.
  - B. Plan on doing your math homework during your science class.
  - C. Celebrate! No math homework tonight!
4. Your social studies teacher wants your paper typed on a computer. You don't have one at home, so you:
  - A. Ignore her request and write it in your neatest handwriting.
  - B. Figure you'll use the computer lab the day it's due.
  - C. Sign up to use the library computer at least twice that week, in case it takes longer than you expected.
5. It's time to head home, so you swing by your locker. You:
  - A. Pick up your book bag and whatever books you think you might need for homework that night.
  - B. Check your homework notebook to see what books and other materials you'll need for homework that night.
  - C. Look at all the books in your locker, feel overwhelmed, and go home with an empty book bag.
6. You know you have a paper, math homework, and lots of reading to do before tomorrow. Before you get started, you:
  - A. Eat a snack, call a friend, check your e-mail, call another friend, check your e-mail again...
  - B. Grab your books and turn on the television.
  - C. Go to your special, quiet spot for studying and set a goal for what you need to accomplish.

## Homework Assignments

Name

From  to

(beginning of the week) (end of the week)

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
2nd Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
3rd Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
4th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
5th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
6th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
7th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
8th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>
9th Period Subject:	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>	<input style="width: 100%; height: 40px;" type="text"/>

You are responsible for writing down your assignments for class. If there's no homework, write "NH" (for "no homework") so you know you didn't forget to write something down.

If your school has fewer than nine periods a day, cross off the extra spaces at the bottom. If your school is on a six-day cycle, fill in your homework assignments for one week only.

## My Time, My Place

### My Time

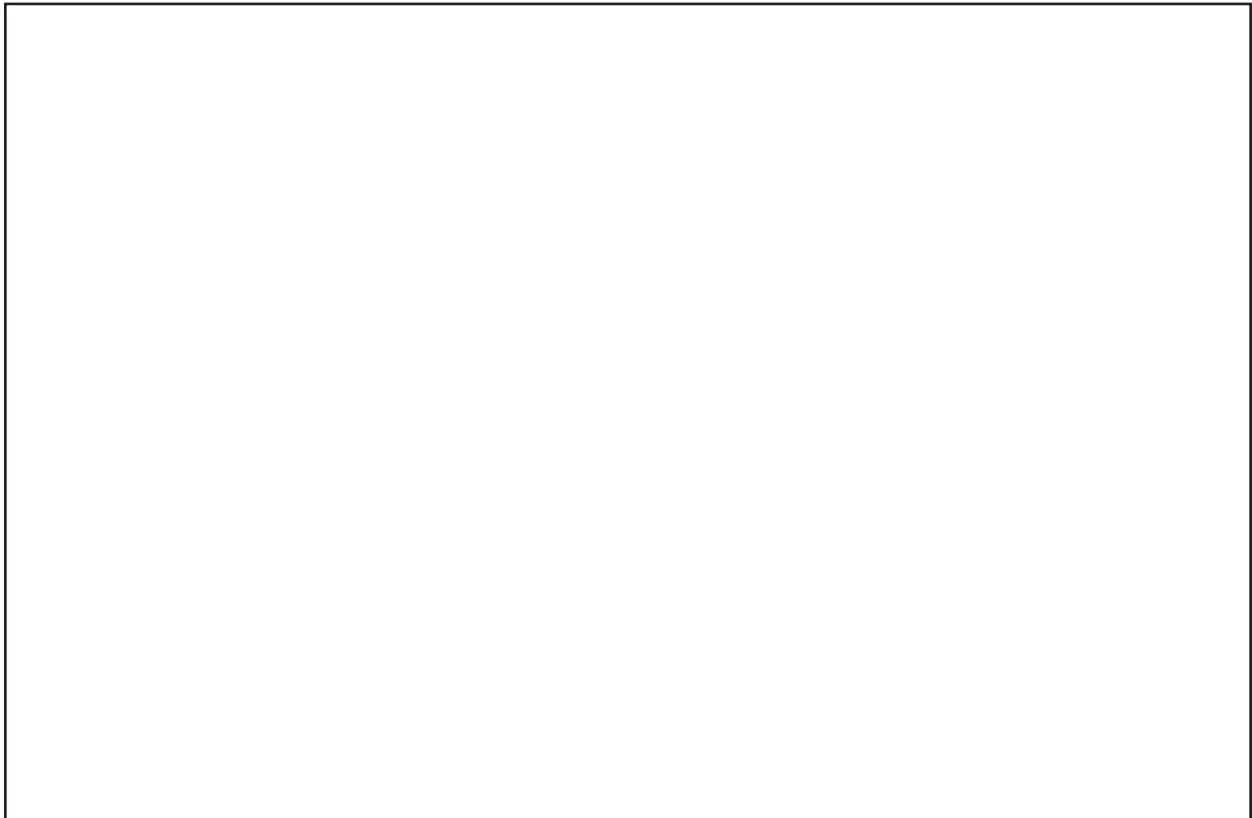
The best time of day for me to study is

because

### My Place

The best place for me to study is

Draw a picture of this special study spot below. Include a caption or labels to point out why it's the best place for you to study.


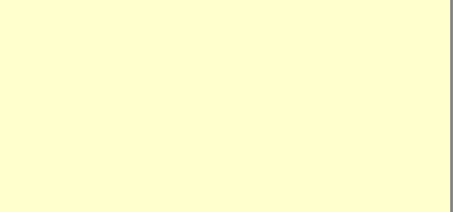
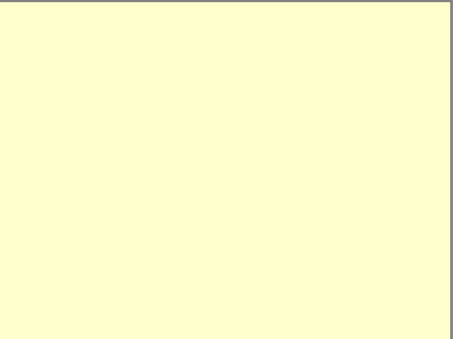



## Study Skills Checklist

How are your study habits? Read the list below, and check each item that applies to you most of the time.

