PROFILE of a GRADUATE WORKBOOK

Erie Together Profile *of a* Graduate

ACADEMICALLY READY
- Actively listens & applies knowledge
- Connects skills to workplace expectations
- Utilizes effective written & verbal communications
- Demonstrates proficiency in math skills
- Takes responsibility/ownership
- Selects coursework based on personal & career goals

LIFE READY
- Demonstrates healthy lifestyle & habits
- Treats others with dignity & respect
- Manages stress & uses positive coping skills
- Commits to continuous, lifelong learning
- Advocates for self & seeks help when needed
- Utilizes technology appropriately in interpersonal interactions

CIVIC-MINDED
- Respects others' perspectives & experiences
- Accepts responsibility for actions & contributions to society
- Engages in community & stays aware of current events
- Understands government functions & impacts
- Stays informed & votes regularly

WORKPLACE READY
- Embraces diversity
- Possesses a strong work ethic
- Collaborates & communicates with others
- Shows initiative & is willing to learn new skills
- Solves problems and thinks critically
- Demonstrates punctuality & good attendance

FUTURE-FOCUSED
- Leverages personal strengths into opportunities
- Explores career options through practical experiences
- Identifies career path based on strengths/interests
- Recognizes and utilizes transferable skills
- Organizes time & prioritizes tasks to meet goals

FINANCIALLY SAVVY
- Understands finance concepts (debt/savings/credit)
- Differentiates between needs and wants
- Sets budget with short / long term financial goals
- Understands the value of investments for retirement
- Comprehends standard payroll deductions & taxes

ERIE TOGETHER
LEARN • WORK • THRIVE

READY FOR CAREER. COLLEGE. LIFE.

This profile of a graduate is adapted from "The Power and Promise of Pathways," Hans Meeder, NC3T Media

Activities to Help Prepare Youth for Life After High School

Profile of a Graduate Workbook

This activity book helps prepare
young people for career, college and life.

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How To Use This Workbook

Purpose

This workbook is designed to help prepare students for career, college, and life by providing activities that practice the skills outlined in Erie Together's "Profile of a Graduate" document.

Structure of Each Activity

Each activity consists of three parts.

1. **Instructions:** Written for the facilitator. These outline the materials and general procedures so that the facilitator can provide guidance to the student as they complete the activity.

2. **Worksheet:** Designed for the student to complete. It includes prompts, space to answer questions, and guides the student through the activity.

3. **Next Steps:** Written for the facilitator. These provide additional activities for the student to continue practicing the targeted skills.

Starting Point

The first activity for the student to complete is the **Pre-Assessment**. This activity helps determine which other activities should be assigned for the student to complete. After all assigned activities have been completed, the **Post-Assessment** activity should be completed to measure growth and progress.

Using the Appendix

The Appendix includes:

1. **Mapping of Skills to Activities:** This should be referenced after completing the **Pre-Assessment** to identify which activities are most relevant for the student to complete.

2. **Answer Key:** Includes an answer key for each activity. These are provided to give the facilitator guidance and examples as they support the student completing the activity.

Helpful Hints

1. This workbook is over 170 pages long. Once the student completes the pre-assessment identifying which skills need practiced and activities should be completed, printing only those activities would be easier than printing the entire workbook.

2. The facilitator should review all three sections of each activity before giving the worksheet to the student, to understand what the student is seeing and what possible next steps could be.

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PRE-ASSESSMENT

Activity: Pre-Assessment

Objective:
The student will assess and reflect on their skill levels in the key areas of the ***Profile of a Graduate*** by selecting the response that best represents their current abilities.

Materials:
- Pen or pencil
- A printout of the “Pre-Assessment” Worksheet

Instructions:
Before the Assessment:
1. **Introduce the Purpose** – Explain to the student that this assessment is not a test but a self-reflection tool to help them recognize strengths and areas for growth.
2. **Review the Scale** – Go over the three response levels:
    - ***I’m a Newbie*** – Just starting to develop this skill.
    - ***I have Some Skill*** – Improving but not fully confident yet.
    - ***I’m a Pro*** – Confident in this skill and use it regularly.
3. **Encourage Honesty** – Emphasize that the student should answer truthfully to get the most value from the assessment.

During the Assessment:
1. **Give The Student Time** – Allow the student to read each statement carefully and select their response.
2. **Monitor & Support** – Clarify any questions the student may have.
3. **Encourage Reflection** – If the student seems unsure, ask them to think about real examples of when they’ve used each skill.

After the Assessment:
1. **Review the Results** – Use the student’s responses to identify which skills need improvement.
2. **Select the Activities** – Instruct the student to identify specific skills they wish to strengthen. Then, refer to the APPENDIX table located at the back of the workbook, which maps each skill to multiple activities. Skills are listed vertically along the left-hand column, while activities appear horizontally across the top rows. To identify relevant activities, locate the desired skill and scan across its row to find an “X.” Each “X” indicates an activity that provides an opportunity to develop that particular skill. Select one or more of these activities to support the student’s skill-building goals.
3. **Follow Up** – Once the student has completed all selected activities, have them complete the **Post-Assessment** Activity to reflect on their growth.

This assessment should be a positive experience that helps the student feel empowered to grow their skills.

Worksheet: Pre-Assessment

This Pre-Assessment is designed to help you reflect on your career, college, and life readiness skills.

Step 1: Evaluate Your Current Skills

Read each skill carefully and think about how well it describes you. Then, select the response that best matches where you are right now:

I'm a Newbie – I'm just beginning to develop this skill and need more practice.
I have Some Skill – I'm making progress, but I'm not quite there yet.
I'm a Pro – I'm confident in this skill and I use it regularly.

Be honest with yourself! This assessment is not a test—it's an opportunity to recognize your strengths and identify skills you'd like to improve.

Take your time and answer thoughtfully. Turn the page and let's get started!

Step 2: Reflect on Your Results

After completing the Pre-Assessment, review your responses. Make a list of the skills you did **NOT** mark as "**I'm a Pro**." These are areas where you can focus your efforts to grow:

____________________ ____________________ ____________________ ____________________
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Step 3: Identify Matching Activities

Turn to the APPENDIX at the back of the workbook and look for the table labeled "Connect the Skill to the Activity" in Appendix A. Skills are listed down the left-hand side, while activities appear across the top rows.

To identify activities that support your growth goals, locate the desired skill you want to build, then follow the row across to see where an "X" appears. Each "X" indicates an activity that provides an opportunity to develop that skill. Select one or more of these activities to begin strengthening your career, college, and life readiness skills.

Pre-Assessment:

ACADEMICALLY READY SKILLS	I'm a newbie	I have some skill	I'm a pro
I pay attention & use what I learn. • I listen carefully and apply what I learn to different situations. • I think critically, see the bigger picture, and respect different ideas and reasoning.			
I can connect what I learn to real-world jobs. • I know how to use my knowledge in real-world settings like internships, job shadowing, clubs, or volunteering.			
I communicate clearly (writing & speaking). • I can write professional emails, reports, and messages. • I can speak clearly and confidently in public. • I know how to act appropriately in different social and professional settings.			
I feel confident using math. • I can solve math problems accurately using logical thinking. • I can use math skills to answer real-world questions, solve problems, and accomplish tasks. • I score "proficient" or show progress in math assessments.			
I take responsibility for my actions. • I stay motivated and take ownership of my decisions. • I feel confident using my skills and strengths.			
I choose classes that fit my goals. • I pick classes that match my interests and career plans. • I seek guidance to help prepare for my future—whether that's a job, college, or the military.			

