PURPOSE:

Provide a collection of resource activities that can be used by a CDF or made available to classroom teachers.

Note: A work in progress!
SECTIONS:

• Personal Social Development

• Educational Achievement and Lifelong Learning

• Career Management

• Appendixes
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PERSONAL SOCIAL DEVELOPMENT
What do you think you'd like to be when you grow up?

Outrageously happy!
PERSONAL SOCIAL DEVELOPMENT

Section activities designed to address the following:

- **PS1 GOAL:** Develop understanding of self to build and maintain a positive self-concept.
- **PS2 GOAL:** Develop positive interpersonal skills including respect for diversity.
PERSONAL SOCIAL DEVELOPMENT

Section activities designed to address the following:

- **PS3 GOAL**: Integrate growth and change into your career development.
- **PS4 GOAL**: Balance personal, leisure, community, learner, family, and work roles.
PERSONAL SOCIAL DEVELOPMENT

Sample Activity:

- “It’s My Time”

- PS1 Goal: Develop understanding of self to build and maintain a positive self-concept.
Activity Description:

**Purpose of Activity:**
In this activity, students will describe how their time is spent in one day.

**Objectives:** Students will...
- describe how they spend their time in the course of a day.
- examine time management.
- self evaluate themselves.

**Type of Activity:**
Individual with team component.

**Related Occupations:**
Time Management, Consultant, & Planner

**Activity (what to do):**
1. Distribute the “Category Questions” worksheet.
2. Ask the students to estimate the number of hours or parts of an hour in a typical day they spend in the suggested categories on the following worksheet.
3. Have students draw a 5” circle and make a pie graph using the category questions or use the 24 hour pie chart provided with worksheet.
4. Divide the class into groups of three to five students and have them discuss the relationship of the amount of time spent on an item of interest and success with that activity. Talk about areas in which students have been unsuccessful occasionally; these areas could include low interest areas or areas in which skills were not developed.
5. Have the students compare their graphs with each other.

**Concept:**
Self-evaluation

**Related Subject:**
Math

**Facilitator Notes:**
The circle can be divided into quarters of six hours each. This may make it easier to graph. How to Make Them Yourself Using this as an example.

First, put your data into a table (like above), then add up all the values to get a total:

<table>
<thead>
<tr>
<th>Table: Favorite Type of Movie</th>
</tr>
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<tbody>
<tr>
<td>Comedy</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Next, divide each value by the total and multiply by 100 to get a percent:
Now to figure out how many degrees for each “pie slice” (correctly called a sector). A Full Circle has 360 degrees, so we do this calculation:

<table>
<thead>
<tr>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>20</td>
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<tr>
<td>4/20</td>
<td>5/20</td>
<td>6/20</td>
<td>1/20</td>
<td>4/20</td>
<td>100%</td>
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<tr>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>5%</td>
<td>20%</td>
<td>100%</td>
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</tbody>
</table>

Now you are ready to start drawing!
Draw a circle.
Then use your protractor to measure the degrees of each sector.
Here I show the first sector ...
Finish up by coloring each sector and giving it a label like "Comedy: 4 (20%)", etc. (And don’t forget a title!)

Duration/Length:
This activity requires 1-60 minute class period (longer time depending of age of students or other academic requirements).

Tools/Materials Needed:
- “Category Questions” worksheets
- Paper
- Compass or Template for Drawing a Circle
- Protractor
- Pen/Pencil
Partnerships Recommended:
- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed Para’s

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
- Ideal grade level is Middle/Junior high School.
- Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- PS1
References/Developed By:

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- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
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- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
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- GAc411 xpand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org)
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
**Wyoming DEPARTMENT OF EDUCATION**

**“It’s My Time!”**

Name: __________________________ Date: __________________ Period: __

**Directions:** Estimate how many hours or parts of an hour you spend each of the following areas on a typical school day. Your estimate will not be exact, but it should add up to a total of 24 hours. Illustrate by making a pie chart on the blank part of the page.