- I have one place to write down my homework assignments and any books that need to go home every day.
- I check this list every day when I'm packing my book bag to go home.
- I have a special place to study that's comfortable and quiet.
- I have all my study materials in one place—including paper, pencil, calculator, and dictionary.
- I have a place to use a computer if I need it.
- I study at about the same time every day, and know that this is the best time for me.
- When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- I usually have enough time to finish my homework.
- I have the phone number of at least one person in each class who I could call with a question about an assignment.
- Every night, I put all the things I need to take to school the next day in the same place.

## What's My Line?

NOTES	PROFESSION?
<p>100 people/Saturday, July 16<sup>th</sup> at 4 p.m.            Bloomville Town Hall</p> <p><b>RENTALS</b>            U Rent It            Rentals R Us                —tables, chairs, dishes, glasses, silverware</p> <p><b>MENU</b>                —Grilled chicken, rice, green salad, chocolate cake</p>	
<p style="text-align: center;"><b>TREES</b></p> <p>4 Blue Spruce    2 Oak    *2 Maple    3 Scotch Pine                              (*along pathway)</p>	
<p>18 years old  <u>**fever</u>            stomach ache            chills            started a week ago            otherwise healthy  <u>**sister had stomach flu two weeks ago</u></p>	
<p>flop 2 over easy            coffee, no cow            blt            squeeze one</p>	

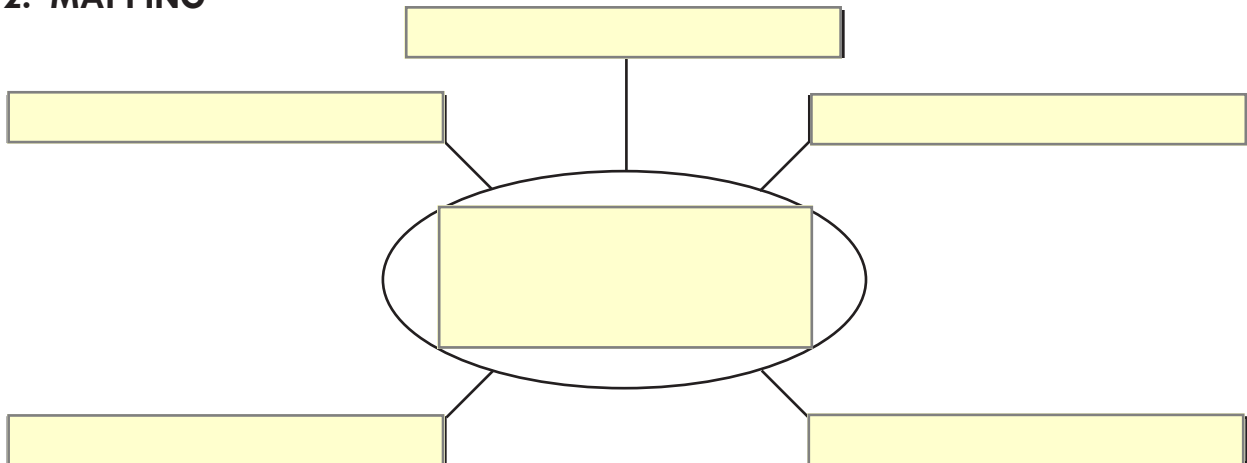
## NOTE-TAKING METHODS



### 1. OUTLINING

- 
- 
- 
- 

### 2. MAPPING



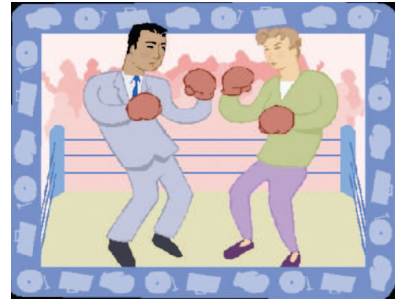
### 3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS
<input type="text"/>	<input type="text"/>



## NOTE-TAKING METHODS (The Red Effect)

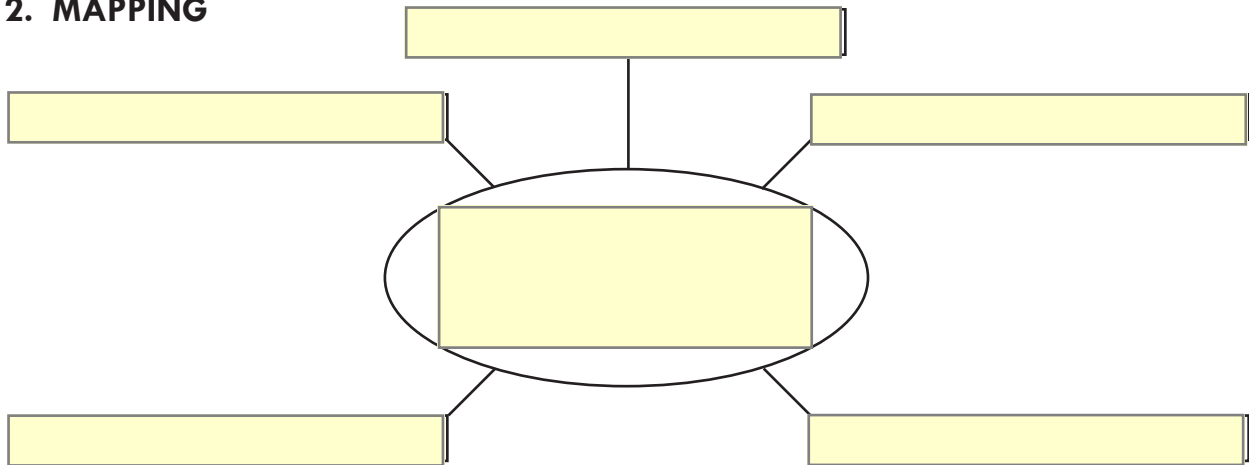
**Directions:** Choose one of the note-taking methods below to record your notes for the story, "The Red Effect."