WORKPLACE READY SKILLS	I'm a newbie	I have some skill	I'm a pro
I respect and value others. • I treat others with respect and listen to different ideas. • I include and appreciate people from different backgrounds and viewpoints. • I keep an open mind, work well with others, and try to learn from different perspectives.			
I have a strong work ethic. • I am honest, reliable, and take responsibility for my actions. • I stay committed to my work and show persistence, honesty, and responsibility. • I manage my time well and meet deadlines.			
I work well with others & communicate clearly. • I can work well in a team and build good relationships with classmates, coworkers, or customers. • I can handle disagreements and solve conflicts in a positive way. • I act professionally and show respect when working with others.			
I take initiative & am willing to learn. • I start and complete tasks on my own without being told. • I accept feedback, learn from mistakes, and keep improving. • I look for leadership opportunities that match my strengths.			
I can solve problems & think critically. • I can figure out tough situations by analyzing problems and finding solutions. • I use facts, data, and reasoning to make smart decisions.			
I am punctual & show up when expected. • I attend school regularly and make it a priority. • I show up on time, prepared, and ready to work. • I communicate in advance if I need to miss school or work.			

LIFE READY SKILLS	I'm a newbie	I have some skill	I'm a pro
I take care of myself. • I manage my personal health, hygiene, and living space. • I take care of my physical, mental, and emotional well-being.			
I treat others with kindness and respect. • I build good relationships with family, friends, classmates, and others by being trustworthy and kind. • I listen to others and show empathy. • I understand how my words and actions affect people.			
I handle stress in a healthy way. • I use positive ways to manage stress and avoid burnout. • I understand my emotions and how to handle them. • I balance work, school, and personal life in a healthy way.			
I am always learning and growing. • I know that learning doesn't stop after school—it's important for life. • I see mistakes as chances to learn. • I try new things and keep going even when things get tough. • I stay flexible and adjust when things don't go as planned.			
I speak up for myself and ask for help when I need it. • I know when to ask for help and feel comfortable doing it. • I reach out for support when I'm overwhelmed.			
I use technology responsibly. • I understand when and where it's appropriate to use technology (phone, ear buds, etc). • I use social media and online communication in a respectful and responsible way.			

FUTURE-FOCUSED SKILLS	I'm a newbie	I have some skill	I'm a pro
I use my strengths to create opportunities. • I know what I'm good at and what I need to improve. • I use my strengths to help me succeed. • I believe I can grow and learn from feedback.			
I explore careers by gaining real-world experience. • I take advantage of opportunities to learn about different careers to help me plan for my future.			
I consider my future career paths based on what I enjoy and do well. • I make plans for my future career and education based on what I like and what I'm good at. • I adjust my plans as my interests and goals change.			
I recognize and use skills that apply to different jobs. • I understand that some skills can be useful in many different jobs. • I learn and practice skills in class and through hands-on experiences that I can use in different careers.			
I manage my time and set priorities to reach my goals. • I stay responsible by organizing my time and following through on commitments. • I stay focused and positive as I work toward my goals.			

CIVIC-MINDED SKILLS	**I'm a newbie**	**I have some skill**	**I'm a pro**
I respect other people's perspectives and experiences. • I appreciate different cultures and opinions. • I stay aware of community and global issues and try to make a difference. • I show kindness and contribute positively to the world.			
I take responsibility for my actions and my role in society. • I act with honesty and try to make the world a better place. • I do my part to protect the environment and natural resources.			
I stay involved in my community and keep up with current events. • I understand what's happening in my community and take action to help. • I stay informed about my rights and responsibilities as a citizen. • I volunteer my time and resources to support others.			
I understand how government works and how it affects me. • I know how government operates and why it matters. • I stay informed about laws and policies that impact my life. • I respect the rules and laws that keep my community running smoothly.			
I stay informed and vote when I can. • I keep up with important issues. • I do, or plan to, vote regularly and make sure my voice is heard.			

FINANCIALLY SAVVY SKILLS	I'm a newbie	I have some skill	I'm a pro
I understand money basics like saving, debt, and credit. • I know about banks, loans, and how interest rates work. • I understand how taxes work at the local, state, and federal levels. • I know how to build good credit and why it's important. • I protect myself from identity theft and financial scams.			
I can tell the difference between needs and wants. • I make smart choices about spending and saving. • I budget my money based on what I need first, before considering "wants".			
I create a budget and set financial goals. • I make a plan for how to spend and save my money. • I set financial goals and make smart choices to reach them. • I plan for both short-term and long-term financial success.			
I know the importance of saving and investing for the future. • I make saving money a priority in my budget. • I understand that starting to save early can help me later in life.			
I understand my paycheck and deductions. • I can read my paycheck and understand where my money goes. • I know how taxes and deductions affect my earnings.			

POST-ASSESSMENT

Activity: Post-Assessment

Objective:
The student will reflect on their progress and assess their growth in the key areas of the **Profile of a Graduate** after completing the strength-building activities.

Materials:
- Pen or pencil
- A printout of the "Post-Assessment" Worksheet
- The student's completed "Pre-Assessment" Worksheet for comparison

Instructions:
Before the Assessment:
1. **Reflect on the Journey** – Explain to the student that this assessment is a way to see how much they have grown and recognize their progress.
2. **Review the Scale** – Remind the student of the three response levels:
   - **I'm a Newbie** – Just starting to develop this skill.
   - **I have Some Skill** – Improving but not fully confident yet.
   - **I'm a Pro** – Confident in this skill and use it regularly.
3. **Compare with Pre-Assessment** – Encourage the student to look at their previous responses and think about how their skills have improved

During the Assessment:
1. **Carry Over Pre-Assessment "I'm a Pro" Responses** - If the student selected "**I'm a Pro**" for any skill on the Pre-Assessment, have them mark the same response on the Post-Assessment for consistency.
2. **Give The Student Time** – Allow the student adequate time to thoughtfully complete the Post-Assessment. Encourage them to read each statement carefully and select the response that best reflects their current abilities.
3. **Promote Reflection**– Prompt the student to consider real-life situations where they used each skill. This reflection can help them make more accurate and meaningful selections.
4. **Recognize Growth** – If the student's responses indicate improvement in any skill areas, take time to acknowledge and celebrate their progress and effort.

After the Assessment:
1. **Compare Results** – Guide the student in reviewing how their responses have changed from the Pre-Assessment.
2. **Discuss Growth Areas** – Ask the student to identify which skills they feel most confident in and which ones they still want to improve.
3. **Set Future Goals** – Encourage the student to continue practicing their skills and set new personal growth goals.

This **Post-Assessment** allows students to see how their efforts have paid off and recognize their development in key skills for success.

Worksheet: Post-Assessment

Now that you've taken part in the strength-building activities, it's time to reflect on your growth. This Post-Assessment will help you recognize how far you've come and identify areas for continued development.

Step 1: Start with Your Pre-Assessment Responses

Begin by reviewing your Pre-Assessment. For any skill where you previously selected "**I'm a Pro**," mark the same response on the Post-Assessment.

Step 2: Evaluate Your Current Skills

Read each of the remaining skills carefully and ask yourself how well it describes you now. Then, choose the level that best reflects your current ability:

- **I'm a Newbie** – I'm just beginning to develop this skill and need more practice.
- **I have Some Skill** – I'm making progress but still have room to grow.
- **I'm a Pro** – I'm confident in this skill and apply it regularly.

Be honest with yourself - this isn't a test. It's a tool to help you understand your development and celebrate your progress. Take your time and reflect on your answers.

Step 3: Reflect and Set New Goals

Once you complete the Post-Assessment, compare your results to your Pre-Assessment. Celebrate any area of improvement and use your reflection to set new personal goals as you continue building your skills.

Turn the page and let's get started!

Post-Assessment:

ACADEMICALLY READY SKILLS	I'm a newbie	I have some skill	I'm a pro
I pay attention & use what I learn. • I listen carefully and apply what I learn to different situations. • I think critically, see the bigger picture, and respect different ideas and reasoning.			
I can connect what I learn to real-world jobs. • I know how to use my knowledge in real-world settings like internships, job shadowing, clubs, or volunteering.			
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<table>
<tr><th>WORKPLACE READY SKILLS</th><th>I’m a newbie</th><th>I have some skill</th><th>I’m a pro</th></tr>
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I understand my paycheck and deductions. • I can read my paycheck and understand where my money goes. • I know how taxes and deductions affect my earnings.			

ACTIVITY 1

Listen, Analyze, Apply

Activity: Listen, Analyze, Apply

Objective:
The student will actively listen to information, analyze it critically, and apply the knowledge.

