Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 1 (Lesson 1 – Connections and Community)

Standards	• Differentiate the negative and positive aspects of an online community. • Identify methods to engage with others online in a respectful manner. • Describe the potential consequences of spending a lot of time online.
Learning Targets/I Can Statements	➢ I can distinguish the negative and positive aspects of an online community. ➢ I can know methods to engage with others online in a respectful manner. ➢ I can describe the potential consequences of spending a lot of time online. ➢ I can share methods to create a healthy balance between online and offline time.
Essential Question(s)	1. Identify the negative and positive aspects of an online community. 2. Identify the methods to engage with others online in a respectful manner.
Resources	Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf **Lesson 1** Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment) Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.
Learning Activities or Experiences	**Opening Activity (10 minutes): Pre-Assessment** **Lesson overview:** Today students will explore some current social media platforms. We need to be careful about how we communicate on social media platforms. It is important to maintain a safe and positive digital presence and how to avoid social comparison, emotional contagion, and cyberbullying. Tweens and teens have a wide range of online interactions via text and social networks. In this lesson, students will learn how to be part of a positive online community. They'll also differentiate between positive and negative online actions, including cyber-bullying and harassment, and learn how to take steps to avoid digital drama. **Quick Write Activity (10 minutes)** – Student must only 20 words to answer only **one** of the questions below: • What is social comparison? • What is emotional contagion?

Lesson ideas and activities adapted from Everfi curriculum.

	• What's an "alt" account? • What is cyberbullying? **Social Media Problems Activity** (20 minutes) – Students must answer two scenarios. ***Scenario (Social Comparison)*** Mia: "I hate my life! No one likes me. My best friend Jessica always gets 100+ likes when she travels. I only get 5, if I'm lucky!" ***Scenario (Emotional Contagion)*** Henry: "I feel bad for Sarah, she is always getting bullied online. I stay up most nights on the phone with her, just to get her mind off of it. I've noticed that I fall asleep in class and I'm falling behind in math class. Sometimes it feels like I'm the one getting bullied online." ***Scenario (Fake "alt" account)*** Cory (friend of a friend): "Hey Liam, what's your number? It would be easier to communicate this way." Liam: [what should Liam say or do?] ***Scenario (Cyberbullying)*** Text from unknown: "You smell bad! You should really consider using some deodorant!" **Closing Activity** (10 minutes): Post Assessment
Closing	**Homework:** Brainstorm a social media problem and create solutions. Document your script using PowerPoint, Word, Prezi, Animoto, etc.

Lesson ideas and activities adapted from Everfi curriculum.

Lesson 1: Connections and Community

You will explore some current social media platforms. It is very important to be careful about how you communicate on social media platforms. Always do your best to maintain a safe and positive digital presence and know how to avoid social comparison, emotional contagion, and cyberbullying.

Tweens and teens have a wide range of online interactions via text and social networks. In this lesson, you will learn how to be part of a positive online community.

Social Comparison: When you compare your life to others' social media posts and feel like your life is worse.

Emotional Contagion: When you feel the emotions you think someone else feels. It happens easily on social media.

"Alt" account or alternative account: A fake screen name. Sometimes, these accounts are used for cyber bullying. Often, people figure out who is really behind these fake accounts.

Cyberbullying: Cyberbullying is bullying that happens online. It's often in the form of harassing messages or posts. Sometimes those posts are anonymous.

Pre-Assessment	Question & Answer
1	What is a NEGATIVE part of being in an online community? A. Learning from people all over the world. B. Finding people with common interests. C. Having anything you post be permanent. D. All of the above.
2	If a friend posts something online that hurts your feelings, what should you do? A. Post something hurtful about them. B. Ask why they're mad at you in the comments. C. Text them and say they hurt your feelings. D. Ask to talk to them in person.
3	If someone you don't know asks where you go to school, what should you do? A. Don't respond. B. See if they're a friend of a friend. C. Ask why they want to know. D. Lie to them.

Lesson 1: Connections and Community

4	What is "social comparison"?
	  A. When you compare your social life others' social life.
	  B. When you compare your life to others' social media posts and feel like your life is worse.
	  C. When you compare your online posts to others' online posts and feel like yours are worse.
	  D. When you compare your life to others' online posts and feel like your life is better.

5	How can you avoid "emotional contagion"?
	  A. Turn off notifications on your phone.
	  B. Spend time away from social media.
	  C. Stay offline before you go to bed.
	  D. All of the above.

Social Media Problems Scenarios

Directions: Answer the following questions to resolve one social medial problem.

1. Identify the social media problem. What decision do you have to make?

2. List the options. What possible actions could you take?

3. What are two possible solutions? List the pros and cons of each solution.

Solution 1   Solution 2

4. Consider your values. What is important to you?

5. Describe what you will do. Explain your decision.

Social Media Problems Scenarios

Scenario 1 (Social Comparison)
Mia: "I hate my life! No one likes me. My best friend Jessica always gets 100+ likes when she travels. I only get 5, if I'm lucky!"

Scenario 2 (Emotional Contagion)
Henry: "I feel bad for Sarah, she is always getting bullied online. I stay up most nights on the phone with her, just to get her mind off of it. I've noticed that I fall asleep in class and I'm falling behind in math class. Sometimes it feels like I'm the one getting bullied online."

Scenario 3 (Fake "alt" account)
Cory (friend of a friend): "Hey Liam, what's your number? It would be easier to communicate this way." Liam: [what should Liam say or do?]

Scenario 4 (Cyberbullying)
Text from unknown: "You smell bad! You should really consider using some deodorant!"

Lesson #1

Project: Create a comic strip for a social media problem. The comic strip must include the social media example *(social comparison, emotional contagion, Fake "alt" account, cyberbullying)*, solution(s), and graphics. Refer to the rubric for details and grading.

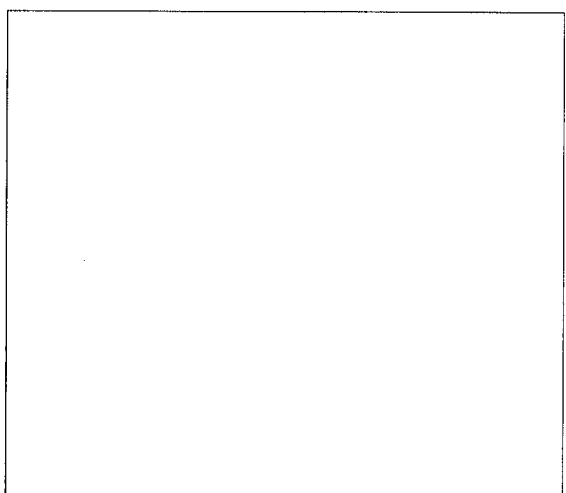# Comic Strip Rubric
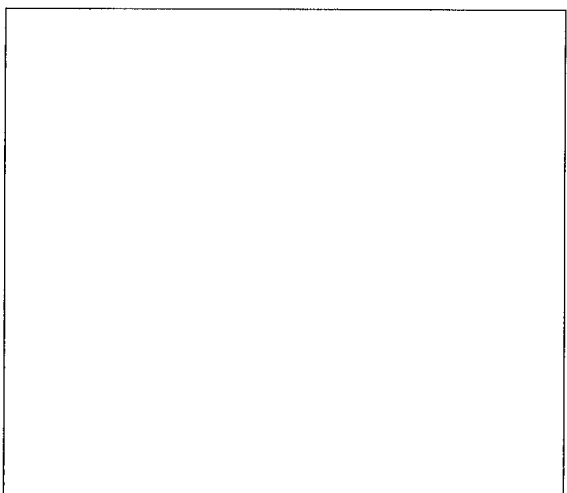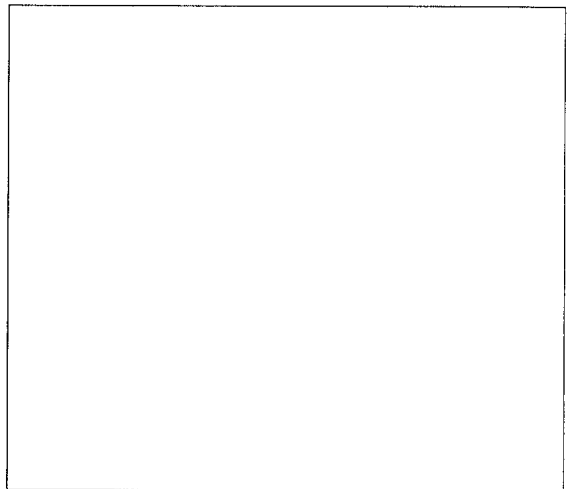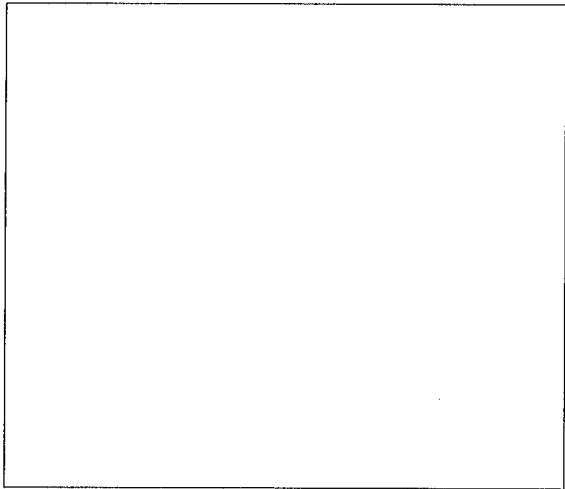
Student Name _____ **Period** _____
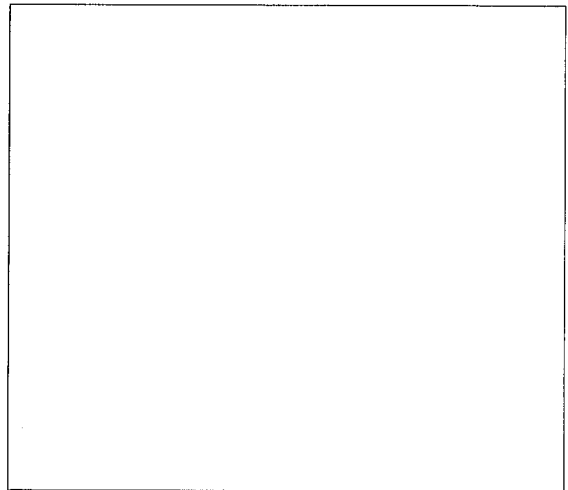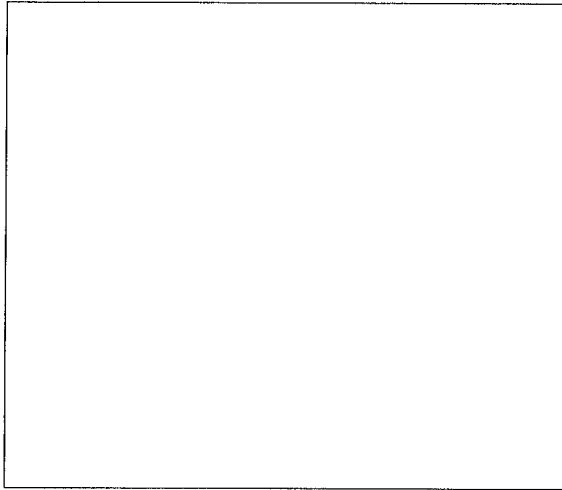
CATEGORY	20	15	10	5
Required Elements **-Theme** **-Storyline** **-Well-crafted sentence variety (4 types)**	Comic Strip includes all required elements as well as a few additional elements. Complete sentences were used.	Comic Strip includes all required elements and one additional element. Some complete sentences were used.	Comic Strip includes all required elements. Missing some complete sentences.	One or more required elements is missing from the comic strip. No sentences were added.
Content - Accuracy	All facts in the comic are accurate.	99-90% of the facts in the article are accurate.	89-80% of the facts in the article are accurate.	Fewer than 80% of the facts in the article are accurate.
Organization	All information is organized appropriately.	Most information is organized appropriately.	Some information is organized appropriately.	Organization of material is confusing to the reader. No color was added.
Clarity and Neatness	Comic Strip is easy to read and all elements are clearly written and drawn. Color was added.	Comic Strip is easy to read and most elements are clearly written and drawn. Some color was added.	Comic Strip is somewhat easy to read and some elements are clearly written and drawn. Very little color was added.	Comic Strip is hard to read and few elements are clearly written and drawn. No color was added.
Spelling & Proofreading	No spelling errors	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors

Comments: Grade: _____

Lesson #1

Name:_____

Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 2 (Lesson 2 – Safety and Privacy)

Standards	- List steps to keep personal information private online. - Explain what a digital footprint is and how it's created. - Identify when to seek help from a trusted adult. - List steps to protect digital data from compromise.
Learning Targets/I Can Statements	➢ I can list steps to keep personal information private online. ➢ I can explain what a digital footprint is and how it's created. ➢ I can identify when to seek help from a trusted adult. ➢ I can identify and describe digital rights and restrictions.
Essential Question(s)	1. What is a digital footprint? 2. How do you protect digital data from being stolen or compromised?
Resources	Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf **Lesson 1** Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment) Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.
Learning Activities or Experiences	**Opening Activity (10 minutes):** Pre-Assessment **Lesson Overview:** Students will evaluate social media platforms or related websites (e.g. Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms. At age twelve, students self-report the beginnings of high-risk Internet behavior. In this lesson, students will explore how their online actions and decisions can have both short- and long-term impacts on their safety and privacy. They'll learn what it means to have a digital footprint and ways to protect their personal information and data online. They'll also explore how apps and programs can track their location and why and how to keep that private. Finally, they'll receive guidance on how to ask for help. **Research Activity (30 minutes):** Magazine Cover – Create a magazine cover on the research you conducted for one of the social media platforms. The magazine should be visually attractive and interesting to read. Your cover should answer the following questions: - Benefits of sharing with this social media platform or website/app. - Drawbacks of sharing with this social media platform or website/app. - How do you use this social medial platform for school and personal use? - What are society's thought on this social media platform? - Any other topics you think are important for your magazine cover.

Lesson ideas and activities adapted from Everfi curriculum.

Lesson 2: Safety and Privacy

You will evaluate social media platforms or related websites (e.g. Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms.

At age twelve, students self-report the beginnings of high-risk Internet behavior. In this lesson, you will explore how their online actions and decisions can have both short- and long-term impacts on their safety and privacy. You'll learn what it means to have a digital footprint and ways to protect your personal information and data online. Also you will explore how apps and programs can track their location and why and how to keep that private. Finally, you will receive guidance on how to ask for help.

What is a digital footprint?

Digital footprint: A collection of data from a person's online activity that can be traced back to them. It's made up of data that can be found online.

Pre-Assessment	Question & Answer
1	What is a "digital footprint"? A. A collection of data from someone's online activity that can be traced back to them B. A list of websites where a person has gone online C. Tracking of someone's physical location through an app D. All the ways two people are connected online
2	What's a good way to keep personal information private online? A. Make social media profiles public B. Turn off location tracking on all apps C. Share personal information over direct messages only D. Both B and C
3	When is it okay to share your password with a friend? A. If your friend promises not to tell anyone B. If you change your password right afterward C. If it's your best friend D. It's never safe to share your password
4	When should you talk to an adult you trust? A. If you see yourself tagged online and you don't want to be B. If someone asks you for personal information C. If you aren't sure if you should post something D. All of the above
5	How can you make sure a picture won't be shared publicly online? A. Only share it over direct message B. Only share it with friends you know C. Only share it in person D. Only send it over email

Lesson 2: Safety and Privacy

Project: Magazine Cover – You will create a magazine cover on the research you conducted for one of the social media platforms (Snapchat, Facebook, Instagram, Twitter, Pinterest, etc.). Use a blank sheet of paper to create the magazine cover.

The magazine should be visually attractive and interesting to read. Your cover should answer the following questions:

- Benefits of sharing with this social media platform or website/app.

- Drawbacks of sharing with this social media platform or website/app.

- How do you use this social medial platform for school and personal use?

- What are society's thoughts on this social media platform?

- Any other topics you think are important for your magazine cover.

Magazine Cover Rubric

	3	2	1
GRAPHICS	The graphics are eye-catching and highly relevant to one or more the headlines.	The graphics satisfactorily express at least one of the main headlines.	The graphics are not relevant to the headlines or are missing entirely.
HEADLINES	The headlines on the cover express at least two of the main ideas in the lesson (safety & privacy).	Only one cover headlines expresses a main idea of the lesson (safety & privacy). Additional text does not relate to the lesson.	None of the headlines represent the lesson (safety & privacy).
FONT	The headlines are printed in a color, font, and legible or typed size that can easily be read.	The headlines are legible, but should be revised (i.e. enlarged, color changed) to increase legibility.	The headlines are illegible (i.e., selected color is not easily visible, font is difficult to read, letters are too small).

Comments: Grade:_____

Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 3 (Lesson 3 – Screen Time vs. Offline Time)

Standards	- Describe the potential consequences of spending a lot of time online. - Identify when to seek help from a trusted adult. - Identify methods to create a healthy balance between online and offline time. - Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. - Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. - Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	- I can identify methods to create a healthy balance between online and offline time. - I can describe the potential consequences of spending a lot of time online.
Essential Question(s)	1. How can you create a healthy balance between online and offline time?
Resources	**Lesson 3 – Screen Time vs. Offline Time** • Handouts Questions 1 –5 (Pre-Assessment) Screen Time vs. Offline Time (Chart) Reflection of Screen Time vs. Offline Time (Homework) You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	Opening Activity (10 minutes): Pre-Assessment

Opening Activity (10 minutes): Pre-Assessment

Pre-Assessment	Question & Answer

1	What's TRUE about spending a lot of time online?
	    A. It can hurt your friendships.
	    B. It can hurt your grades.
	    C. It can hurt your mental health.
	    D. All of the above.

2	What's a FALSE statement about online time?
	A. Blue light from devices can make it hard to sleep.
	B. It's a good way to connect with friends who are far away.
	C. Checking social media a lot is connected to more happiness.
	D. You can find digital resources that you don't have locally.
3	What's a sign you should talk to an adult about your online time?
	A. If you'd rather spend time with friends in person than online.
	B. If you always feel anxious about what you're missing online.
	C. If you only feel happy when you are online.
	D. Both B and C.
4	How can you create a healthy balance between online and offline time?
	A. Ask friends not to tag or message you.
	B. Turn off notifications on your phone.
	C. Limit online time to once a week.
	D. All of the above.
5	How can you help your offline friendships?
	A. Don't look at your phone when talking with your friends.
	B. Check for notifications from friends every day.
	C. Tag friends in pictures online.
	D. Never spend more time talking online than offline.

Lesson overview:
Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time.
You will evaluate and address your own digital dependency.
Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals.