### 1. OUTLINING

- 
- 
- 
- 

### 2. MAPPING



### 3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS
<input type="text"/>	<input type="text"/>

## HOW TO GET BETTER GRADES

You are about to start a new school year, and you're determined to turn over a new leaf and get better grades this year. When you find yourself in some of these familiar situations, what will you do? Circle the best answer for each one.

1. You are supposed to read the first two chapters in your textbook for your social studies class tomorrow. You:
  - a) Read the chapter headings, look at the pictures, and figure you don't really need to read it, since your teacher will talk about it tomorrow anyway.
  - b) Call your friend to talk about your new social studies teacher.
  - c) Read the chapters, highlighting or underlining important points, and noting the parts that don't make sense.
  
2. You just sat through a class about the different types of governments, and you're totally confused. You:
  - a) Complain to your friend about how confusing the class is.
  - b) Try not to think about it—you'll figure it out when it's time to study for the test.
  - c) Read your textbook for clarification, and ask your teacher if you're still confused.
  
3. When you're in class, you usually:
  - a) Stay pretty quiet and only talk if the teacher calls on you.
  - b) Ask questions and participate in class discussions.
  - c) Get homework done for your next class.
  
4. You have a huge test in a couple days. To start studying, you:
  - a) Open up your textbook and start reading the chapters covered on the test (for the first time).
  - b) Look at your notes and textbook and make a list of the main things you think will be covered on the test.
  - c) Make plans with a friend—you'll need to let off steam before you start studying.
  
5. The best time to start reviewing material for a test is:
  - a) The day before the test, so the material will be fresh in your mind.
  - b) Every day, reviewing your notes after each class.
  - c) A couple days before your test, so you have one day to read the material and another day to review it.

## REVIEW YOUR NOTES

Today, your science teacher reviewed the digestive system. You took the notes below, but when you went back to review them, you realized some things weren't clear, and you were missing some details. The reading material for this class was adapted from a website on the digestive system:

[http://www.kidshealth.org/kid/cancer\\_center/HTBW/digestive\\_system.html](http://www.kidshealth.org/kid/cancer_center/HTBW/digestive_system.html)

Compare your notes below with the reading material and fill in the missing information wherever there's a highlighted question mark.

### Digestive System

What it does: It breaks down food so your body can get the stuff **[WHAT IS THIS CALLED??]** it needs

### Process of digestion:

1. Starts with MOUTH—chewing breaks down food; so does saliva (spit)
2. ESOPHAGUS long tube, pushes food into stomach
3. STOMACH—does three things:
  - stores food
  - breaks up food (muscles and g\_\_\_\_\_ juices [??])
  - [??]
4. SMALL INTESTINE really long (over 20 feet!), helps body absorb nutrients; three organs provide juices to help break down food:
  - pancreas
  - liver
  - [??]
5. LARGE INTESTINE—**[IS IT LONGER THAN THE SMALL INTESTINE??]** absorbs water, What's left—solid waste (poop!)
6. RECTUM, stores waste before it leaves the body

## WHAT'S ON THE TEST?

Before you start studying for a big test, make a list of the main points that will be covered. How will you know? Complete the following sentences to identify five important sources for figuring out what's on a test.

1. **Your Teacher:** Sometimes teachers provide  If not, you can always ask your teacher to identify important concepts or textbook chapters covered on the test.
2. **Your Textbook:** Look at the main concepts within chapters, words in bold (new vocabulary words or concepts), and end-of-chapter
3. **Your Notes:** Look for key points in your notes. After all, if your teacher spent  talking about it in class, you know she thought it was
4. **Your Classmates:** Ask classmates what they think were the most points. It may help to compare notes — you may have missed something.
5. **Yourself:** Consider what questions you would ask if you were the teacher, and write down a  of your own questions.

## TEST-TAKING STRATEGIES

When you study for a test, you may have to remember a list of facts or details. Here are a few different strategies to help remember information. Write down some of your own examples or strategies.

### 1. Flash Cards

Example: To remember angles for a geometry test, one flash card might read "acute" on one side, and the definition ("an angle with a measure between  $0^\circ$  and  $90^\circ$ ") on the other.

Your example:

### 2. Acronyms

Example: HOMES is an acronym to remember the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior

Your example:

### 3. Acronymic Sentences

Example: To remember the order of the planets: My (Mercury) very (Venus) earthy (Earth) mother (Mars) just (Jupiter) served (Saturn) us (Uranus) noodles (Neptune).

Your example:

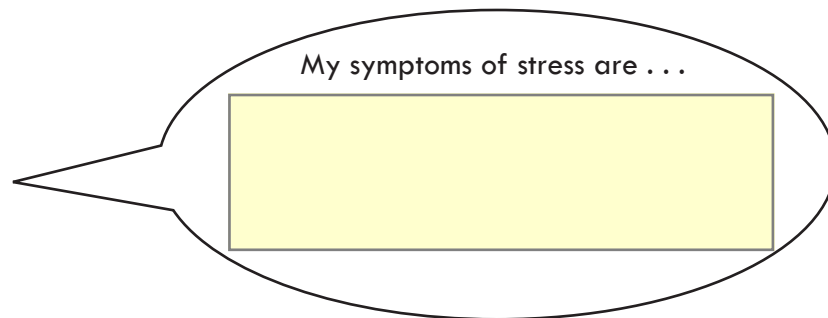
### 4. Other Strategies

## MANAGING STRESS

**CAUSES:** List five causes of stress among seventh-graders.

1.
2.
3.
4.
5.