Materials:
- Notebook
- Pen or pencil
- Printout of the "Listen, Analyze, Apply" Worksheet
- Computer or tablet with internet to access the TED Talk "Technology, Teens, and Taking Responsibility" by Indigo Mudbhary (https://www.ted.com/talks/indigo_mudbhary_technology_teens_and_taking_responsibility)

Instructions:
1. **The Source:** Using a computer or iPad have the student open the following Ted Talk:

   Title: "Technology, Teens, and Taking Responsibility"
   Author: Indigo Mudbhary
   Information: (Published: March 2019; Duration: 18:20 minutes):
   Indigo Mudbhary shares her perspective on mobile phone usage among students, drawing from personal experience with a low-tech phone, and explores the broader implications of mobile technology on youth.
   Link: https://www.ted.com/talks/indigo_mudbhary_technology_teens_and_taking_responsibility

2. **Active Listening:** While watching the TedTalk, guide the student to be an active listener by following these key points:
   - **Focus Fully**- Eliminate distractions and give full attention to the speaker.
   - **Capture Key Points-** Take structured notes, write down main ideas, not every word-use short phrases, keywords, bulleted list.
   - **Highlight Examples & Quotes-** Jot down impactful quotes or memorable examples.
   - **Make Connections-** Make notes on how concepts relate to your life or other ideas you know.
   - **Reflect & Question-** Add personal thoughts or questions to dig deeper into the topic.
   - **Stay Open-Minded-** Listen without judgment, letting the speaker's message fully unfold.

   This approach helps the student stay engaged, understand deeply, and walk away with meaningful insights.

3. **Analyze & Synthesize:** The student should identify the "big picture concepts" by answering:
    - *What is the main argument or takeaway?*
    - *What evidence is used to support it?*
    - *Are there any biases or gaps in reasoning?*
    - *How does this connect to what you already know?*

4. **Apply Knowledge:** The student should write a short reflection summarizing the topic and their perspective.
    - The student should discuss any biases
    - The student should connect the discussion to real world examples

5. **Reflection:** The student should reflect on how well they listened and applied the information by answering the following:
    - *What did you learn that surprised you?*
    - *How did this change your thinking?*
    - *What questions do you still have?*

Skills Practiced:

- Actively listens & applies knowledge
- Utilizes effective written & verbal communications
- Solves problems & thinks critically

Worksheet: Listen, Analyze, Apply

Step 1: The Source

Using a computer or iPad open the following Ted Talk:

Title: "Technology, Teens, and Taking Responsibility"
Speaker: Indigo Mudbhary
Information: (Published: March 2019; Duration: 18:20 minutes):
Indigo Mudbhary shares her perspective on mobile phone usage among students, drawing from personal experience with a low-tech phone, and explores the broader implications of mobile technology on youth.
Link: https://www.ted.com/talks/indigo_mudbhary_technology_teens_and_taking_responsibility

Make sure you're in a quiet space, using headphones if needed. Close other tabs or apps to stay focused. Read the "Active Listening" key points before you begin.

Step 2: Active Listening

While watching the TedTalk, be an active listener by following the key points:

- **Focus Fully**- Eliminate distractions and give full attention to the speaker.
- **Capture Key Points-** Take structured notes, write down main ideas (not every word) and use short phrases, keywords, bulleted list.
- **Highlight Examples & Quotes-** Jot down impactful quotes or memorable examples.
- **Make Connections-** Make notes on how concepts relate to your life or other ideas you know.
- **Reflect & Question-** Add personal thoughts or questions to dig deeper into the topic.
- **Stay Open-Minded-** Listen without judgment, letting the speaker's message fully unfold.

This approach helps you stay engaged, understand deeply, and walk away with meaningful insights.

Step 3: Analyze & Synthesize

Identify the "big picture concepts" discussed in the Ted Talk by answering the following questions:

What is a main argument or takeaway?

____

____

____

What evidence is used to support it?

Are there any biases or gaps in reasoning?

How does this connect to what you already know?

Step 4: Apply Knowledge

Write a short reflection summarizing the topic and your perspective. Discuss any biases and connect the discussion to real world examples from your life.

Step 5: Reflection

Reflect on how well you listened and applied the information by answering the following:

What did you learn that surprised you?

____

____

____

How did this change your thinking?

____

____

____

What questions do you still have?

____

____

____

Next Steps: Listen, Analyze, Apply

If the student needs further improvement with these skills, here are some additional tips.

Practical tips for note taking:

1. **Focus on Key Ideas, Not Everything**
   Don't try to write down everything the speaker or teacher says. Focus on main concepts, important facts, and key examples. Summarize points in your own words.
2. **Be Consistent with Abbreviations**
   Develop a set of personal abbreviations (like "w/" for "with" or "ex" for "example") to speed up writing. Just be sure to stick with them throughout your notes.
3. **Highlight or Color-Code**
   Use different colors or highlighters to categorize information (e.g., blue for definitions, red for important dates, green for examples). This makes key information stand out when reviewing.
4. **Use Bullet Points and Lists**
   Bullet points help organize information clearly and make it easier to review later. Try to list out facts, steps, or ideas in simple formats.
5. **Review and Revise Regularly**
   Go over your notes soon after the lecture or class while the material is still fresh in your mind. This will help reinforce what you've learned and fill in any gaps.
6. **Listen Actively**
   Pay attention and engage with the material during the lecture. Try to understand the concepts before jotting them down and use your own words for better retention.
7. **Leave Space for Additional Notes**
   If you're taking notes on paper, leave some space between ideas or sections to add information later if needed. If you're taking digital notes, you can always go back and insert more later.
8. **Use Visual Aids**
   Incorporate diagrams, charts, and mind maps if they help clarify the material. Visuals can make complex information easier to understand and remember.

Practical tips for analyzing, summarizing, and reflecting:

1. **Analyze Your Notes**
   - **Highlight Key Points**: Go through your notes and highlight or underline the main ideas. This will help you focus on what's most important when reviewing later.
   - **Identify Gaps or Unclear Areas**: When reviewing your notes, check if any sections are unclear or incomplete. Use other resources (e.g., textbooks, online materials, or classmates) to fill in these gaps.

2. **Summarize Your Notes**
   - **Create a One-Sentence Summary**: After going through a section of your notes, try to summarize it in one sentence. This forces you to focus on the key takeaway and reinforces understanding.
   - **Use Bullet Points**: Organize your summaries with bullet points for clarity. This makes it easier to review key points at a glance.

3. **Reflect on Your Notes**
   - **Ask Yourself Questions**: After summarizing your notes, ask questions like: "Why is this important?" or "How does this relate to what I already know?" Reflection helps deepen your understanding.
   - **Review for Understanding**: Check if you truly understand the concepts. If something doesn't make sense, revisit the material and try to relate it to what you already know.
   - **Think About Real-World Applications**: Reflect on how the information might apply in real-life scenarios or in future courses. This helps make the material more relevant and memorable.

The student should review their completed activity while considering these additional tips. Discuss where the student can improve. If necessary, the student can redo the activity by rewatching the podcast/TED Talk.

ACTIVITY 2
Picture Perfect

Activity: Picture Perfect

Objective:

The student will apply problem-solving and measurement skills to determine the correct placement for centering a picture on a wall.

Materials:

- Notebook
- Pen or pencil
- Ruler or measuring tape
- Masking or painter's tape
- Picture, frame, or rectangular piece of paper as a stand-in
- Blank wall or blank area between two points (e.g., door jamb and window)
- Calculator
- Printout of the "Picture Perfect" Worksheet

Scenario:

Have the student imagine that they bought a new picture and want to hang it perfectly centered on a wall. But the wall already has furniture, outlets, or other items that they need to work around. How does someone figure out exactly where to place the picture?

Instructions:

1. **Define the Wall Space:** The student should measure the total width of the wall or the space between two fixed points (e.g., between two windows or across the width of a couch) and record the number.

2. **Measure the Picture**: The student should measure the width of the picture or picture stand-in and record the number.