Below are some suggested apps that are great for tracking and finding the right balance:
• Phone settings on most devices track your online time; check your settings to learn more
• Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

Application Activity (Screen Time vs. Offline Time) (30 minutes):
How will you achieve all of your academic and personal goals for the week while still managing your online and offline time? Please log how many

	hours you spend online and offline for three days as you progress toward your goals. List any apps or device tracking you used during this timeframe. This is a work in progress, but through this exercise you will learn how to better manage your time to achieve the things that are most important to you.
Closing	**Homework** (10 minutes): **Reflection Activity:** Write one paragraph (five to seven sentences) for each question summarizing your results. • Were you surprised by the amount of time you spent offline vs online? • Did you achieve all of your goals? • What would you change about your offline vs online goals? *Tracking Online Activity Tips* Try these steps to improve online time on social media sites: 1. Set a timer for email, text, and social media so you don't stay on too long. 2. Move all social media icons to the last page of your home screen. 3. Set your phone to *Do Not Disturb* while you study (only allow calls from your parents or guardians). 4. Put devices on silent when you study and close all apps and windows not related to your work. 5. Change the blue light settings on your phone to Night Shift/Night Light from evening until first thing in the morning 6. Try "mindful breathing" - especially when you feel stressed or after being on a device for a long time: take three deep breaths, counting to three each time, and focusing only on your breath. You can also try a "mindful meditation" app!

Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 3 (Lesson 3 – Screen Time vs. Offline Time)

Standards	1. Describe the potential consequences of spending a lot of time online. 2. Identify when to seek help from a trusted adult 3. Identify methods to create a healthy balance between online and offline time
Learning Targets/I Can Statements	• I can identify methods to create a healthy balance between online and offline time. • I can describe the potential consequences of spending a lot of time online.
Essential Question(s)	How can you create a healthy balance between online and offline time?
Resources	Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf **Lesson 1** Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment) Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.
Learning Activities or Experiences	**Opening Activity (10 minutes):** Pre-Assessment **Lesson overview:** Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time. Students will evaluate and address their own digital dependency. Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals. Below are some suggested apps that are great for tracking and finding the right balance: • Phone settings on most devices track your online time; check your settings to learn more • Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

	Application Activity (30 minutes): How will you achieve all of your academic and personal goals for the week while still managing your online and offline time? Please log how many hours you spend online and offline for three days progress against your goals. List any apps or device tracking you used during this timeframe. This is a work in progress, but through this exercise you will learn how to better manage your time to achieve the things that are most important to you. <table><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> **Reflection Activity:** Write one paragraph (five to seven sentences) summarizing your results. • Were you surprised by the amount of time you spent offline vs online? • Did you achieve all of your goals? • What would you change about your offline vs online goals? **Closing Activity** (10 minutes): Post Assessment
Closing	**Homework:** Tracking Online Activity Tips Try these steps to improve online time on social medial sites: 1. Set a timer for email, text, and social media so you don't stay on too long. 2. Move all social media icons to the last page of your home screen. 3. Set your phone to Do Not Disturb while you study (only allow calls from your parents or guardians). 4. Put devices on silent when you study and close all apps and windows not related to your work. 5. Change the blue light settings on your phone to Night Shift/Night Light from evening until first thing in the morning 6. Try mindful breathing" - especially when you feel stressed or after being on a device for a long time: take three deep breaths, counting to three each time, and focusing only on your breath. You can also try a "mindful meditation" app!

Lesson 3: Screen Time vs. Offline Time

Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time.
You will evaluate and address your own digital dependency.
Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals.

Below are some suggested apps that are great for tracking and finding the right balance:
• Phone settings on most devices track your online time; check your settings to learn more
• Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

Pre-Assessment	Question & Answer
1	What's TRUE about spending a lot of time online? A. It can hurt your friendships. B. It can hurt your grades. C. It can hurt your mental health. D. All of the above.
2	What's a FALSE statement about online time? A. Blue light from devices can make it hard to sleep. B. It's a good way to connect with friends who are far away. C. Checking social media a lot is connected to more happiness. D. You can find digital resources that you don't have locally.
3	What's a sign you should talk to an adult about your online time? A. If you'd rather spend time with friends in person than online. B. If you always feel anxious about what you're missing online. C. If you only feel happy when you are online. D. Both B and C.
4	How can you create a healthy balance between online and offline time? A. Ask friends not to tag or message you. B. Turn off notifications on your phone. C. Limit online time to once a week. D. All of the above.
5	How can you help your offline friendships? A. Don't look at your phone when talking with your friends. B. Check for notifications from friends every day. C. Tag friends in pictures online. D. Never spend more time talking online than offline.

Lesson 3: Screen Time vs. Offline Time

Reflection Activity:

Write one paragraph (five to seven sentences) for each question summarizing your results.

1. Were you surprised by the amount of time you spent offline vs online?
2. Did you achieve all of your goals?
3. What would you change about your offline vs online goals?

Response to Question 1:

Response to Question 2:

Response to question 3:

Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 4 (Lesson 4 – Technology and Data)

Standards	• Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to tack their navigation online.
Learning Targets/I Can Statements	➢ I can list steps to keep personal information private online. ➢ I can list steps to protect digital data from compromise. ➢ I can identify potential phishing messages and signs of malware.
Essential Question(s)	1. How do I use technology to enhance productivity?
Resources	Lesson 4 – Technology and Data • Adobe (optional) • Microsoft Word (optional) • Publisher (optional) • Internet (optional) • Handouts Questions 1 – 5 (pre-assessment) Phishing Awareness (word search) Anti-phishing poster (homework) You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity** (10 minutes) Pre-Assessment **Lesson overview:** Phishing Awareness Word Search (10 minutes) People who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name. While phishing and scams are a **SERIOUSLY** big deal online, sometimes it is good to start off by looking at the lighter side. Today we are going to dive a little deeper on how to look for phishing clues.

	Phishing: When someone tries to get personal data online by pretending to be someone else.
	Phishing is when someone tries to get personal data online by posing as someone else. Phishing could look like:
	· An email from what looks like social media, asking you to re-enter your password. · A message that looks like it's from a friend, with a link. Phishing can happen over email, direct message, in chat rooms, or anywhere else. The message may threaten negative actions if you don't act right away.
Closing	**Homework** (30 minutes) Create an Anti-Phishing Poster Create an anti-phishing digital poster that can be placed somewhere in the school's hallway or cafeteria using paper and markers, Adobe, Microsoft Word or Publisher. Use at least two phishing examples in your poster. Include tips about protecting yourself from phishing and identity theft. (30 minutes)

Lesson 4: Technology and Data

People who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name. While phishing and scams are a **SERIOUSLY** big deal online, sometimes it is good to start off by looking at the lighter side. Today we are going to dive a little deeper on how to look for phishing clues.

Phishing: When someone tries to get personal data online by pretending to be someone else.

Phishing is when someone tries to get personal data online by posing as someone else. Phishing could look like:

- An email from what looks like social media, asking you to re-enter your password.
- A message that looks like it's from a friend, with a link.

Phishing can happen over email, direct message, in chat rooms, or anywhere else. The message may threaten negative actions if you don't act right away.

Pre-Assessment	Question & Answer
1	What makes a good password? A. A mix of letters, numbers, and symbols you'll remember. B. Something you can remember, like your age and pet's name. C. A word in a foreign language. D. A random mix of letters and numbers.
2	What's a possible sign of malware? A. Lots of popups. B. Being redirected in search engines. C. Computer running slowly. D. All of the above.
3	What might be a phishing message? A. An email with a link to re-set your password. B. A text message from a friend about a new movie. C. A website where you can buy songs. D. All of the above.
4	When you sign up for an app or social media account, are you letting the company use your information? A. No B. Yes C. Only if you give permission D. Only if they tell you each time they use it

Lesson 4: Technology and Data

5	If a movie, song, or book is offered for free, is it malware? A. Always B. Never C. Usually D. Sometimes

How Apps Use Your Data

When your data is available to others, you are vulnerable. This can result in identity theft.
When you share your information, companies may use it for marketing or sharing with others. They might also use it to track your location, what you like, or people you follow. It's important to be careful. Always check privacy settings and carefully read agreements to see how your data is used.