**SYMPTOMS\*:**



*\*symptoms: signs you know you're stressed.*

**COPING:**

List three healthy activities that help reduce stress.

1.
2.
3.

List two people you can talk with to relieve stress.

1.
2.

## Roberto's After-School Plans

Use the chart on the next page to help Roberto plan his day. Write each thing next to the time when he will do it.

- Roberto has a basketball game right after school today. He will probably be home by 5:30 p.m.
- Roberto's dad is working out of town this week and his mom will be picking up his sister from ballet, so Roberto needs to start dinner and set the table. They will all eat together at 6:30 p.m.
- Roberto promised his younger sister he would play a computer game with her. This will probably take an hour. His sister's bedtime is 9:00 p.m.
- Roberto has about one hour of math homework.
- Roberto would like to relax and have time to read the latest Sports Illustrated.
- Roberto needs to study about a half an hour for his science test tomorrow.
- Roberto would like to get on the Internet to check his e-mail and to send a message to a friend who lives across the country.
- Roberto goes to bed at 10:30 p.m.

*Roberto's After-School Plans adapted from <http://www.dayrunner.com>*

## Roberto's Plan

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00 p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

*Roberto's After-School Plan adapted from [www.dayrunner.com](http://www.dayrunner.com)*



## Daily Plan-It Instructions

Use this schedule to create your own plan for the day. Use the four steps below.

### STEP 1: LIST

In the “Things to Do” column, write down all the things you have to do after school. Include homework assignments, sports, chores, and things you want to do to relax.

Things to Do	How long will it take?

### STEP 2: PRIORITIZE

In the first column, put a star next to the things you need to do first.

### STEP 3: ESTIMATE

Next to each item with a star, write the amount of time you think it will take.

### STEP 4: TIMED EVENTS FIRST

Schedule first things first. Start with things that must happen at a certain time, like a doctor’s appointment or after-school sports. Highlight things that must occur at a particular time.

.....  
If your own list of things to do is short, try making a schedule based on the story below instead.

### Radio Reporter

You are a high school student who has a music show on the local radio station. Tomorrow after school you will interview a new artist live on the radio. To prepare, you want to listen to both her CDs and read a five-page article about her in *People Magazine*. After you’ve researched her life and music, you’ll make a list of questions you want to ask her. You also want to check out a band that you’re going to interview next month. They are playing in a place about 10 minutes from your house from 8:00 to 10:00 p.m.

**Daily Plan-It Activity: (  's Plan)**

<b>Time</b>	<b>Activity</b>
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00 p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

*Roberto's After-School Plan adapted from [www.dayrunner.com](http://www.dayrunner.com)*

## SUSPECT'S DAILY PLANNER

Name of Suspect:

Time	Activity
6:00 – 6:30 a.m.	
6:30 – 7:00 a.m.	
7:00 – 7:30 a.m.	
7:30 – 8:00 a.m.	
8:00 – 8:30 a.m.	
8:30 – 9:00 a.m.	
9:00 – 9:30 a.m.	
9:30 – 10:00 a.m.	
10:00 – 10:30 a.m.	
10:30 – 11:00 a.m.	
11:00 – 11:30 a.m.	
11:30 – 12:00 p.m.	
12:00 – 12:30 p.m.	
12:30 – 1:00 p.m.	
1:00 – 1:30 p.m.	
1:30 – 2:00 p.m.	
2:00 – 2:30 p.m.	
2:30 – 3:00 p.m.	

## THE QUICK FIX WATCH

This watch is exactly what you need to take tests. You wear it on your wrist, and you push the “Start” button the minute your teacher says, “There’s going to be a test next week.” Then it starts bugging you to do the things you’re supposed to do before the test, like make sure you bring home the materials to review, study a little every day, and get a good night’s sleep the night before. And if you don’t do what you’re supposed to, like eat a good breakfast that morning, a siren goes off and won’t stop screaming until you have at least a bagel or something.

During the test, the watch helps but doesn’t cheat. It just reminds you to pay attention to the teacher’s instructions and read directions. It tells you to answer questions you know about first, and go over your answers at the end.

This is the watch that every kid needs, especially to pass math and social studies.

## RUPrepareND.com Basic Directions

### I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (RUPrepareND.com).
- When the Sign In page appears, sign in to your account.

### II. Interest Profiler BASIC DIRECTIONS

- Once you have signed in to your account, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment, and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete Portfolio page 9, Interest Profiler Results.

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## RUPrepareND.com Directions

### What They Do:

---

1. Sign into RUPrepareND.com.
2. Click on the **Career Planning** tab at the top of the page.
3. Click on the **Explore Careers** section of the page.
4. Write the name of your career in the Search for box and press Go.
  - a. You can also search for a career alphabetically. Instead of writing the name of your career in the search box, click on the button with the letter that your career starts with. You will find a list of every career that begins with that letter.
5. From the results list, select the career title that most closely matches the one you are looking for.
6. The first section to come up will be the **What They Do** page. There is also a tab on the left that will bring you here.
7. Read the top section, A person in this career. Use the information to answer question one on your Career Investigation page.

### Education:

---

1. Complete steps one to five from the **What They Do** section above.
2. **Select the What to Learn tab** on the left side of the screen.
3. Read this section and answer question two on your **Career Investigation** page.

### Connections:

---

1. Complete steps one to five from the **What They Do** section.
2. Press the **Connections** tab on the left side of the screen.
3. Read this section.
4. Next, click on a link to an association that is listed. If no associations are listed, click a link to one of the other Internet sites that are listed. Use the association site or other Internet site to fill out questions three to five on your Career Investigation page.