3. **Determine where to hang the picture**: Have the student do the following calculations:

Calculate the midpoint of the wall space:

```
Center of wall = Total wall width ÷ 2
```

Calculate how far in from the side the picture should start:

```
Distance from wall edge to start of picture = Center of wall - (Picture width ÷ 2)
```

(This distance will mark the distance from the wall to the left side of the picture, and the distance from the right side of the picture to the other wall.)

4. **Apply and Check**: The student should use tape and the measuring tape to do the following:
    - Using masking tape, mark the calculated positions of the picture's left and right edges on the wall.
    - Step back and assess if it looks centered.

5. **Bonus Challenges**
    - Center a picture **above a couch** or between **two windows** (requiring subtraction from the overall wall width).
    - Center **two or three pictures** with equal spacing between them.
    - Introduce constraints: "The outlet must be avoided," or "There's a bookshelf starting at 30 inches in."

6. **Reflection:** The student should answer the following reflection questions
    - *Why is measuring and calculating better than just "eyeballing"?*
    - *How might these same math skills help in building something or in digital design?*

Skills Practiced

- Demonstrates proficiency in math skills
- Solves problems & thinks critically
- Recognizes and utilizes transferable skills

Worksheet: Picture Perfect

Scenario:

You want to hang a picture **centered on a wall** (or between two objects like windows or shelves). Use the measurements from your own wall or another space to figure out exactly where the picture should be placed.

Step 1: Measure the Wall Space

Measure total width of wall (or space between two points):

Wall Width = __________ inches

Step 2: Measure the Picture

Measure total width of your picture, frame, or stand-in:

Picture Width = __________ inches

Step 3: Find the Center Point

What is the center of the wall space?

Wall Center = Wall Width ÷ 2 = __________ inches

What is half the width of the picture?

Half Picture Width = Picture Width ÷ 2 = __________ inches

Distance from left edge of the wall space to left edge of picture:

Left Side Placement Mark = Wall Center − Half Picture Width = __________ inches

Distance from right edge of the wall space to right edge of picture:

Right Side Placement Mark = Wall Center − Half Picture Width = __________ inches

Step 4: Mark the Wall

Use a ruler or tape measure and masking tape to mark where the left and right edges of the picture should be. Then step back to check whether the marks appear centered.

Did the math work? (circle one): YES / NO

If not, what went wrong? ____

____

Step 5: Challenge yourself

You are placing 3 pictures, each 10 inches wide, with 4 inches between them.
If your wall space is 48 inches wide, how far from the left edge should the first picture start?

Total width of pictures and gaps = __________ inches

Space left over = 48 − (total width above) = __________ inches

Divide leftover space by 2 = __________ inches from the left edge to the first picture.

How many inches from the left wall is the left edge of the middle picture? __________ inches

How many inches from the left wall is the right edge of the middle picture? __________ inches

Use a ruler or tape measure to mark the spots for each picture on the wall, then step back to check if it looks centered.

Step 6: Reflection

Why is measuring and calculating better than just “eyeballing”?

____

____

How might these same math skills help in building something or in digital design?

____

____

Next Steps: Picture Perfect

If the student needs further improvement with these skills, here are some additional things to do.

1. **Review Key Math Skills**
   - Practice finding midpoints of various numbers (e.g., what is halfway between 38 and 74?)
   - Use visual aids (number lines, foldable rulers) to reinforce the concept of "half" and "center"
   - Using a ruler or measuring tape, practice measuring things and finding halfway points.

2. **Hands-On Practice**
   - Use graph paper or floor tape to simulate walls and frames
   - Measure and place multiple "pictures" using different measurements and challenges

3. **Real-World Math Connection**
   - Assign a “Home Design Challenge”: center pictures over different furniture items at home or in the classroom.

ACTIVITY 3

Sleep Well, Move More, Scroll Less

Activity: Sleep Well, Move More, Scroll Less

Objective:

The student will reflect on current habits, learn basic principles of healthy lifestyle choices, and create a personalized, realistic plan for improving physical well-being.

Materials:

- Notebook
- Pen or pencil
- Computer or tablet with internet access
- Printout of the "Sleep Well, Move More, Scroll Less" Worksheet

Instructions:

1. **Explore Current Habits:** Have the student record the average amount of sleep, screen time and exercise they get daily. They should also record the types of snacks they typically eat.

2. **Learn and Reflect:** The student should learn about healthy lifestyle choices by visiting trusted websites. They should be encouraged to reflect on their own habits, especially regarding sleep, screen time, exercise, and healthy eating. Have them answer some questions regarding their practices:
   - *Why is sleep important for your body and brain?*
   - *What is a healthy amount of screen time for someone your age?*
   - *Should you reduce your screen time? By how much?*
   - *What are two benefits of regular exercise?*
   - *What are two examples of healthy snacks?*

3. **Create an Action Plan:** Have the student set goals for amount of sleep, screen time and exercise daily. Guide the student to make sustainable goals. For the next seven days, the student should track their ability to meet these goals by keeping a log. Have them also include snack choices in the weekly log.

4. **Reflection:** The student should reflect on the seven-day log and answer the following:
   - *Were you able to meet your goals? Why or why not?*
   - *On the days you met your goals, did you feel better?*
   - *Are your goals sustainable for life?*
   - *If not, what modifications could you make to your goals to make them more sustainable?*
   - *Review your snack choices during the 7 days; were they healthy choices?*
   - *If necessary, list some healthy choices you can substitute for the less healthy choices.*
   - *Do you think it is worth the time and effort to make healthy choices? Why or why not?*

Skills Practiced:

- Actively listens & applies knowledge
- Takes responsibility / ownership
- Solves problems & thinks critically
- Demonstrates healthy lifestyle & habits
- Organizes time & prioritizes tasks to meet goals

Worksheet: Sleep Well, Move More, Scroll Less

Step 1: Explore Current Habits

For each of the following, indicate the average amount of time for each:

Average hours of sleep each night:	______________________
Average amount of screen time each day:	______________________
Average minutes of exercise each day:	______________________

List the snacks you typically eat:

____

____

Step 2: Learn and Reflect

Use a trusted website (example: teensHealth.org) to read about healthy lifestyle habits. Pay close attention to the discussions about sleep, screen time, exercise, and healthy eating. Answer the following questions:

Why is sleep important for your body and brain?

____

____

What is a healthy amount of screen time for someone your age? ____________________

Should you reduce your screen time? By how much?

____

____

What are two benefits of regular exercise?

____

____

What are two examples of healthy snacks?

____

____

Step 3: Create an Action Plan

Now use what you learned to determine goals for sleep, screen time, and exercise. Make them sustainable by choosing reasonable values. Keep a log for the next 7 days.

My Goals:

Amount of sleep each day	Amount of screen time each day	Amount of exercise each day

My Log:

Day	Amount of sleep	Amount of screen time	Amount of exercise	Snacks eaten
1				
2				
3				
4				
5				
6				
7				

Step 4: Reflection

Take some time to reflect on the last 7 days and answer the following questions:

Were you able to meet your goals? Why or why not?

____

____

On the days you met your goals, did you feel better? ______________________

Are your goals sustainable for life? ______________________

Make modifications to your goals to make them more sustainable. (If they already worked for you then leave them as-is.)

Amount of sleep each day	Amount of screen time each day	Amount of exercise each day

Review your snack choices during the 7 days. Were they healthy choices? ___________

List some healthy choices you can substitute for the less healthy choices:

____

____

Do you think it is worth the time and effort to make healthy choices? Why or why not?

____

____

____

____

Next Steps: Sleep Well, Move More, Scroll Less

Encourage the student to continue learning about healthy lifestyle choices. Here are some next steps for the student.

1. **Extend the Activity**
   Have the student continue to track their sleep, screen time, and exercise. Have them add notes regarding their mood and energy level. To make it more fun have them find an app that helps them track these healthy lifestyle choices. Some examples include: Bearable, Apple Health (iOS), Samsung Health (Android/iOS), Vantage Fit and Daylio.