Digital Tips

- Don't give apps too much access
- Avoid questionable links and downloads
- Create strong and safe passwords

Name: _____

Phishing Awareness

```
O  L  A  T  T  A  C  H  M  E  N  T  S  B  T  A  P
P  U  M  N  T  P  A  @  B  R  E  E  G  M  B  R  E
M  I  S  M  A  T  C  H  E  D  U  R  L  U  U  S  R
O  C  C  O  A  R  D  L  B  C  P  T  S  S  D  A  S
N  L  @  P  I  T  N  L  R  J  H  U  T  U  E  B  O
D  M  T  H  L  T  @  F  A  J  I  P  S  B  A  P  N
B  B  E  R  L  J  D  B  N  N  S  N  M  J  I  U  A
O  F  F  I  C  I  A  L  D  P  H  C  G  E  T  S  L
T  T  L  N  A  C  C  L  I  M  I  U  C  C  U  A  D
T  E  J  B  I  N  B  G  N  I  N  D  A  T  M  L  E
@  A  G  E  J  M  G  T  G  P  G  I  I  L  R  U  T
M  S  S  E  N  D  E  R  E  M  A  I  L  I  D  T  A
H  I  O  M  L  O  I  L  O  R  H  C  S  N  U  A  I
C  S  I  @  D  I  A  G  E  O  C  O  M  E  J  T  L
L  D  M  G  E  N  E  C  G  I  G  B  J  D  C  I  S
G  S  C  S  I  G  N  A  T  U  R  E  R  E  M  O  C
P  O  O  R  G  R  A  M  M  A  R  J  I  A  G  N  F
```

branding	salutation	mismatched URL
Sender Email ID	subject line	personal details
official signature	attachments	CSI@diageo.com
	Phishing poor grammar	

Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 5 (Lesson 5 – Rights and Literacy)

Standards	• Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
Learning Targets/I Can Statements	➢ I can differentiate the negative and positive aspects of an online community. ➢ I can identify and describe digital rights and restrictions. ➢ I can differentiate between created and curated content.
Essential Question(s)	1. How do I use relationship skills? 2. How do I make responsible decisions?
Resources	Lesson 5 – Rights and Literacy • Microsoft PowerPoint (optional) • Prezi (optional) • Internet (optional) • Handouts Questions 1 – 5 (pre-assessment) Comic strip (Activity and Homework) You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	Listening Activity (10 minutes) Pre-Assessment Lesson Overview Tween and teen digital media use often outpaces adults, especially in new platforms and technologies, which can leave them vulnerable to digital media dangers **Curated content:** Content that you share, but didn't create yourself. **Freedom of Expression:** Your right to express your ideas and opinions through the things you say, write or create. **Freedom of Association:** Your right to be part of a group and take action within that group **Vlog:** A personal website or social media account where a person regularly posts short videos. Comic Strip Activity (20 minutes) Extra, Extra, Extra Read All About It!!!!

	Create a comic strip that: • Highlights why you should follow the rules and rights restrictions when posting curated content. • Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion. • Use at least at least two curated content sources in your presentation. (30 minutes)
Closing	**Homework** (20 minutes) Comic Strip Activity (cont.) Extra, Extra, Extra Read All About It!!!! Create a comic strip that: • Highlights why you should follow the rules and rights restrictions when posting curated content. • Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion. • Use at least at least two curated content sources in your presentation. (30 minutes)

Lesson 5: Rights and Literacy

Curated content: Content that you share, but didn't create yourself.
Freedom of Expression: Your right to express your ideas and opinions through the things you say, write or create.
Freedom of Association: Your right to be part of a group and take action within that group
Vlog: A personal website or social media account where a person regularly posts short videos.

Pre-Assessment	Question & Answer
1	What's true about freedom of expression? A. It's unlimited. B. It allows you to express your ideas. C. It allows you to express your opinions. D. Both B and C.
2	If something is copyrighted, how can it be used? A. Only with credit. B. Only with permission. C. With credit or in certain "fair use" cases. D. With permission or in certain "fair use" cases.
3	What is curated content? A. Something you created. B. Something you didn't create, but are sharing. C. Something you co-created. D. Either A or C.
4	Which is a copyright violation? A. Sending a copyrighted song to a friend. B. Sharing a copyrighted image on social media. C. Downloading a copyrighted movie without permission. D. All of the above.
5	If someone you don't know gives you feedback on your online creation, what should you do? A. See what you think about their feedback. B. Ask to talk about it offline. C. Ignore it. D. Both A and B.

Learn More

Copyright Restrictions

It can be fun to share things online. But remember to think about your legal responsibilities when you use someone else's content.

If an image, video, song, story, comic strip, meme, or other creative work is copyrighted, that means you can't use it — or even parts of it — without permission, except in "fair use" cases, which is very complicated. If a creative work can be used, make sure you follow all restrictions on how to use it and make sure you credit the creator when required.

Lesson 5: Rights and Literacy

Be Careful about What You Use or Share

Following copyright and crediting requirements applies to more than just making things! You also need to be careful about what you use or share.

Always Get Permission

Even when it's legal to use certain things, it's better to get permission first. That's especially true with photos, videos, or other content of people you know.

Think about other people's feelings and ask before you share.

Lesson 5: Rights and Literacy

Project
Extra, Extra, Extra Read All About It!!!!
Create a comic strip that:
- Highlights why you should follow the rules and rights restrictions when posting curated content.
- Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion.
- Use at least at least two curated content sources in your presentation. (30 minutes)

Refer to the rubric for details and grading.

Comic Strip Rubric

Student Name _____ **Period** _____

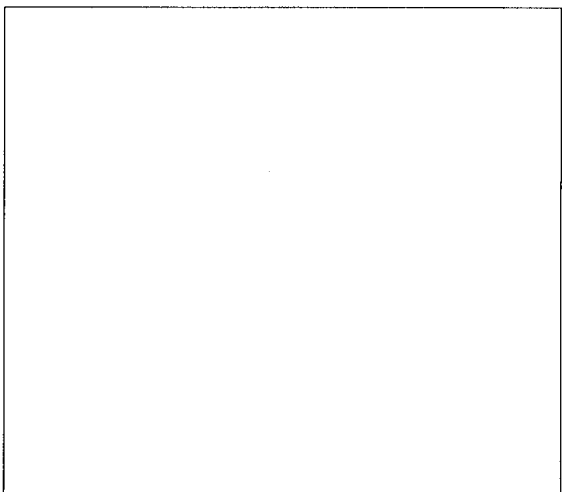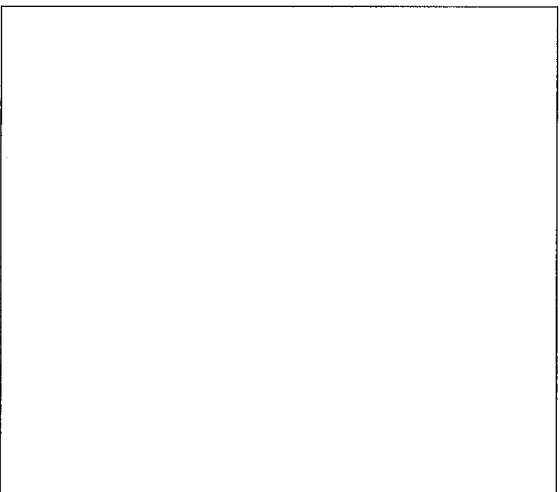| CATEGORY	20	15	10	5
Required Elements **-Theme** **-Storyline** **-Well-crafted sentence variety (4 types)**	Comic Strip includes all required elements as well as a few additional elements. Complete sentences were used.	Comic Strip includes all required elements and one additional element. Some complete sentences were used.	Comic Strip includes all required elements. Missing some complete sentences.	One or more required elements is missing from the comic strip. No sentences were added.
Content - Accuracy	All facts in the comic are accurate.	99-90% of the facts in the article are accurate.	89-80% of the facts in the article are accurate.	Fewer than 80% of the facts in the article are accurate.
Organization	All information is organized appropriately.	Most information is organized appropriately.	Some information is organized appropriately.	Organization of material is confusing to the reader. No color was added.
Clarity and Neatness	Comic Strip is easy to read and all elements are clearly written and drawn. Color was added.	Comic Strip is easy to read and most elements are clearly written and drawn. Some color was added.	Comic Strip is somewhat easy to read and some elements are clearly written and drawn. Very little color was added.	Comic Strip is hard to read and few elements are clearly written and drawn. No color was added.
Spelling & Proofreading	No spelling errors	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors

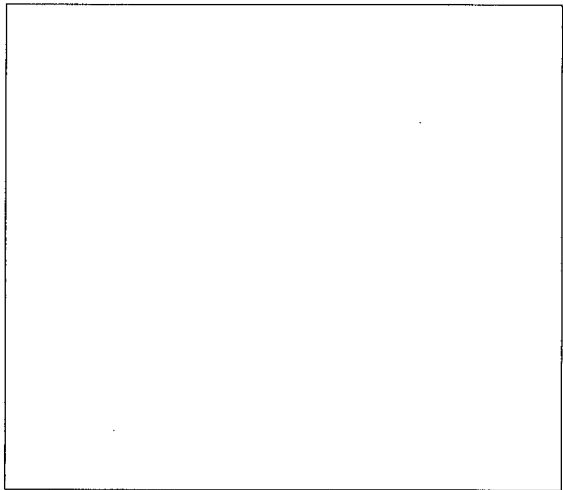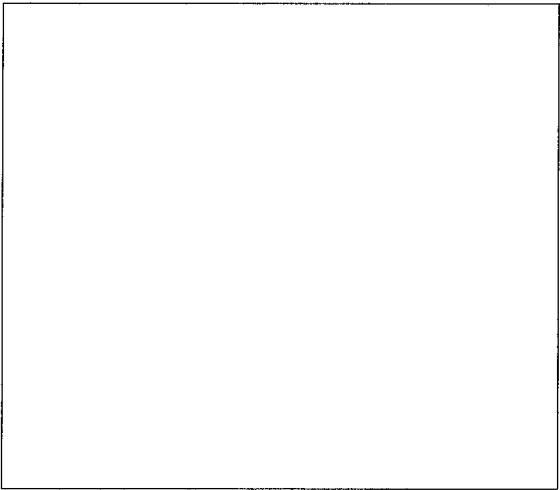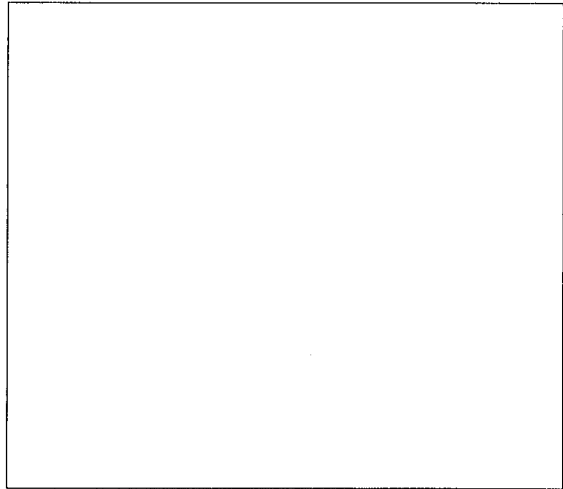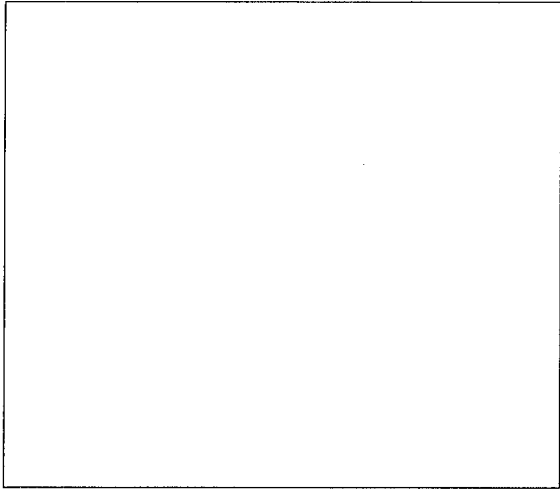Comments: Grade: _____