## Career Investigation

**Career:**

**What They Do:**

1. Name three things that a person with this job does during a typical day.

- 
- 
- 

**What To Learn:**

2. What kind of education do you need for this job?

**Connections:**

3. Where else can you find information about this career?

4. What is the website address for this association or other Internet site?

5. What is one interesting thing that you learned while exploring this website?



## Same Interests, Different Education

Career Cluster	Less Education High School or Community College (H or C)	More Education Community College or University (C or U)
AGRICULTURE, FOOD & NATURAL RESOURCES	Animal Trainer	Veterinarian
ARCHITECTURE & CONSTRUCTION	Carpenter	Architect
ARTS, AUDIO-VIDEO TECHNOLOGY & COMMUNICATIONS	Recording Engineer	Film Editor
BUSINESS, MANAGEMENT AND ADMINISTRATION	Receptionist	Conference Organizer
EDUCATION & TRAINING	Teacher Aid	School Counselor
FINANCE	Collection Clerk	Accountant
GOVERNMENT & PUBLIC ADMINISTRATION	Building Inspector	FBI Agent
HEALTH SCIENCE	Paramedic	Neonatal Nurse
HOSPITALITY & TOURISM	Airline Ticket Agent	Recreation Programmer
HUMAN SERVICES	Nail Technician	Social Worker
INFORMATION TECHNOLOGY	Computer Service and Repair Technician	Computer Game Designer
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	Correctional Officer	Lawyer
MANUFACTURING	Machinist	Manufacturing Manager
MARKETING	Retail Salesperson	Fashion Editor
SCIENCE, TECHNOLOGY, ENGINEERING & MATH	Avionics Technician	Mechanical Engineer
TRANSPORTATION, DISTRIBUTION & LOGISTICS	Auto Detailer	Pilot

## How Much Money?

You can use RUPrepareND.com to compare the earnings and outlook for different careers in your state.

1. Sign into RUPrepareND.com.
2. Click the **Career Planning** tab at the top of the page. Then select **Explore Careers**.
3. Under **Browse Career Clusters** click on the cluster that interests you most.
4. Click on the career you want to research.
5. Click on the **Money and Outlook** button on the left.

For some careers, the Entry Level Wage or the Experiences wage is marked N/A which means “not available.” In other words, the wage information is not available. If your career has N/A listed for Entry Level or Experienced wages, you should write that in your earnings chart.

### SAMPLE

Career Cluster

### LESS EDUCATION

### MORE EDUCATION

<b>Occupation</b>	<input style="width: 150px; height: 20px;" type="text"/>	<b>Occupation</b>	<input style="width: 150px; height: 20px;" type="text"/>
<b>Average Annual Earnings</b>	<input style="width: 150px; height: 20px;" type="text"/>	<b>Average Annual Earnings</b>	<input style="width: 150px; height: 20px;" type="text"/>
<b>Average Hourly Earnings</b>	<input style="width: 150px; height: 20px;" type="text"/>	<b>Average Hourly Earnings</b>	<input style="width: 150px; height: 20px;" type="text"/>
<b>Outlook</b>	<input style="width: 150px; height: 20px;" type="text"/>	<b>Outlook</b>	<input style="width: 150px; height: 20px;" type="text"/>
<b>Growth Rate</b>	<input style="width: 150px; height: 20px;" type="text"/>	<b>Growth Rate</b>	<input style="width: 150px; height: 20px;" type="text"/>

## How Much Money? (continued)

### RESEARCH #1

Career Cluster:

Occupation	<input type="text"/>	Occupation	<input type="text"/>
Average Annual Earnings	<input type="text"/>	Average Annual Earnings	<input type="text"/>
Average Hourly Earnings	<input type="text"/>	Average Hourly Earnings	<input type="text"/>
Outlook	<input type="text"/>	Outlook	<input type="text"/>
Growth Rate	<input type="text"/>	Growth Rate	<input type="text"/>

### RESEARCH #2

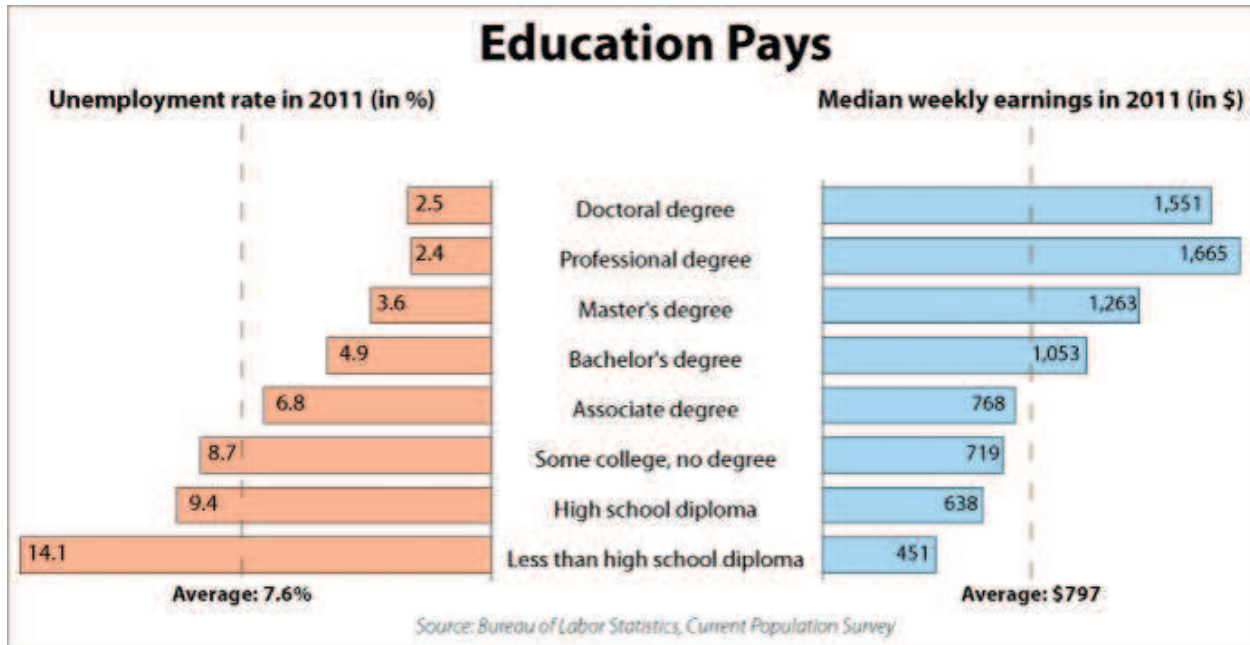
Career Cluster:

Occupation	<input type="text"/>	Occupation	<input type="text"/>
Average Annual Earnings	<input type="text"/>	Average Annual Earnings	<input type="text"/>
Average Hourly Earnings	<input type="text"/>	Average Hourly Earnings	<input type="text"/>
Outlook	<input type="text"/>	Outlook	<input type="text"/>
Growth Rate	<input type="text"/>	Growth Rate	<input type="text"/>

**RESEARCH LIKE A PRO:** When you compare earnings, you have to compare similar things. For example, compare the earnings for a veterinarian in a small town with the earnings for a plumber in a small town.



## Earnings & Unemployment



Source: [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm)

Data are 2011 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers. Note: The earnings on this graph represent national averages. Actual earnings in your state may be higher or lower.

The more education you have, the more

The more education you have, the less likely it is that you will

Some careers in construction or the skilled trades require on-the-job training rather than additional education. Name some of these careers:

## Career Research

**My Career:**

**Website:**

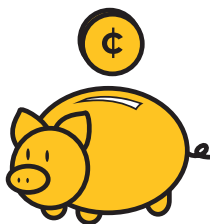


### What They Do:

Summarize this career in one or two sentences.

List some of the things this person has to do on the job.

- 
- 
- 



### Money and Outlook

List the average annual earnings and the average hourly earnings for the career that you have chosen. For most careers, these will appear in a grid. For some careers, you will need to read the text on the page to find these answers.

Average Annual Earnings: \$  a year

Average Hourly Earnings: \$  an hour



## What to Learn

Check the boxes that best describe the education needed for this career.

- High school
- Apprenticeship (paid to learn on the job)
- Tech or trade school (cooking or car repair, for example)
- Two-year community college (associate's degree)
- Four-year college (bachelor's degree)
- More than four years of college

### Details:

## Ask the Experts! Likes and Dislikes

(found on the **Interview** tab)

One of the best ways to learn about a career is to learn what the experts have to say about it. Write down at least two things that the experts like and two things that the experts dislike about the career you chose based on the interview you read.

### Likes:

1.
2.

### Dislikes:

1.
2.

## What They Do: Lawyer From RUPrepareND.com

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. May represent clients in court or before administrative agencies of government. May specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- Presents cases in court and summarizes cases to a judge or jury.
- Develops strategies and arguments in the preparation of a case.
- Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- Interprets laws, rulings, and regulations for individuals and businesses.
- Acts as agent, trustee, guardian, or executor for businesses or individuals.
- Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- Studies the Constitution and existing laws, decisions, and ordinances.
- Supervises legal assistants.

SOURCE: RUPrepareND.com

## What to Learn: Lawyer From RUPrepareND.com

### Education Level

Becoming a lawyer usually takes seven years of full-time study after high school - four years of undergraduate study, followed by three years of law school. Law school applicants must have a bachelor's degree to qualify for admission.

To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions. To practice law in the courts of any State or other jurisdiction, a person must be licensed, or admitted to its bar, under rules established by the jurisdiction's highest court.

All States require that applicants for admission to the bar pass a written bar examination; most States also require applicants to pass a separate written ethics examination. Lawyers who have been admitted to the bar in one State occasionally may be admitted to the bar in another without taking another examination if they meet the latter jurisdiction's standards of good moral character and a specified period of legal experience. In most cases, however, lawyers must pass the bar examination in each State in which they plan to practice. Federal courts and agencies set their own qualifications for those practicing before or in them. To qualify for the bar examination in most States, an applicant must earn a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities.

SOURCE: RUPrepareND.com



## INTERVIEW WITH AN AUTOMOTIVE TECHNICIAN

If you're thinking that a career as an automotive technician will allow you to hide under the hood of a car, think again! You have to be mechanically inclined, but you must also be highly intelligent and possess excellent people skills—not necessarily in that order.

“This whole job is about people,” says Doug Payette, an auto technician and service manager for a large automotive service chain. “You have to talk to people, explain what’s wrong with their cars in language they can understand, and calm down irate customers. You have to have good communication skills.”

Dealing with people is what Payette likes best about his job. “People rely so much on their cars that, when something goes wrong, it can be very stressful. So, occasionally you have to deal with angry customers. I look forward to the challenge in that. If I can get that angry guy calmed down before he leaves the shop, and know he’ll come back again—that feels good.”

Of course, not every customer is irate. Most are friendly and appreciative. “When you fix things, you feel good about fixing it. You get a lot of positive feedback from the customers because of the one-on-one contact. That’s where the rewards come in.”

Others agree. Susie Chivers is an automotive technician for a repair and service shop.

Her four-man—make that a “four-person” shop—can see 30, 40 and even 50 cars a week, with jobs ranging from oil changes to engine work. “Every day is a little different,” she says. “I love it.”

Chivers explains that this is a career where you get to see results, and that’s part of the fun for her.

She says that the ability to fix things was not something with which she was born. “I think that anybody who has the desire to learn can do it. Book-smart is one thing, but hands-on is more important,” she says.

Doug Payette has been working for the same company for over 20 years. He started working there after school, unloading tires in a huge warehouse before becoming an apprentice. Eventually he worked his way into management. His experiences starting out at the bottom help Payette to keep everything in perspective when it comes to his own employees.