2. **Explore Additional Resources**
   Have the student find and watch documentaries on healthy living. These can be found on most streaming channels and YouTube. Some examples include: "Forks Over Knives," "Eating You Alive," "Fed Up," and "You Are What You Eat: A Twin Experiment."

   Note: these documentaries present different perspectives on nutrition, health, and wellness. As with any documentary, they reflect the viewpoints of their creators. Consider them a starting point for learning and compare what you watch with information from credible health and nutrition sources like the Academy of Nutrition and Dietetics, Centers for Disease Control and Prevention, and National Institutes of Health.

3. **Review and Discuss**
   Encourage the student to discuss various healthy lifestyle choices. Talk about additional healthy habits they could incorporate into their daily life. Discuss how to make them sustainable.

ACTIVITY 4
Personal Chill Kit

Activity: Personal Chill Kit

Objective:
The student will build a personalized, healthy coping toolkit for managing stress while reinforcing positive lifestyle habits.

Materials:
- Notebook
- Index cards
- Pen or pencil
- Shoebox, small bin, tote bag or other usable container
- Markers, colored pen or pencils, stickers, and other things to decorate the container
- Healthy, non-perishable snacks (ex: granola bars, trail mix)
- Small water bottle
- Stress ball, fidget toy, or other calming tools
- Favorite book, magazine, or other inspirational reading
- Printed photos of loved ones, pets, happy memories
- Printout of the "Personal Chill Kit" Worksheet

Instructions:
1. **Decorate the Chill Kit:** The student should use markers, colored pens & pencils, stickers, etc. to decorate the outside of the container. They can also glue inspirational quotes, photos, etc. onto the container.
2. **Fill the Chill Kit:** The student should fill the Chill Kit with whatever healthy, positive items they have available that help them relax and recharge.
3. **Create an Action Plan:** Inside the Chill Kit, the student should add an index card that outlines things they can do when they feel stressed.
4. **Use the Chill Kit:** Encourage the student to use the Chill Kit whenever they start to feel stressed, overwhelmed, or just need a pick-me-up. They should choose something inside to help them reset in a healthy, positive way.

Skills Practiced:
- Takes responsibility / ownership
- Demonstrates healthy lifestyle & habits
- Manages stress & uses positive coping skills
- Advocates for self & seeks help when needed

Worksheet: Personal Chill Kit

Step 1: Decorate the Chill Kit

Find a container to use for your Chill Kit. This can be a shoe box, bin, or even a large duffle bag. Decorate the container using markers, stickers, photos, etc. Make it your own!

Step 2: Fill the Chill Kit

Fill the Chill Kit with items that bring you joy, help you feel calm and recharged, and keep you on track. Some items you should consider including:

- Journal/notebook with fun pens for venting or logging positive thoughts
- Favorite healthy, non-perishable snack (granola bar, trail mix, peanuts, etc.)
- Small water bottle
- Stress relieving items – stress ball, fidget toy, etc.
- Printout of exercises or stretches (5-minute workouts or yoga poses)
- Book, magazine, or other inspirational reading that make you happy
- Photos of people, places, or animals that make you feel loved

Step 3: Create an Action Plan

Using an index card, write down an action plan for when you are feeling stressed. Answer the following question: *"When I feel stressed, I can…"* (Some examples are below, but you should add your own healthy activities that will help you when you feel overwhelmed.)

- Take 10 deep breaths
- Go for a walk
- Write in my journal for 5 minutes
- Dance to my favorite song
- Do some stretching or yoga poses
- Text or call someone that supports me
- Etc.

Step 4: Use the Chill Kit

Whenever you start to feel stressed or overwhelmed, or just need a pick-me-up, pull out your Chill Kit. Examples include the night before a big test or a big competition, or after a bad day.

Choose something inside your Chill Kit to help you reset and feel positive. Review your action plan to get ideas that could help you.

Be sure to periodically restock your Chill Kit so it is always ready to be your go-to when life gets you down.

Next Steps: Personal Chill Kit

After the student has been using their personal Chill Kit for a few weeks, have them set aside 10-20 minutes for a personal check-in.

1. **Reflection**
   Have the student answer the following questions in their journal or notebook:
   - *What items in my Chill Kit did I use most?*
   - *Which coping strategies helped me feel better?*
   - *Was there anything that I did not use and why?*
   - *What new items could I add to my Chill Kit?*
   - *Did the Chill Kit help to change how I deal with stress? Why or why not?*

2. **Update the Chill Kit**
   The student should update their Chill Kit, removing items that didn't help and adding any new items from what they learned about themselves. An example would be to add additional yoga exercises if they felt the ones they included worked well.

ACTIVITY 5

Monthly Budget

Activity: Monthly Budget

Objective:
The student will learn the basics of personal finance by practicing budgeting, recognizing the importance of savings, understanding debt and credit, and distinguishing between needs and wants.

Materials:
- Notebook
- Pen or pencil
- Printout of the "Monthly Budget" Worksheet

Instructions:
1. **The Scenario**: Have the student imagine they just got their first job and earn $600 a month. Have them budget their money wisely to cover their needs, enjoy a few wants, and begin learning about saving, credit, and debt.

2. **Categorize Expenses:** Using the list that follows, have the student place each item into either "Need" or "Want". Then assign a monthly estimated cost to each item:

Cell Phone Bill	Snacks	Transportation (gas, bus)
New Clothes	Eating Out	Contributions (church, or charitable cause)
Emergency Fund	Savings for Future Goals	Any Debt (credit card, car loan, etc)
Other Expenses		

3. **Build the Budget:**
   - The student should choose the expenses that they will pay each month and how much of the $600 monthly income will be applied to each
   - Ground rules for the student:
     - At least $50 in savings or emergency fund
     - A minimum payment to cover debt like a credit card or car loan
   - They should create a table to organize the data

4. **Reflection:** Once the student has laid out their budget they should answer the following questions:
   - *Did the $600 cover all your expenses?*
   - *If the income doesn't cover all expenses, what expenses should be prioritized and why?*
   - *How does savings help you later?*
   - *What might happen if you ignore your monthly debt/credit card payment?*
   - *How could credit be helpful in real life?*
   - *How could credit be harmful in real life?*

Skills Practiced:

- Demonstrates proficiency in math skills
- Solves problems & thinks critically
- Understands finance concepts (debt/savings/credit)
- Differentiates between needs and wants
- Sets budget with short/long term financial goals

Worksheet: Monthly Budget

Step 1: The Scenario

You just got your first job and earn $600 a month. Your task is to budget your money wisely to cover your needs, enjoy a few wants, and begin learning about saving, credit, and debt.

Step 2: Categorize your Expenses

In the table that follows the worksheet instructions, review the list of common expenses. You may **cross out any items that don't apply to your life**, and feel free to **add your own expenses** to better reflect your personal spending, savings, or credit use. Be sure to **keep the "Savings" and "Emergency Fund" items** in the list. If you do not currently have debt, assume you have a small monthly credit card payment for this activity so you can practice budgeting for debt.

Next, for each item:

- **Label it as a "Need" or a "Want."**
- **Estimate the monthly cost**—either use **real** values from your life or reasonable guesses based on typical costs.

Step 3: Build Your Budget

Continue with the table, and using the monthly income of $600, allocate your funds to the various expenses.

You must include:

- At least $50 in savings or emergency fund
- A minimum payment to cover debt like a credit card or car loan

Step 4: Reflection

Answer the following questions:

Did the $600 income cover all my expenses?

____

If the income didn't cover all expenses, what expenses did I prioritize and why?

____

____

____

How do savings help me later?

What might happen if I ignore debt/credit card payments?

How could credit be helpful in the real world?

How could credit be harmful in the real world?

Expense Item	Need/ Want	Monthly Cost	Funds Allocated
Cell Phone Bill			
Snacks			
Transportation (gas/bus)			
New Clothes			
Eating out			
Savings for Future Goals			
Debt/Credit Card Payment			
Emergency Fund			
Contributions			
TOTAL	--------		

Next Steps: Monthly Budget

Here are some next steps to help the student further develop their understanding of budgeting and the difference between needs and wants:

1. **Track Real Spending for One Week**
   Have the student record every purchase they make in a journal, then reflect on which items were needs vs. wants and how it affected their budget.