Lesson 5: Rights and Literacy

Name:_____

Lesson 5: Rights and Literacy

Name:_____

Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 6 (Lesson 6 – Evaluating Content)

Standards	- Students plan and employ effective research strategies to locate information and other resources for their intellectual and creative pursuits. - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. - Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. - Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. - Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	➢ I can describe how to evaluate content for accuracy and bias. ➢ I can identify methods to differentiate accurate search results from inaccurate or sponsored content.
Essential Question(s)	1. How do I employ valid and reliable research strategies?
Resources	Lesson 6 – Evaluating Content - Telephone - Handouts Questions 1 – 5 (Pre-Assessment) Primary and Secondary Sources Identifying Primary and Secondary Sources (Homework) You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity (10 minutes): Pre-Assessment**

Learning Activities or Experiences (continued):

Pre-Assessment	Question & Answer
1	What is a sign that content is biased? A. The author has a lot of experience in the topic. B. The author lists evidence. C. The author makes money in a connected area. D. All of the above.
2	What is a sign that information is accurate?

		A. Statistics are included. B. Research is referenced. C. Sources are cited. D. All of the above.
	3	Can you get accurate information from social media? A. Sometimes B. Usually C. Always D. Never
	4	What are signs something is sponsored content? A. It says "sponsored content" somewhere. B. It says "ad" somewhere. C. It's paid for by a person or company. D. All of the above.
	5	If you're unsure if something is true, what should you do? A. Research the information. B. Trust it if you know the person. C. Trust it if the person has shared accurate content before. D. All of the above.

Lesson Overview
Although the media often talks about this generation as "digital natives," research shows that while teens and tweens have grown up with constant online access, they often don't know how to evaluate online resources. It is important to learn how to validate content for accuracy.

Primary sources: Direct or first-hand stories that come from the time period when the event being discussed happened.
Secondary sources: Things that talk about or explain primary sources and are created by someone

plication Activity (15 minutes)
ink about a fun event that happened in your family recently (35 minutes).
1. Identify at least one person who can be a primary source.
2. Identify at least one person who can be a secondary source.
3. Using Microsoft Word, type an explanation on how you identified these people to be credible sources.
4. In Microsoft Word, type one or two sentences that describe the fun event that happened in your family.
5. Press the Enter key four times and type: Primary Source.
    a. Type at least four questions you will ask the primary source(s) about the fun family event.
6. Press the Enter key four times and type: Secondary Source.
    a. Type at least four questions you will ask the secondary source(s) about the fun family event.

	7. Using the phone or talking to the individuals in person, ask them the primary source and secondary source questions. Type the answers to the questions, as you ask them the questions. 8. After asking the questions, type a paragraph on how will you evaluate the answers for accuracy and bias?
Closing	**Homework (25 minutes) Research Project** Research a topic of your choice, write or type a 200-word summary on the topic. Be sure to include one primary and secondary source. Explain how you identified that your sources were trustworthy as it relates to the topic.

Identifying Primary and Secondary Sources

Think about a fun event that happened in your family recently (35 minutes).

1. Identify at least one person who can be a primary source.
2. Identify at least one person who can be a secondary source.
3. Using Microsoft Word, type an explanation on how you identified these people to be credible sources.

4. In paper or Microsoft Word, write or type two sentences that describe the fun event that happened in your family.
5. Drop down or press the Enter key four times and write or type: Primary Source.
    a. Write or type at least four questions you will ask the primary source(s) about the fun family event.
6. Drop down or Press the Enter key four times and write or type: Secondary Source.
    a. Write or type at least four questions you will ask the secondary source(s) about the fun family event.
7. Using the phone or talking to the individuals in person, ask them the questions for the primary source and secondary source. Write or type the answers to the questions, as you ask them the questions.
8. After asking the questions, write or type a paragraph on how will you evaluate the answers for accuracy and bias?

Lesson 6: Evaluating Content

Although the media often talks about this generation as "digital natives," research shows that while teens and tweens have grown up with constant online access, they often don't know how to evaluate online resources. It is important to learn how to validate content for accuracy.

Primary sources: Direct or first-hand stories that come from the time period when the event being discussed happened.
Secondary sources: Things that talk about or explain primary sources and are created by someone

Pre-Assessment	Question & Answer
1	What is a sign that content is biased? A. The author has a lot of experience in the topic. B. The author lists evidence. C. The author makes money in a connected area. D. All of the above.
2	What is a sign that information is accurate? A. Statistics are included. B. Research is referenced. C. Sources are cited. D. All of the above.
3	Can you get accurate information from social media? A. Sometimes B. Usually C. Always D. Never
4	What are signs something is sponsored content? A. It says "sponsored content" somewhere. B. It says "ad" somewhere. C. It's paid for by a person or company. D. All of the above.
5	If you're unsure if something is true, what should you do? A. Research the information. B. Trust it if you know the person. C. Trust it if the person has shared accurate content before. D. All of the above.

Primary and Secondary Sources

Directions: Research a topic of your choice, write or type a 200 word summary on the topic. Be sure to include one primary and secondary source. Explain how you identified that your sources were trustworthy as it relates to the topic.

Brainstorming notes:

Topic:

Provide one primary source used:

Provide one secondary source used:

How did you identify that your sources came from a credible source?

Write or type short article about your topic and include your sources.

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 1)
Lesson 7: Agriculture, Architecture, Arts & A/V, and Business

Standards	- Formulate career ideas. - Learn more about careers in the Agriculture, Architecture, Arts & A/V and Business. - Make predictions about future career aspirations. - Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. - Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. - Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	➢ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	Session 1 – Agriculture, Architecture, Arts & A/V, and Business • **Handouts** Career exploration (worksheet)--See *Student Lesson Files* folder Paper, pen and pencil You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity (10 minutes): Brainstorming** Complete the ***Self-Knowledge*** worksheet to begin the brainstorming process about your career aspirations. 1. Things that interest me at home: 2. Things that interest me at school: 3. Things that I am good at doing:

4. Subjects I have to work hard at:

5. Subjects that are easy for me:

		(circle one)	
6.	I like to solve number problems	yes	no
7.	I like to write about my ideas	yes	no
8.	I am very organized	yes	no

9. What careers might use some of these interests and abilities?

Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. In this activity that you will complete, it will help you develop Self-knowledge, Educational and Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.

By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education.

Application (30 minutes) **Career Awareness (*Agriculture, Architecture, Arts & A/V, and Business*)**

	Students will need to complete career awareness worksheets for the following career clusters: Agriculture and Natural Resources; Architecture and Construction; Arts, A/V Technology & Communications; and Business, Management and Administration.
Closing	**Homework (10 minutes): Reflection** Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.

Lesson ideas and activities adapted from Career & Technical Education Consortium.

Self-Knowledge

1. Things that interest me at home:

_____

_____

2. Things that interest me at school:

_____

_____

3. Things that I am good at doing:

_____

_____

4. Subjects I have to work hard at:

_____

_____

5. Subjects that are easy for me:

_____

_____

		(circle one)	
6. I like to solve number problems		yes	no
7. I like to write about my ideas		yes	no
8. I am very organized		yes	no

9. What careers might use some of these interests and abilities?

_____

_____

Agriculture, Food & Natural Resources

Sample Careers

1. Pest Controller
2. Farm Equipment Mechanic
3. Veterinarian
4. Grounds Keeper
5. _____

Can you think of another?

Careers in the Agriculture, Food & Natural Resources cluster help us to wisely utilize what Mother Nature gave us. People in these kinds of occupations can work with plants, trees and animals. They work on farms, in veterinary offices, forests or even out at sea. They mow laws, catch fish, grow food and raise animals. You can be an engineer, pest control worker, farmer, tree pruner or forest worker and be in this career cluster.

Maintaining a home is a career almost all adults have. Think about what kind of home and family life you want in the future as an adult.

Where will you live? The city? The country? The suburbs? What state?
Will you have any pets? What kind? Will you have children? What type of foods do you eat with your family and friends?

Write a short story about how you see yourself in the future, perhaps 15 years from now. Talk about the things that will have changed. What will your life be like?