“It’s like any job. It doesn’t matter how good a job you’re doing if someone doesn’t acknowledge it. I have 10 licensed technicians, seven apprentice technicians, six

service advisors and three guys hoping to get apprenticeships working for me. It's important to keep them happy."

Happy? Beno Rubin is definitely happy. He's an automotive service tech instructor.

"I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot," says Rubin.

The most difficult part of his job is also the most rewarding. "The hardest part of my job is working on a problem that is new to me," he says. "I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy."

This is an occupation that requires some smarts. "The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection," says Payette.

"It's not just about turning wrenches," Rubin adds. "Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers."

An interest in computers comes in handy, but a computer can't tell you everything. Knowledge of mathematics is critical.

"Certain aspects of repairing a car require critical measurements of parts," explains Rubin.

"Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer."

## Ask the Experts! Interview

Name of Interviewer:

Name of Interviewee:

Career:

Date of Interview:

1. What are your everyday job responsibilities?

2. What do you like about your job?

3. What do you dislike about your job?

4. How did you learn the skills needed to do your job? (Include training and education.)

5. What advice do you have for young people who are considering your career?

SOURCE: RUReadyND.com

## Be A Better Listener

### Part 1

Under “Effective Listening,” list behaviors that show someone you’re paying attention. Under “Ineffective Listening,” list behaviors that show you’re not listening. An example has been done for you.

EFFECTIVE (GOOD) LISTENING	INEFFECTIVE (BAD) LISTENING
Look at the speaker or take notes.	Do something else while someone is talking.

### Part 2

Want to get lots of information? Ask open-ended questions! These are questions that require more than a yes or no answer. For each yes or no question on the left, write a new question that requires more explanation.

YES OR NO QUESTIONS	OPEN-ENDED QUESTIONS
Do you have to go to college for this career?	How do you prepare for this career?
Do you work with other people?	
Do you work long hours?	
Is this job fun?	

## Career Fair: Presentation Questions

Below, write the names of each career assigned to the members in your group. Under each career, each team member NOT assigned to that career should write one open-ended question. At the bottom, write two questions that would apply to any career.

**Career:**

Questions:

- 1)
- 2)
- 3)

**Career:**

Questions:

- 1)
- 2)
- 3)

**Career:**

Questions:

- 1)
- 2)
- 3)

**Career:**

Questions:

- 1)
- 2)
- 3)

**Questions for any career:**

- 1)
- 2)

## Oral Presentation: Peer Evaluation

### Person Presenting:

For each statement, rate your partner on a scale of one to five.

(needs improvement)    1    2    3    4    5    (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke loudly enough to be heard.	1	2	3	4	5
3. The presenter spoke slowly, and paused for punctuation or to make a point.	1	2	3	4	5
4. The presenter looked up from his or her notes to make eye contact with the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5

## Career Bingo Card

Find a classmate whose career fits the description below. Have them write the name of the career on the line in the box. Get five boxes in a row — up, down, or diagonally — to win!

I work with animals.  _____	I work with machines.  _____	I can start my own business.  _____	I work more than 40 hours a week.  _____	I have summers off.  _____
I need to know a lot about one thing.  _____	I make more than \$60,000 a year.  _____	I graduated from a vocational school or two-year college program.  _____	On-the-job training was required for my job.  _____	My job requires further study after college.  _____
I have to be good at following directions.  _____	I do office work for a large part of the day.  _____	<b>FREE</b>	I'm on my feet for most of day.  _____	There are lots of jobs for people with my career.  _____
My career is competitive — few jobs, lots of people who want them.  _____	I work outdoors much of the time.  _____	I graduated from college.  _____	My job requires me to travel a lot.  _____	I can earn big bonuses.  _____
I spend many hours working at a computer.  _____	My job allows me to be creative.  _____	I need good "people skills" to do this job.  _____	I am sometimes "on call" during the evenings and weekends.  _____	I have to be a good problem-solver to do my job well.  _____

## ADVERTISING TECHNIQUES

Technique	How it Works
<b>Bandwagon</b>	Everyone is using the product. Don't be left out!  EXAMPLE: Everyone is shopping at this clothing store. You should, too.
<b>Celebrity Testimonial</b>	A famous person recommends the product.  EXAMPLE: An actress or singer uses X brand of makeup.
<b>Be Like Me</b>	Using the product will make you look or feel like the people in the ad, who are amazing and great.  EXAMPLE: Wear X brand of running shoes, and you'll be as fast as the guy in the ad.
<b>Heartstrings</b>	This ad tells a story, and tugs at your emotions.  EXAMPLE: A cute kid gets a good report card. His dad is so proud he treats him to lunch at a fast-food restaurant, where they are seen laughing as they eat fries.

### Sources:

#### Media Awareness Network Marketing to Teens — Advertising Strategies

[http://www.media-awareness.ca/english/resources/educational/handouts/advertising\\_marketing/mtt\\_advertising\\_strategies.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm)



## Questions for Analyzing Ads

Think about these questions as you examine each ad. Write your responses on the lines below.

### AD #1

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.

### AD #2

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.

## Spending Smarts Questionnaire

1. When I get money, I: (circle one response)

Spend it all

Save it all

Spend some and save some

2. Something I'm happy I spent my money on recently is:

because:

3. Something I regret I spent my money on recently is:

because:

4. I wish I had extra money for:

5. I think my spending habits: (circle a response, and then explain on lines below)

need improvement

don't need improvement

because:

SOURCE: Adapted from the tween website It's My Life (<http://pbskids.org/itsmylife/>) © 2005 CastleWorks, Inc.

## SPENDING DIARY

Being aware of your spending habits is the first step to budgeting. This is a spending diary. A spending diary allows you to keep track of your money by jotting down when you are spending money, what you're spending it on, and how much you're spending. Over the next week, try using the spending diary to keep track of how you spend your money. (If you don't have money of your own, ask your family members to help you estimate how much money has been spent on you during the week, and what each item costs.) By the end of the week, you may be surprised to see where your money goes.