2. **Create a Savings Goal Plan**
   Ask the student to set a short-term (e.g., 3 months) savings goal and outline steps to achieve it, including what expenses they might reduce.

3. **Budget Challenge Scenario**
   Present new life scenarios (e.g., medical bill, lost job, unexpected monetary gift) and ask how they would adjust their budget accordingly.

4. **Compare Two Budgets**
   Have the student create two monthly budgets: one with responsible money management, and another with overspending or no savings. Then reflect on the outcomes.

ACTIVITY 6
Millionaire in the Making

Activity: Millionaire in the Making

Objective:

The student will learn the long-term value of investing for retirement, the power of compound interest, and the impact of starting early.

Materials:

- Notebook
- Pen or pencil
- Computer or tablet with internet access for financial calculators
- Printout of the "Millionaire in the Making" Worksheet

Instructions:

1. **Explore Compound Interest:** Explain compound interest to the student.

   Compound interest is like earning money on *your money* — and then earning more money on that new money. It's when your savings or investments grow not just from what *you put in*, but also from the **interest that keeps building up over time.** Different accounts are compounded (apply the earned interest) daily, weekly, monthly, etc.

   Example: Let's say you invest $100 and it earns 10% interest per year**,** compounded annually:
   - After **1 year**, you have $110.
   - In **Year 2**, you earn 10% on $110, so now you have **$121**.
   - In **Year 3**, you earn 10% on $121 = **$133.10**
   - It keeps growing faster every year — like a snowball rolling downhill.

   When applying compound interest, the easiest way to determine the future value of an investment is to use a calculator that can calculate a compound interest problem.

2. **Apply Compound Interest:** Have the student imagine they just got a new job at 22 years old and decided to invest $200 a month in a retirement account. Using a compound interest calculator or online calculator, for example the one at **Investor.gov**, have the student determine what their money will look like at age 67 if it is compounded daily. The student should use the following in their calculations:

   - Initial Investment: $0
   - Monthly Contribution: $200
   - Length of Time in Years (starting at 22 years old, value of money at 67 years old is the 45 years it is invested): 45
   - Estimated Interest Rate: 4%
   - Compound Frequency: daily
   - What is the future value and how much was contributed over 45 years?

3. **Compare Different Starting Ages:** Have the student adjust the "length of time in years" to grow the investment. Instead of the student starting to invest at 22 years old, what if they wait until 32 years old to invest? The investment would grow for only 35 years. What about the investment starting at 42 years old – the investment would only grow for 25 years. Have the student document the future value and contribution for these two other scenarios.

4. **Reflection:** Once the student completes these calculations they should answer the following questions:
   - *How much money would you have if you simply put the $200 each month into a large piggy bank?*
   - *Is it better to put it in an investment account or a piggy bank?*
   - *What difference does starting early make in the value of the money at age 67?*
   - *How does compound interest help your money grow over time?*
   - *What are the rewards of investing for retirement?*
   - *What might make someone wait to start investing—and how could they avoid waiting?*

Skills Practiced:

- Demonstrates proficiency in math skills
- Solves problems & thinks critically
- Understands finance concepts (debt/savings/credit)
- Understands the value of investments for retirement

Worksheet: Millionaire in the Making

Step 1: Exploring Compound Interest

Compound interest is like earning money on *your money* — and then earning more money on that new money. It's when your savings or investments grow not just from what *you put in*, but also from the **interest that keeps building up over time.** Different accounts are compounded (apply the earned interest) daily, weekly, monthly, etc.

Example: Let's say you invest $100 and it earns 10% interest per year**,** compounded annually:

- After **1 year**, you have $110.
- In **Year 2**, you earn 10% on $110, so now you have **$121**.
- In **Year 3**, you earn 10% on $121 = **$133.10**
- It keeps growing faster every year — like a snowball rolling downhill.

When applying compound interest, the easiest way to determine the future value of an investment is to use a calculator that can calculate compound interest problems.

Step 2: Apply Compound Interest

Scenario 1: You just got your first job at 22 years old, and you decide to invest $200 a month in a retirement account. Using a compound interest calculator or online calculator, for example the one at **investor.gov**, determine the value of the investment at age 67 if it is compounded daily. How much did you contribute over those 45 years? (hint: 45yrs*12mo*$200)

Use a compound interest calculator (**investor.gov**) to calculate the compound interest using the following values:

- Initial Investment: $0
- Monthly Contribution: $200
- Length of Time in Years (starting at 22 years old, value of money at 67 years old is the 45 years it is invested): 45
- Estimated Interest Rate: 4%
- Compound Frequency: daily

Starting the investment at 22 years old,

What is the future value at age 67? ________________

What is the amount you contributed over those 45 years? ________________

Step 3: Compare Different Starting Ages

How would the future value change if you didn't start investing until later. Let's say at 32 or 42 years old instead of 22 years old?

Keeping everything the same, just change the "Length of Time in Years", and record the future value & the amount of your contribution.

Scenario 2: What if the age that you start investing is 32 (instead of 22). What is the future value at 67 years old and how much did you contribute during those 35 years? Using the compound interest calculator, change the "Length of Time in Years" to 35.

Starting the investment at 32 years old,

What is the future value at age 67? ________________

What is the amount you contributed over those 35 years? ________________

Scenario 3: What if the age that you start investing is 42 (instead of 22). What is the future value at 67 years old and how much did you contribute during those 25 years? Using the compound interest calculator, change the "Length of Time in Years" to 25.

Starting the investment at 42 years old,

What is the future value at age 67? ________________

What is the amount you contributed over those 25 years? ________________

Step 4: Reflection

Answer the following questions:

How much money would you have for each scenario if you simply saved the $200 each month in a large piggy bank in your room?

Scenario 1: ________________

Scenario 2: ________________

Scenario 3: ________________

Is it better to put the money in an investment account or a piggy bank? ________________

What difference does starting early make in the value of the money at age 67?

How does compound interest help your money grow over time?

What are the rewards of investing for retirement?

What might make someone wait to start investing?

How could someone overcome challenges to investing early?

Next Steps: Millionaire in the Making

Here are some next steps to help the student further develop their understanding of the long-term value of investing for retirement, the power of compound interest, and the impact of starting early:

1. **Interview an adult about their retirement investments**
   Have the student talk to a parent, teacher, or mentor about how they're planning for retirement.
   Have the student ask the following:
   - When did they start investing?
   - Do you wish you started earlier?

2. **Explore These Free Online Learning Resources**
   Encourage the student to continue their learning online:

   - Khan Academy (Personal Finance)
     Link: https://www.khanacademy.org/college-careers-more/personal-finance

   - Coursera (Financial Planning for Young Adults)
     Link: https://www.coursera.org/learn/financial-planning

   - Practical Money Skills (Interactive lessons, games, and activities)
     Link: https://www.practicalmoneyskills.com/en-us

ACTIVITY 7

Paycheck Shock

Activity: Paycheck Shock

Objective:

The student will learn about common payroll tax deductions and how those taxes fund public services. *Note: because local payroll taxes vary by municipality, this exercise does not incorporate them.*

Materials:

- Notebook
- Pen or pencil
- Computer or tablet with internet access for research
- Printout of the "Paycheck Shock" Worksheet

Instructions:

1. **Explore Payroll Taxes:** Explain payroll taxes to the student.

   What are Payroll Taxes? When someone gets paid for their job, they don't get to keep all the money they earned. Part of their paycheck goes to the government. These are called **payroll taxes**.