Career Exploration
Lesson 1: Agriculture, Architecture, Arts & A/V, and Business

Arts, A/V Technology & Communications
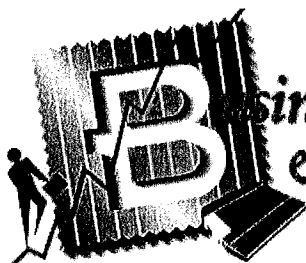
Sample Careers
1. Radio Announcer
2. Photographer
3. Jeweler
4. Writer
5. _____

Can you think of another?

Careers in the Arts, Audio/Visual Technology & Communications cluster usually utilize a person's creativity. People in these occupations can work with cameras, musical instruments or small tools. They may work in TV studios, jewelry stores and theaters or be self-employed. You can be an illustrator, writer, musician, radio announcer, reporter or film editor and be in this career cluster.

Draw a picture or illustration of career in the Arts, A/V Technology, & Communications pathway.

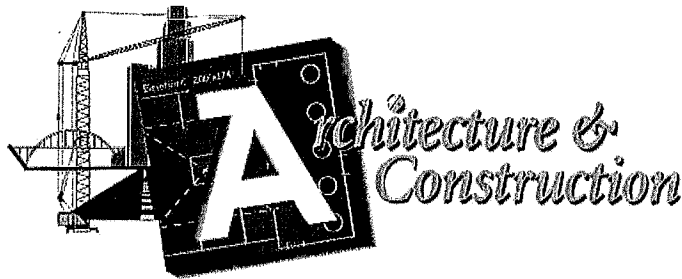**iness, Management & Administration**

Sample Careers

1. Mail Clerk
2. Receptionist
3. Accountant
4. Human Resources Administrator
5. _____

Can you think of another?

Careers in the Business, Management & Administration cluster help to run businesses smoothly. People in these occupations can work with math, grammar, money, people and computers. They work to connect business people and provide services that help make businesses successful. They may work in banks, insurance offices or just about ANY business you can think of. You can be a bookkeeper, stock clerk, purchasing agent or manager and be in this career cluster.

Write a poem about a career in the pathway of Business, Management & Administration.

Sample Careers

1. Roofer
2. Electrician
3. Plumber
4. Architect
5. _____

Can you think of another?

Careers in the Architecture & Construction cluster design and build things. People in these occupations can work with many different tools to help them do their special jobs. They may build or design houses and buildings out of wood, steel or stone. They build highways and bridges too. You can be an engineer, electrician, carpenter or drafter and be in this career cluster.

Write a conversation between two friends about careers in architecture and construction. Each person in the conversation must have a minimum of four parts.

Doghouses
Architecture & Construction and Business

What you learn today will help you tomorrow!

Reading and math are important skills to have. Architects and construction workers need to be able to plan, read and follow directions. They also need to know how to make estimates on how much material they will need and how much it will cost.

Materials Needed		Unit Price	Total Cost
2	sheets plywood	$9.95 each	_____
1	box roofing shingles	$12.45	_____
1	box roofing nails	$1.89	_____
1	box small nails	$1.49	_____
2	8 foot boards	$.89 each	_____
		TOTAL	_____

1. What is the total cost of materials to build the doghouse?

2. Rounding to the nearest 50 cents, what is the estimated cost of materials to build the doghouse?

3. What school subjects would help you build a doghouse? Why?

❦ For A Challenge ❧
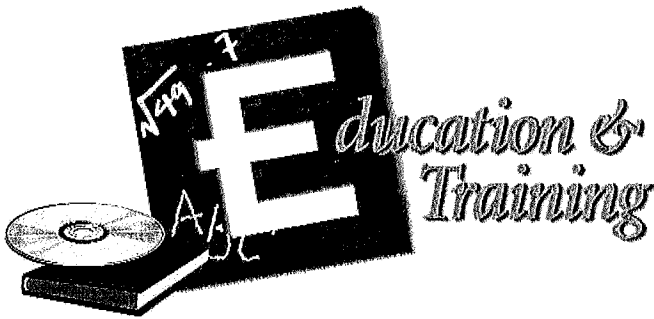4. If there was a 15% increase in prices, how much would each material cost? What would the new total be?

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 2)
Lesson 8: Education, Finance, Health Science and Hospitality & Tourism

Standards	• Formulate career ideas. • Learn more about careers in the Education, Finance, Health Science and Hospitality & Tourism • Make predictions about future career aspirations. • Students will demonstrate proficiency and skills associated with the use of technologies that are • Students will demonstrate an understanding of workplace structures, organizations, systems, an • Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	➢ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	• Session 2 – Education, Finance, Health Science and Hospitality & Tourism • **Handouts** Career exploration (worksheet) --See *Student Lesson Files* folder Paper, pen and pencil You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity (10 minutes): Career Cluster Word Search.** S E C R U O S E R L A R U T A N W M U G C G W N O B D G Q Y U Z F Y I Q T R A I N I N G X T X A N H A Y Z H P G S W C B V L O Q F O Q D J C K N T E F W V O L C A J E R N I V Z J R B J A A Z I F Y X L L V U P A W Y A K R I Y H E C H A Y T N V O W M D S T R A A I X L I M T N O F Q P C Z N L M I X A R Q D N I E A S I A D V Y I F I H N C O M K V S E X Y C C D C N J S U C P B C F L C D B U X Z C V S H R U I Y E T F

	D	Z	E	Z	P	N	X	T	E	Q	I	J	K	B	U	J	E	F	S	U	G	Y	D
	O	T	A	Q	E	O	Z	V	X	V	E	R	U	T	L	U	C	I	R	G	A	J	S
	O	C	O	N	S	T	R	U	C	T	I	O	N	J	Y	P	N	R	W	U	Q	R	D
	F	D	U	E	K	J	B	N	N	F	M	Z	X	K	Q	A	I	F	F	N	H	Z	H
	O	J	R	S	O	W	J	A	D	M	I	N	I	S	T	R	A	T	I	O	N	L	D
	M	E	Y	P	U	B	L	I	C	A	D	M	I	N	I	S	T	R	A	T	I	O	N
	P	J	S	V	K	E	M	F	R	B	O	B	V	U	H	E	U	E	S	F	D	O	Q
	I	B	U	S	I	N	E	S	S	C	T	C	J	T	D	H	J	C	A	N	O	M	N
	F	C	K	G	L	Q	A	R	P	G	A	H	A	U	F	Z	L	X	U	N	S	D	V
	M	A	N	A	G	E	M	E	N	T	V	P	C	U	A	C	G	H	E	V	P	C	A
	R	K	P	C	O	M	M	U	N	I	C	A	T	I	O	N	S	P	S	B	D	Y	V
	Y	H	G	O	T	O	S	B	U	C	T	I	Y	K	E	W	C	G	H	K	J	D	M
	X	K	U	C	F	G	O	E	D	I	V	U	F	O	Z	H	P	O	O	B	U	U	U
	W	N	D	L	J	Z	F	G	O	V	E	R	N	M	E	N	T	M	J	Y	E	L	B
	D	R	M	G	Q	J	W	N	N	D	A	R	C	H	I	T	E	C	T	U	R	E	P

Public Administration   Government   Finance   Training   Education   Adm

Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. The characteristics.

By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you m

Application (30 minutes) **Career Awareness *(Education, Finance, Health Science and Hospitality & Touri***

Students will need to complete career awareness worksheets for the following career clusters: Education

Closing	**Homework** (10 minutes): **Reflection**
	Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you

Lesson ideas and activities adapted from Career & Technical Education Consortium.

Sample Careers

1. School Teacher
2. School Principal
3. Coach
4. Librarian
5. _____

Can you think of another?

Careers in the Education & Training cluster help people learn new knowledge and get new skills. People in these occupations may work in libraries, schools or recreation centers. They may help plan or manage activities in a learning environment. You can be a teacher, counselor, librarian or a coach and be in this career cluster.

MATCHING

Draw a line connecting the name of a career with a tool that person might use.

CAREER	TOOL
Accountant	Measuring Cup
Nurse	Axe
Firefighter	Calculator
Chef	Telescope
Electrician	Insulated Gloves
Astronomer	Stethoscope

2. What tools might be used in these careers? Draw a picture and label tools used in the listed careers.

REPORTER	CARPENTER
ELEMENTARY SCHOOL TEACHER	DOCTOR
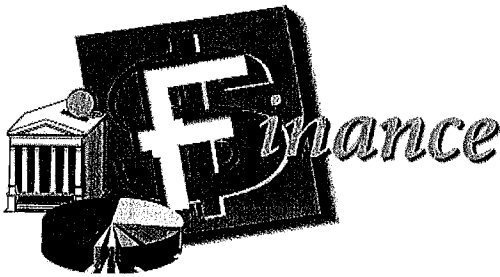
Sample Careers

1. Credit Analyst
2. Accountant
3. Bank Teller
4. Insurance Adjuster
5.

Can you think of another?

Careers in the Finance cluster work with money. They help people and businesses account for money they spend or invest. People in these occupations use lots of math when they work. They may work in banks, insurance and tax offices or in most any business. You can be a budget analyst, cashier, insurance agent or loan officer and be in this career cluster.

Money, Money, Money
Solve the word problems below using math skills. Please show your work.

1. Tyson gets paid $7.00 an hour at his job. How much money would he have earned if he spent those 2 hours a day working, instead of playing video games?

2. Jonathan wants to buy this really cool car but it cost $4650 and he doesn't have a job, and the only job he can find will pay him $5.00 an hour and he can only work 20 hours a week. How many weeks will he need to work before he can buy the car?

3. There are 52 weeks in a year, and you work 40 hours a week how much do you need to make an hour to make $60,000 a year?