**How many hours do you spend:**
- Sleeping? ______
- Attending School? ______
- On Homework? ______
- Doing Chores at Home? ______
- Watching TV? ______
- Working? (at a paying job, babysitting, lawn mowing, etc.): ______
- With Friends? (Socializing, Telephone Calls, Team Sports, etc.): ______
- Alone? (Reading, Practice Music, At Play, etc.): ______
- With Family? (Include Meal Times): ______
- Other Activity? (Miscellaneous): ______

**Title:** __________________________

**Key:**

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### The Seven Cs – 21st Century Lifelong Skills

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<th>Component Skills</th>
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<td>Critical Thinking-and-Doing</td>
<td>Problem-solving, Research, Analysis, Project Management, etc.</td>
</tr>
<tr>
<td>Creativity</td>
<td>New Knowledge Creation, “Best Fit” Design Solutions, Artful Storytelling, etc.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Cooperation, Compromise, Consensus, Community-building, etc.</td>
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<tr>
<td>Cross-cultural Understanding</td>
<td>Across Diverse Ethnic, Knowledge and Organizational Cultures</td>
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<tr>
<td>Communication</td>
<td>Crafting Messages and Using Media Effectively</td>
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<tr>
<td>Computing</td>
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EDUCATIONAL ACHIEVEMENT & LIFELONG LEARNING

Section activities designed to address the following:

- **ED1 GOAL**: Attain educational achievement and performance levels needed to reach your personal and career goals.
EDUCATIONAL ACHIEVEMENT & LIFELONG LEARNING

Section activities designed to address the following:

- **ED2 GOAL**: Participate in ongoing, lifelong learning experience to enhance your ability to function effectively in diverse and changing economy.
EDUCATIONAL ACHIEVEMENT & LIFELONG LEARNING

Sample Activity:

- “Taxing Taxes”

ED2 GOAL: Participate in ongoing, lifelong learning experience to enhance your ability to function effectively in diverse and changing economy.
Activity Description:

Purpose of Activity:
There’s a saying about two sure things in life being death and taxes. Tax is a fact of life as we know it. This activity explores the world of sales tax. Students will research taxes in their area and learn to figure sales tax.

Objectives: Students will:
- understand how work relates to the needs and functions of the economy and society.
- conduct tax research for the state of Wyoming.
- demonstrate how to calculate taxes.

Related Occupations:
Retailer, Sales Person, Accountant, Entrepreneur, etc.

Type of Activity:
Individual.

Concept:
Computation.

Subjects:
Math, Language Arts, Instructional Technology, & STEM

Activity (what to do): 
1. Lead a class discussion on taxes and why we have them.
2. Ask the students to research the history of taxes in general and of sales tax as well and write a brief summary of their findings.
3. Have the students determine what the sales tax rate is in your area and how it is broken down. Most communities pay state, local, and county taxes. Ask the students to determine the rate of each type of tax and how the money collected from taxes is used. Have them add this information to their summaries.
4. Have the students complete the “Taxing Taxes” worksheet and turn in for grading. Answers can be found in the Facilitator Notes section.

Facilitator Notes:
Answers to the worksheet:
1. $17.27
2. $1.60
3. $8.65
4. $14.20
5. $0.32
   $4.29
Evaluation:
Students will be evaluated on their research, written summaries, completed worksheets, and class participation.

Additional Resources:
- Wyoming Internet Filing System (WYIFS) web site [https://excise-wyifs.wy.gov/](https://excise-wyifs.wy.gov/)

Duration/Length:
1-50 minute class period plus homework.

Tools/Materials Needed:
- Computer, Chrome Book, or iPad with Internet access
- "Taxing Taxes" Worksheet
- Paper
- Pen/Pencil
- Calculators

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered: (NCDAA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
ED2

References/Developed By:

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- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Taxing Taxes

Use the tax rates listed below to solve the following problems dealing with sales tax. All the problems assume you pay state, county, and city tax on all purchases. Round off your answers to two decimal points.

State tax is 4.5%
County tax is 1.0%
City tax is 2.5%

1. You want to buy a new CD which costs $15.99. What will the total cost be including tax?

2. The new shirt you want is marked $19.99. How much tax will you have to pay on the shirt?

3. On your trip to Super-Mart, you buy a notebook for $1.99; pencils for $.99; poster board for $.59; markers for $2.99; and a card for $1.45. What is the total cost of your purchases including sales tax?