### Spending Diary

Day	Item Bought	Amount Spent

## Lindsay's Spending Diary

Day	Item Bought	Amount Spent
Monday	Snapple	\$1.50
Monday	Trident gum	\$1.25
Monday	Bus to and from school	\$3.00
Tuesday	Rented DVD	\$5.50
Tuesday	Lunch at McDonalds	\$6.25
Tuesday	Bus to and from school	\$3.00
Tuesday	Gap t-shirt	\$10.00
Wednesday	Bagel with cream cheese and Tropicana orange juice	\$4.10
Wednesday	Bus to and from school	\$3.00
Wednesday	Arcade	\$10.75
Thursday	Bus to and from school	\$3.00
Thursday	School lunch	\$3.50
Thursday	CD	\$12.99
Friday	Snapple	\$1.50
Friday	Bus to and from school	\$3.00
Friday	Old Navy hat	\$7.49
Friday	Two slices of pizza and soda	\$5.00
Saturday	Movies	\$9.00
Saturday	Popcorn and soda	\$6.00
Sunday	Magazine	\$4.00

## Class Trip




Lindsay gets a small allowance for doing her chores, which she can spend as she likes. Her mom gives her money for her basic needs. For example, her mom pays for lunch and the bus back and forth from school. Lindsay can sometimes talk her mom into buying something when they're in a store together.

In four weeks, Lindsay's class is going on a trip that will cost \$100. When her mom hears about it, she just shakes her head and says that it costs too much money.

Her mom agrees to pay for the trip if Lindsay can come up with a plan for saving money. How will she do it?

Lindsay divides the total she needs to save (\$100) by the time she needs to save it in (four weeks,) and sees she'll have to save \$25 a week until the class trip. Lindsay uses a spending diary to write down everything her mom buys her for one week.

Expense	Last Week (total from spending diary)	Budget for Next Week
Food		
Transportation	\$15	\$15
Clothing		
Recreation (Fun)		
<b>Total</b>	<b>\$103.83</b>	<b>\$78.83</b>



Lindsay has to take the bus to school. This expense stays the same.

To save \$25 a week, Lindsay's total spending needs to be \$78.83 or less.

Use Lindsay’s spending diary to figure out how much she spends in each category.

**STEP 1.** Add up how much she spent in each category last week. Write each total in the correct box. (An example has been provided in each category.)

FOOD		CLOTHING		RECREATION	
Item	Cost	Item	Cost	Item	Cost
Trident gum	\$1.25	Gap t-shirt	\$10.00	Rented DVD	\$5.50
TOTAL		TOTAL		TOTAL	

**STEP 2:** List some of the things you think she can do without. A Snapple? A CD? A bagel in the morning? (Remember, you’ll need to find \$25 worth of stuff she doesn’t need.)

	Item	Cost
Example:	Old Navy hat	\$7.49

**STEP 3: Subtract each unneeded item from the category where it belongs.** Write the new totals for each category in the boxes under “Budget for Next Week.” These numbers show how much Lindsay can spend next week in each category. (Remember: total expenses for food, clothing, transportation, and recreation can be no more than \$78.83.)

FOOD		CLOTHING		RECREATION	
TOTAL		TOTAL		TOTAL	
	-	\$17.49	-		-
	-		-		-
	-		-		-
	-		-		-
Budget for Next Week		Budget for Next Week		Budget for Next Week	

## Comparison Shopping

Facing a tough buying decision? Use a chart to compare products.

### Iced Tea

Choices	Price	Brand	Convenience	Features	Quality
Joe's Corner Store					
Stop N' Shop					

### Work Boots

Choices	Price	Brand	Convenience	Features	Quality
Timberland					
Payless					

### Basketball

Choices	Price	Brand	Convenience	Features	Quality
Wilson Evolution					
Spalding NBA					

## Joe's Corner Store



**16 oz.**

**Buy your ice-cold Snapple here!**

All your favorite flavors.

Only \$1.25 each.

**STOP&SHOP**

**Weekly Super Saver**



**3/16 oz. bottles only 1.99 with coupon**

**Selected flavors**

Sale ends one week from today



**Sale**



**30% off while supplies last  
Timberland 6" Premium Work Boot  
\$145**

There's just no substitute for a sturdy, Guaranteed Waterproof boot to keep feet comfortable and dry, rain or shine. And we've been making this one since we opened our doors over 30 years ago. Rugged and dependable, we like to think of it as the role model for everything we make today. Imported.

- Customize this boot for an additional \$30
- Premium guaranteed waterproof nubuck leather for comfort, durability, and abrasion resistance
- Direct-attach waterproof construction keeps feet dry and comfortable
- Durable laces with Taslan fibers for long-lasting wear
- Rubber lug outsole for traction and durability
- Padded collar for a comfortable fit that locks out debris
- Rustproof hardware for long-lasting wear
- Embossed logo on side



**Payless Waterproof Work Boot**

**\$24.99**

Stay dry! Man-made upper laces up the front for a good fit. Shoe is made from water resistant materials to keep feet dry. Rubber sole is flexible. Padded insole provides all day comfort. Padded collar provides additional comfort around the ankles.

## NBA League Gear Spalding NBA Game Ball



Model No. 043995279

**\$99.99**

- **The official game basketball of the NBA.**
- **Pro wide channel design.**
- **Top grain leather panels with deep pebbles.**



## Wilson Evolution Composite Indoor 29.5 Basketball

Wilson Evolution Composite Indoor Basketball allows you to give it your best shot every time. The High Definition Pebbling provides a better grip for improved ball control and durability. Plus, the Cushion Core technology provides a softer feel.

**Just \$39.99 at**