4. Ryan earned $85.00 for babysitting each week. If he babysits for three weeks, how much money will he make? He wants to buy an iPod for $179.00. Will he have enough money?

Health Science

Sample Careers

1. Nurse _____
2. Pharmacist _____
3. Surgeon _____
4. Dentist _____
5. _____

Can you think of another?

Careers in the Health Science cluster help people stay healthy or take care of people who are sick. People in these occupations might specialize on different parts of your body like your teeth, feet, eyes, back or even your brain. They may work in hospitals, laboratories, pharmacies, dentist offices or schools. You can be a psychiatrist, optician, pharmacist, nurse or chiropractor and be in this career cluster.

CHOOSE AN OCCUPATION

1. Choose an occupation and write it down here:

2. What kind of skills do you think a person would need for this occupation?

3. What kind of tools do you think this person would use in this career?

4. What do you think a typical day on the job might be like for this person?

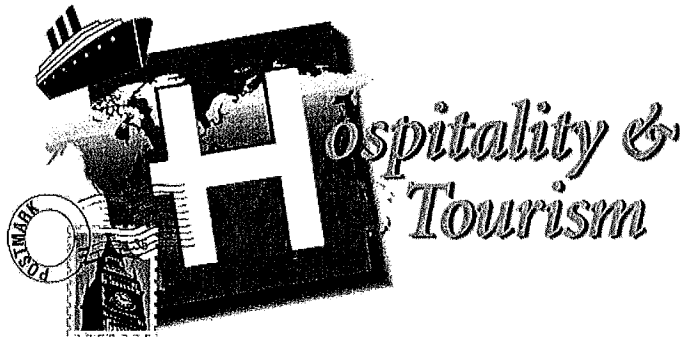5. How is their day on the job similar to your day at school?

6.   What kind of education do you think a person would need for this occupation?

Hospitality & Tourism

Sample Careers
1. Hotel Manager
2. Chef
3. Amusement Park Operator
4. Recreation Worker
5. _____

Can you think of another?

Careers in the Hospitality & Tourism cluster help people have a safe and good time when they are traveling or visiting new places. People in these occupations can work with food, sports, or amusement rides. They may work in restaurants, hotels or amusement parks. You can be a baker, flight attendant, travel agent or hotel manager and be in this career cluster.

UNSCRAMBLE

Unscramble the list of people's names to find out their profession. The first one is done for you.

Name	Profession
Anna C. Coutt	accountant
Ray Creets	
Tim Niser	
Roy Tenat	
Art Rein	
Chet Incani	
Leon Roucs	
Nat Joir	
Sami C. Thin	
Regie Nen	
Lela A. Prag	
Vic E. Teedt	
Bee W. Smart	

Words To Choose From:

Minister	Engineer	Janitor	Trainer	Paralegal	Machinist
Teacher	Mail Clerk	Detective	Secretary	Webmaster	Counselor
				Attorney	Technician

SHIELD ACTIVITY
"Coat of Arms"

Students are to draw pictures (no words) for each block.

Box 1
Something about themselves they would like others to know about them (blue eyes, always smiling, great athlete, etc.)

Box 2
Someone that they admire or look up to (i.e. type of person they are or their career)
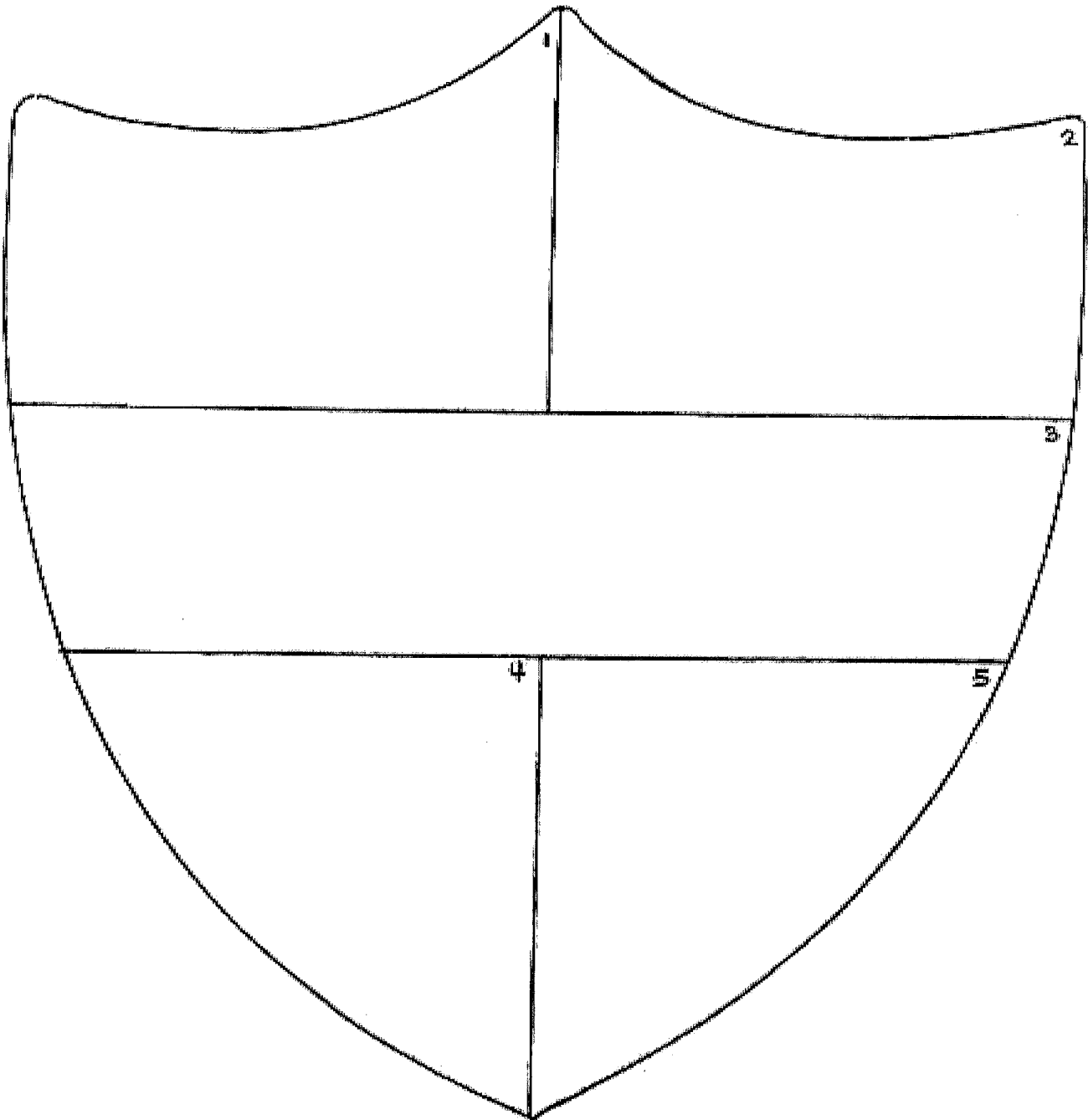
Box 3
Students WRITE their last names

Box 4
Favorite school activity, sport or class

Box 5
Career/work that they wish to pursue after high school

Coat of Arms

1

2

3

4

5

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 3)
Lesson 9: Human Services, Information Technology, Law & Public Safety, & Transportation

Standards	• Formulate career ideas. • Learn more about careers in the Human Services, Information Technology, Law & Public Safety, & Transportation • Make predictions about future career aspirations.
Learning Targets/I Can Statements	➢ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	• Session 3 – Human Services, Information Technology, Law & Public Safety, & Transportation • **Handouts** Career exploration (worksheets)--See *Student Lesson Files* folder Paper, pen and pencil You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	Opening Activity (10 minutes): **Career Cluster Word Search**. **Lesson overview:** Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics. By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education. • **Application (30 minutes) Career Awareness (Human Services, Information Technology, Law & Public Safety, & Transportation)** Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 3: Human Services, Information Technology, Law & Public Safety, and Transportation
Closing	**Homework (10 minutes): Reflection** Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.

Lesson ideas and activities adapted from Career & Technical Education Consortium.

Sample Careers

1. Funeral Director
2. Child Care Worker
3. Social Worker
4. Residential Counselor
5. _____

Can you think of another?

Careers in the Human Services cluster prepare people to help families and communities. People in these occupations work closely with others helping them with childcare, family counseling or investigations. They may work in funeral homes, preschools or counseling offices. You can be a minister, counselor, nursing aide or massage therapist and be in this career cluster.

Occupation: the name for a unique set of tasks, skills and abilities that a worker performs. Many workers can be in the same occupation.

Job: the set of tasks done for a specific employer

Industry: a business or group of businesses making similar types of goods or services
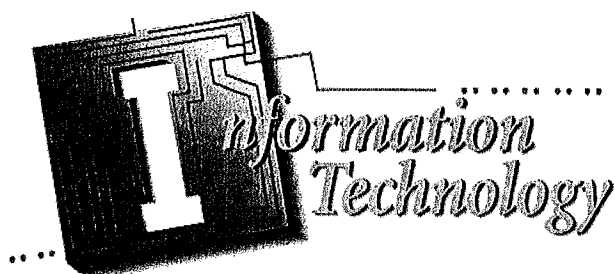
Employer: the person or company who pays a worker for doing a job

1. What **occupations** do your family members have?

2. What are some **employers** in your community?

3. What kind of **jobs** can be done in a hospital?

Sample Careers

1. Help Desk Technician
2. Webmaster
3. Cable TV Installer
4. Computer Programmer
5. _____

Can you think of another?