4. Your mom asked you to go to the grocery store for her. You purchased milk for $2.49; bread $.99; bananas for $2.99; cookies for $2.99; and cereal for $4.29. What was the total for your purchase, including sales tax?

5. You stop at the local drive-in for lunch. You order a hamburger for $1.99; fries for $.99; and a drink for $.99. How much is the tax on your order? What is your total cost for lunch?
CAREER MANAGEMENT

Section activities designed to address the following:

- **CM1 GOAL:** Create and manage a career plan that meets your career goal.
- **CM2 GOAL:** Use a process of decision-making as one component of career development.
CAREER MANAGEMENT

Section activities designed to address the following:

- **CM3 GOAL:** Use accurate, current and unbiased career information during career planning and management.
Section activities designed to address the following:

- **CM4 GOAL:** Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
CAREER MANAGEMENT

Section activities designed to address the following:

- **CM5 GOAL**: Integrate changing employment trends, social needs and economic conditions into career plans.
Sample Activity:

- “Making Choices”
- CM2 GOAL: Use a process of decision-making as one component of career development.
Activity Description:

Purpose of Activity:
This activity involves students solving word problems relating to economic choices.

Objectives: Students will...
- solve problems and make choices.
- use a process of decision-making as one component of career development.
- participate in a class discussion.

Related Occupations:
All Careers

Type of Activity:
Individual with Whole Class Discussion

Concept:
Self-evaluation

Subjects:
Mathematics, Language Arts, & STEM

Activity (what to do):
1. Distribute the “Making Choices” worksheet.
2. Have the students work the word problems and answer the worksheet questions
3. Ask the students to share their answers with the class.
4. Discuss with students the importance of budgeting and saving money for future purchases.
5. Ask the students to discuss when they have had to save money for a period of time in order to purchase something they wanted.
6. Ask the students if they were successful in saving enough to buy the item. If they were not, discuss why they gave up and spent the money on something less than they wanted. Discuss the level of satisfaction the student had with the substituted item.
7. Discuss with the student the feeling of pride and self discipline required to save money for a long period of time without giving in to a desire to spend the money before they reach their goals.

Facilitator Notes:
None

Evaluation:
Students will be evaluated on their completed worksheet and participation in class discussions.

Additional Resources:
None
Duration/Length:
1-50 minute class period.

Tools/Materials Needed:
- “Making Choices” worksheet
- Pen/Pencil

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

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CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
CM2
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- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollage411 Expand Your Opportunities @ www.gacolleage411.org
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
Instructions: The following stories describe two strategies used by teenagers who each wanted to achieve the same short-term goal – to purchase “Run Fast, Jump High” sneakers at the end of the summer. Be prepared to write down strategies used by both Dan and Diane.

Scenario 1: Diane, age 14, ants to purchase “Run Fast, Jump High” sneakers for $100. Her parents tell her she must look for a summer job and save money for her sneakers. She decides to baby-sit for some neighbors. She charges $5 dollars per hour and usually has 12 hours of work per week. She’s decided to save half of what she earns and spend the rest on movies, clothes, etc. Will she have enough at the end of five weeks to buy her sneakers? Why or why not?

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Scenario 2: Dan, age 15, also wants to purchase “Run Fast, Jump High” sneakers for $100. He decides to wash cars in the neighborhood during the summer. He has five steady customers who want him to wash their cars every week for eight weeks. He charges seven dollars per car. He’s decided to spend his first two weeks salary on movies, candy, and bowling with friends. He tries to save half of his earnings for the rest of the weeks but only saves ten dollars each week. Will he have enough to buy his sneakers? Why or why not?

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APPENDIXES

• Appendix A: 2014 Wyoming Career & vocational Education Content and Performance Standards

• Appendix B: The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student

• Appendix C: National Career Development Guidelines

• Appendix D: Strategies for Teaching Culturally Diverse Students

• Appendix E: Strategies for Teaching Native American Students
QUESTIONS