   The money taken out helps pay for things like:
   - **Social Security** (helps older people when they retire)
   - **Medicare** (helps pay for health care for older people)
   - **Federal income tax** (money that goes to the U.S. government)
   - **State income tax** (money that goes to your state — in this case, Pennsylvania)

   Example: Let's say someone named Alex works at a pizza shop and earns **$1,000** for two weeks of work (this is called **gross income**). Now let's see what's taken out for taxes:

Type of Tax	% Taken Out	Amount Taken Out
Social Security	6.2%	$62.00
Medicare	1.45%	$14.50
Federal Income Tax	10% (estimate)	$100.00
PA State Income Tax	3.07%	$30.70

   Total Deductions (Money Taken Out): $62.00 + $14.50 + $100.00 + $30.70 = $207.20
   Actual Paycheck (Take-Home Pay): $1,000 – $207.20 = $792.80

So even though Alex *earned* $1,000, the **actual paycheck** is **$792.80** because of taxes.

Why It Matters: These taxes help pay for public safety, schools, health care for seniors, and other important things that keep the country running.

2. **Apply Payroll Taxes:** Have the student imagine they just got a part-time job working 20 hours per week at a movie theater earning $15/hour. They will calculate their gross income and estimate tax deductions and their take-home pay.

   Calculate Gross Income for the week: 20 hours x $15 per hour = __________
   Calculate Payroll Taxes for:
   - Social Security Tax (6.2% of gross income)
   - Medicare Tax (1.45% of gross income)
   - Estimate Federal Income Tax (10% of gross income)
   - Estimate State Income Tax (3.07% of gross income)

   Calculate Total Payroll Taxes (add the taxes above)
   Calculate Net income (What you take home: gross income-total payroll taxes)

3. **How are Taxes Actually Used?** Have the student research how collected taxes are used for each of the following:
   Social Security
   Medicare
   Federal Income Tax
   State Income Tax

4. **Reflection:** Have students answer the following questions:
   - *Why do you think payroll taxes are required by law?*
   - *How do payroll taxes benefit the public?*
   - *What would happen if no one paid payroll taxes?*
   - *How can understanding your paycheck help you budget better?*

Skills Practiced:

- Demonstrates proficiency in math skills
- Solves problems & thinks critically
- Understands government functions & impacts
- Comprehends standard payroll deductions and taxes

Worksheet: Paycheck Shock

Step 1: Explore Payroll Taxes

What are Payroll Taxes? When someone gets paid for their job, they don't get to keep all the money they earned. Part of their paycheck goes to the government. These are called **payroll taxes**.

The money taken out helps pay for things like:

- **Social Security** (helps older people when they retire)
- **Medicare** (helps pay for health care for older people)
- **Federal income tax** (money that goes to the U.S. government)
- **State income tax** (money that goes to your state — in this case, Pennsylvania)

Note: Local income taxes may also be taken out of a person's paycheck depending on where they live, but local taxes have not been included in this exercise.

Example: Let's say someone named Alex works at a pizza shop and earns **$1,000** for two weeks of work (this is called **gross income**). Now let's see what's taken out for taxes:

Type of Tax	% Taken Out	Amount Taken Out
Social Security	6.2%	$62.00
	*Example: (0.062 * $1000) = $62.00*	
Medicare	1.45%	$14.50
Federal Income Tax	10% (estimate)	$100.00
PA State Income Tax	3.07%	$30.70

Total Deductions (Money Taken Out): $62.00 + $14.50 + $100.00 + $30.70 = $207.20

Actual Paycheck (Take-Home Pay): $1,000 – $207.20 = $792.80

So even though Alex *earned* $1,000, the **actual paycheck** is **$792.80** because of taxes.

Why It Matters: These taxes help pay for public safety, schools, health care for seniors, and other important things that keep the country running.

Step 2: Apply Payroll Taxes

You just got a part-time job working 20 hours per week at a movie theater. You make $15 per hour. It's time to figure out how much your paycheck is actually going to be (this is not including local tax that might also be taken out).

Calculate Gross Income for the week: ___________________

Calculate Your Payroll Taxes (Estimate)

Type of Tax	% Taken Out	Amount Taken Out
Social Security	6.2% **multiply by the decimal 0.062*	___________________
Medicare	1.45%	___________________
Federal Income Tax	10%	___________________
PA State Income Tax	3.07%	___________________

Calculate Total Payroll Taxes: ___________________

Calculate Net Income (What you take home): ___________________

Step 3: Where Does It Go?

Use the internet to research how each of these payroll taxes is used. Here are some places to start your research:

Social Security – How benefits are earned and paid

Link: https://www.youtube.com/watch?v=Y0NThht-teI

Medicare & Medicaid 101

Link: https://www.youtube.com/watch?v=KIh29MJOXhc

How do your tax dollars get spent?

Link: https://www.youtube.com/watch?v=Gy0P-ePwJNI

State Income Taxes

Link: https://www.jacksonhewitt.com/tax-help/jh-tax-talk/difference-federal-state-taxes/#:~:text=These%20taxes%20are%20used%20to,follow%20the%20same%20tax%20system.

What does the collected **Social Security** money fund?

What does the collected **Medicare** money fund?

What do the collected **Federal Income Taxes** fund?

What do the collected **State Income Taxes** fund?

Step 4: Reflection

Answer the following questions:

Why do you think payroll taxes are required by law?

____

____

How do payroll taxes benefit the public?

____

____

What would happen if no one paid payroll taxes?

____

____

____

How can understanding your paycheck help you budget better?

____

____

____

____

Next Steps: Paycheck Shock

Here are some next steps to help the student further develop their understanding of the payroll taxes:

1. **Learn more about Federal Income Tax**
   - Complete the activity: "Sharing with Uncle Sam" in the Workbook.
   - Extend your learning by researching state income tax, Social Security, and Medicare deductions—how are they different from federal income tax?

2. **Explore A Pay Stub**

   Have the student ask a parent, guardian, or teacher to share a sample pay stub.
   - Identify the different deductions (Federal Tax, State Tax, Social Security, Medicare, etc.).
   - Compare the gross income vs. net income and list what each deduction is for.

3. **Interview an Adult**

   Have the student talk to a family member or teacher about their experience with payroll taxes. The student should ask them how they first learned about taxes and what they wish they had known earlier.

4. **Compare Tax Systems**

   Encourage the student to research how payroll taxes in the U.S. compare to those in another country. What services do taxes fund there? Are the deductions higher or lower?

5. **Explore These Free Online Learning Resources**

   Encourage the student to continue their learning online:

   - Khan Academy – Taxes
     Link: https://www.khanacademy.org/college-careers-more/personal-finance/pf-taxes

   - IRS – Understand Taxes Student Site
     Link: https://apps.irs.gov/app/understandingTaxes/student/index.jsp

ACTIVITY 8

Sharing with Uncle Sam

Activity: Sharing with Uncle Sam

Objective:

The student will learn about **federal income taxes**—what they are, how they are calculated, and why they matter. The student will calculate an estimated federal income tax, explore how tax dollars are spent, and reflect on how taxes affect their own future. *Note: state and local taxes are not included in this exercise.*

Materials:

- Notebook
- Pen or pencil
- Computer or tablet with internet access for research
- Printout of the "Sharing with Uncle Sam" Worksheet

Instructions:

1. **Explore Federal Taxes: Explain federal taxes to the student.**

   What are Federal Taxes? Federal income tax is money that workers pay to the U.S. government based on how much they earn. The more someone earns, the more they usually pay in taxes. Discuss some of the vocabulary associated with federal income taxes listed on the activity worksheet.

2. **Determine Taxable Income**
   Scenario: Have the student imagine that they just got a job working 40 hours a week at a bookstore earning $18/hour. They will work 50 weeks of the 52 weeks in a year. The student should calculate their yearly gross income (based on the number hours worked, amount per hour, and the number of weeks worked in a year). Using this calculation, the student should subtract the standard deduction to calculate the taxable income. The student should use the IRS standard deduction for the tax year being calculated.

3. **Determine Federal Income Tax:** The student should use the taxable income to look up the federal income tax bracket (tax percentage). Using this information the student should calculate the estimated federal income tax owed for the year.