Careers in the Information Technology cluster are usually very technical. People in these occupations work with computers and lots of information. They may work in almost any business where computers are used. They may develop or design computer programs and hardware. You can be a web master, programmer or database administrator and be in this career cluster.

Think about the environment you may want to work in. On each line, circle the environment you like better.

A	B
Work indoors	Work outdoors
Work with people	Work with information
Travel	Work in office
Work with hands	Work with mind
Work by myself	Work in groups
Work during the day	Work at night
Work in busy places	Work in quiet places
Wear a uniform	Wear street clothing
Make things	Sell things
Communicate with words	Utilize math skills
Work 12 months a year	Work seasonally
Work the same schedule each day	Work a variable schedule
Give directions to others	Take directions from others
Work with humans	Work with animals
Work under pressure	Work without deadlines

Can you think of any career or careers that have most of your favored environments?
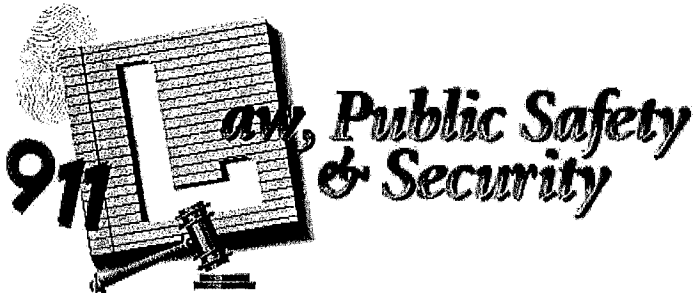
Sample Careers

1. Lawyer
2. Security Officer
3. Firefighter
4. Police Officer
5. _____

Can you think of another?

Careers in the Law, Public Safety & Security cluster help protect the people living in the community. They may work in law offices, police stations, fire stations or jails. You can be a sheriff, judge, emergency medical technician (EMT) or warden and be in this career cluster.

MAZE

FINISH

START
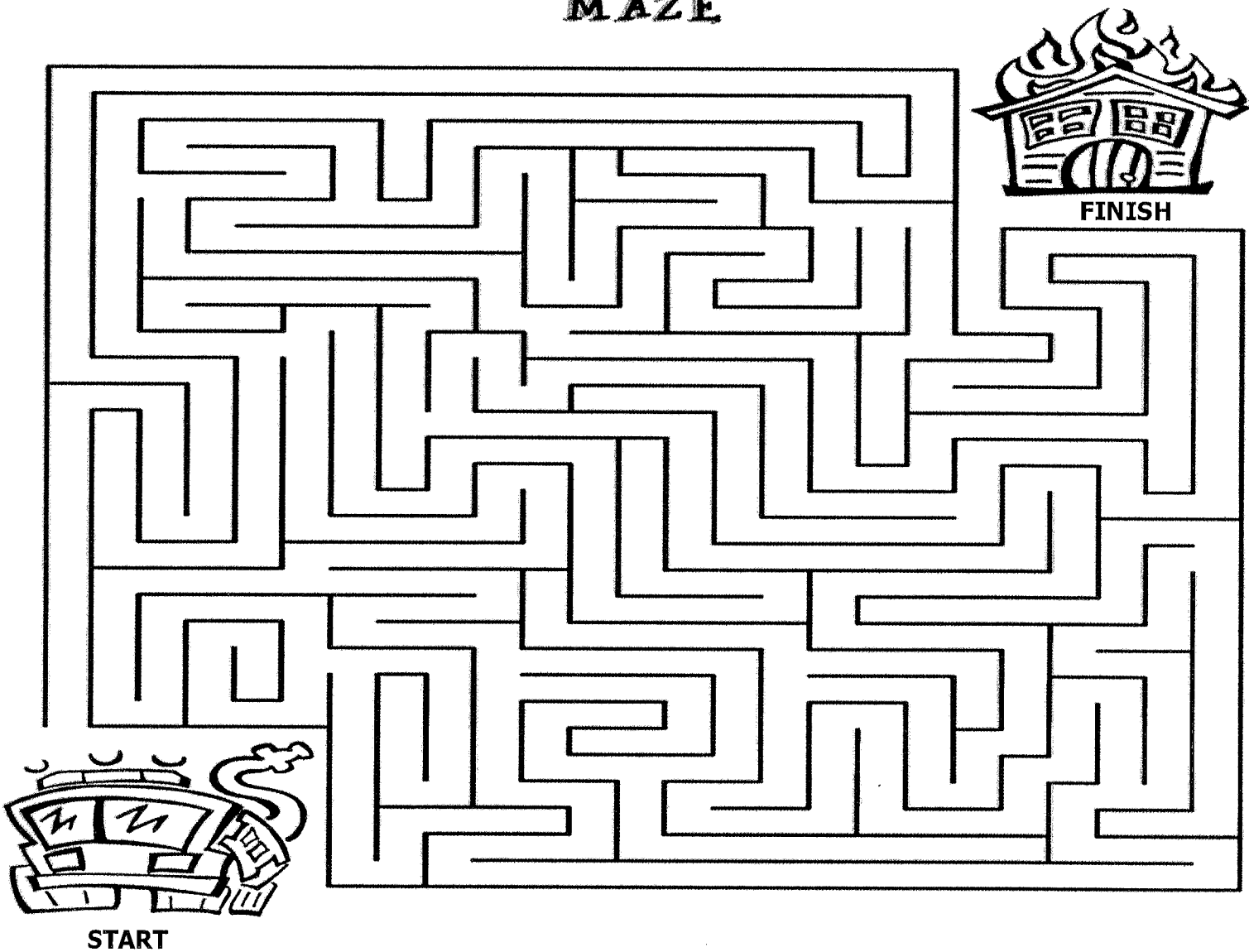
Every occupation uses a unique set of tools. List ten tools firefighters must use to extinguish the fire.

MULTIPLE ROLES

Transportation, Distribution & Logistics
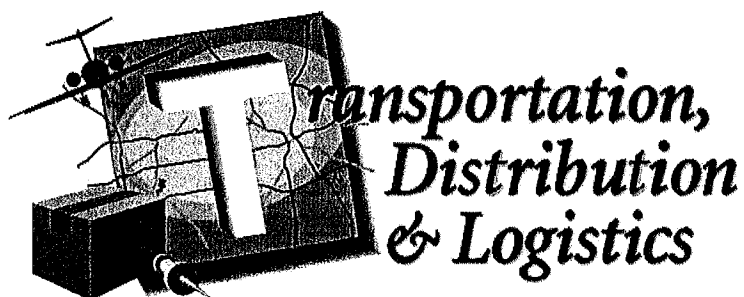
Sample Careers

1. Ship Captain
2. Automotive Mechanic
3. School Bus Driver
4. Airplane Pilot
5. _____

Can you think of another?

Careers in the Transportation, Distribution & Logistics cluster move people, material and goods safely. People in these occupations can work with cars, busses, trucks, trains, boats and airplanes. They may work in the air, on the ocean or on highways moving things from one place to another. You can be a taxi driver, engineer, air traffic controller or mechanic and be in this career cluster.

MULTIPLE ROLES

Every person plays more than one role in life. Can you identify some of your roles?

I am the child of _____.

I am the student of _____.

I live in the community of _____.

I am a member of _____.

I am a player of _____.

I am an owner of _____.

I am a relative of _____.

_____ is a teacher at my school.

_____ is a person in my neighborhood.

_____ is a member of my family.

_____ is a member of my team.

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 4)
Lesson 10: Manufacturing, Government & Public Administration, STEM, & Marketing

Standards	- Formulate career ideas. - Learn more about careers in the Manufacturing, Government & Public Administration, STEM, & Marketing - Make predictions about future career aspirations.
Learning Targets/I Can Statements	➤ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	- Session 4 – Manufacturing, Government & Public Administration, STEM, & Marketing **Handouts** Career exploration (worksheets)--See *Student Lesson Files* folder Paper, pen and pencil You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity (10 minutes): My Autobiography** (commercial) **Lesson overview:** Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics. By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education. **Application (30 minutes) Career Awareness *(Manufacturing, Government & Public Administration, STEM, & Marketing)*** Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 4: Manufacturing, Government & Public Administration, STEM, & Marketing.
Closing	**Homework (10 minutes): Reflection** Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.

Lesson ideas and activities adapted from Career & Technical Education Consortium.

AUTOBIOGRAPHY (My Commercial)

Write your autobiography in a commercial format. The commercial can be designed for television or radio. Do your best to be creative.

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration
Lesson 4: Manufacturing, Government & Public Administration, STEM, & Marketing

Standards	• Formulate career ideas. • Learn more about careers in the Manufacturing, Government & Public Administration, STEM, & Marketing • Make predictions about future career aspirations.
Learning Targets/I Can Statements	➤ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	• Lesson 1 – Manufacturing, Government & Public Administration, STEM, & Marketing • **Handouts** Career exploration (worksheets) Paper, pen and pencil You will need to use the template provided for all assigned activities in this lesson.
Learning Activities or Experiences	**Opening Activity (10 minutes): My Autobiography** (commercial) **Lesson overview:** Career awareness is the first process for you to begin exploring career possibilities. This activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics. By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education. • **Application (30 minutes) Career Awareness *(Manufacturing, Government & Public Administration, STEM, & Marketing)*** Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Lesson 4: Manufacturing, Government & Public Administration, STEM, & Marketing.
Closing	**Homework (10 minutes): Reflection** Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.

Lesson ideas and activities adapted from Career & Technical Education Consortium.