4. **Reflection:** Once the student walks through all the calculations have them answer the following questions:

   - *Why do you think federal income taxes are important for our country?*
   - *What surprises you the most about federal income taxes?*
   - *How do federal income taxes impact your life?*
   - *Do you feel more confident in understanding federal income taxes?*

Skills Practiced:

- Demonstrates proficiency in math skills
- Solves problems & thinks critically
- Understands government functions & impacts
- Comprehends standard payroll deductions and taxes

Worksheet: Sharing with Uncle Sam

Step 1: Explore Federal Taxes

What are Federal Taxes? Federal income tax is money that workers pay to the U.S. government based on how much they earn. The more someone earns, the more they usually pay in taxes.

Federal Tax Vocabulary:

Federal Income Tax
Money you pay to the U.S. government (**IRS**) based on your yearly income. It helps pay for things like the military, transportation and infrastructure, and federal law enforcement.

IRS (Internal Revenue Service)
The part of the government that collects taxes and makes sure people pay them correctly.

Withholding
The amount of money your employer takes out of each paycheck and sends to the **IRS** to pay your **federal income taxes**. This is an estimate that allows you to pay a little in each paycheck instead of all of it at the end of the year.

Gross Income
The total amount of money you earn before any taxes or other money is taken out.

Adjusted Gross Income (AGI)
Your **gross income** after certain IRS-approved adjustments have been subtracted. Your **AGI** is then used to determine your taxable income after subtracting the standard deduction and any other allowable deductions.

Net Income
The money you receive in your paycheck after **federal income tax withholding** and other deductions are taken out. It's what you have available to save or spend.

W-4 Form (W is for "Wages")
A form you fill out when you start a job. It tells your boss how much **federal income tax** to take out of your paycheck. This is how your **withholding** is estimated.

W-2 Form (W is for "Wages")
A form your job gives you every January. It shows how much money you made last year (total **gross income**) and how much **federal income tax** was paid (**withholding**) during the year on your behalf. This is what is used in your **federal income tax return** to determine if you owe money, break even, or get money back (**federal income tax refund**).

Federal Income Tax Return
A form, often Form 1040, that people who meet IRS filing requirements generally file by April 15th to report their income and calculate the federal income tax they owe. There was already money taken out based on your **withholding** in each of your paychecks during the year. This form will determine if you owe the **IRS** more money or if you overpaid, entitling you to a **federal income tax refund**.

Federal Income Tax Refund
Money the government (**IRS**) gives back if you paid too much tax during the year – your **withholding** was too large.

Standard Deduction
A set amount of money you don't have to pay taxes on. It helps lower your total **federal income tax** bill.

Dependent
Someone you take care of financially, like a child. Telling the **IRS** about your dependents can lower the amount of **federal income tax** you pay.

Tax Bracket
A range based on your yearly income, that decides what percentage of **federal income tax** you pay. The more you make, the higher your **federal income tax** percentage will be.

1040 Form
The main tax return form people use to file their **federal income taxes** with the **IRS**. It tells the government (**IRS**) how much you made and whether you owe more money or get money back (**federal income tax refund**).

Audit
When the **IRS** checks your **federal income tax** return to make sure everything is correct.

When someone starts a job, a portion of their paycheck is automatically taken out by their employer and sent to the **IRS**. This process is called **withholding**, and it helps cover the employee's **federal income taxes** for the year.

People who meet IRS filing requirements generally must file a federal income tax return for the previous year by April 15. Since it's hard to get **withholding** exactly right, most people either get a **federal income tax refund** (because too much was taken out) or owe more money (because the **withholding** was too little).

Step 2: Determine Taxable Income

To calculate gross income for the year, you would multiply the hours worked each week by the amount per hour, then by the number of weeks worked. Example: Working 40 hours a week, making $36.30/hour, for 50 weeks a year would be 40 x 36.30 x 50 = **$72,600**

Scenario: Using tax year 2025, imagine you just got a job working 40 hours a week in a bookstore earning $18/hour. You will work 50 weeks of the 52 weeks in a year. You are single, have no dependents, and will claim the standard deduction. You will file your federal income tax return as a single taxpayer and are not claimed as a dependent by anyone else.

Now, calculate the gross income for the **Scenario** above (your job at the bookstore).

Gross income for the year: ______________________________

Next, calculate the taxable income by looking up the standard deduction and subtracting it from the gross income calculated above.

IRS Standard Deduction Amounts

Link: https://www.irs.gov/credits-and-deductions-for-individuals (scroll to middle of page) *Note: use the IRS standard deduction for the tax year you are calculating. The standard deduction amount may change from year to year.*

Example: Using the gross income of $72,600 for the tax year 2025, standard deduction for a single person is $15,750. *(Note: the amount of the standard deduction can change each tax year.)* This is money you do not pay federal income tax on. The taxable income for this example for tax year 2025 is $72,600-$15,750 = **$56,850**

Now, calculate the taxable income for the **Scenario** above (your job in the bookstore).

Calculate taxable income for the year: ______________________________

Step 3: Determine Federal Income Tax

Using the taxable income calculated above, look up the tax bracket for the tax year you are calculating. The following shows you how to apply the tax percentage to arrive at the federal income tax amount.

Example: For the tax year 2025, using the taxable income from our example in step 2 of **$56,850**, we can look up the tax rate for a single (not married) taxpayer in the tax rate table by identifying the range that $56,850 falls into.

Federal Income Tax Rates and Brackets

Link: https://www.irs.gov/filing/federal-income-tax-rates-and-brackets

Example: 2025 tax rates for a single taxpayer:

Tax rate	on taxable income from . . .	up to . . .
10%	$0	$11,925
12%	$11,926	$48,475
22%	$48,476	$103,350
24%	$103,351	$197,300
32%	$197,301	$250,525
35%	$250,526	$626,350
37%	$626,351	And up

Tax bracket for the taxable income of $56,850

Here's how to calculate the federal income tax for a **single (not married) taxpayer with taxable income of $56,850 per year**:

How it works:

Step A: The amount from $0 to $11,925 will be taxed at 10%.
Step B: The amount from $11,926 to $48,475 will be taxed at 12%.
Step C: The remaining money from $48,476 to $56,850 will be taxed at 22%.

Apply the tax brackets:

Step A: $11,925 x 10% = $11,925 x 0.10 = $1,192.50
Step B: ($48,475-11,925) x 12% = $36,550 x 0.12 = $4,386.00
Step C: ($56,850 - $48,475) x 22% = $8,375 x 0.22 = $1,842.50

Total Federal Income Tax: $1,192.50 + $4,386.00 + $1,842.50 = **$7,421.00**

Now, calculate the federal income tax for the **Scenario** in Step 2.

Find the tax rates for the tax year you are calculating here: https://www.irs.gov/filing/federal-income-tax-rates-and-brackets. Use the table for a taxpayer filing as a **single person (not married)**. Find the tax bracket your taxable income falls into using the ranges indicated.

Once you know your tax bracket, using the method on the previous page you can calculate the estimated amount of federal income tax.

List the progression of calculations to be added together (like the example):

Step A: ____

Step B: ____

Step C: ____

Estimated Total Federal Income Tax: ____________________________

Step 4: Reflection

Answer the following questions:

Why do you think federal income taxes are important for our country?

____

____

____

What surprises you the most about federal income taxes?

____

____

____

How do federal income taxes impact your life?

____

____

____

Do you feel more confident in understanding federal income taxes?

____

____

____

____

Next Steps: Sharing with Uncle Sam

Here are some next steps to help the student further develop their understanding of the federal income taxes:

1. **Learn About Other Types of Taxes and payroll deductions:**
    - Complete the activity: "Paycheck Shock" in this Workbook.
    - Extend your learning by researching state income tax, Social Security, and Medicare deductions—how are they different from federal income tax?

2. **Explore Your First Pay Stub:**
   When you get your first job, compare your gross income to your net income and try to identify all the deductions.

3. **Research Where Tax Dollars Go:**
   Choose one federal program (e.g., national parks, military, education support) and write a short paragraph explaining how it's funded by taxes.

4. **Simulate Filling Out a W-4:**
   Use the IRS Tax Withholding Estimator (https://www.irs.gov/individuals/tax-withholding-estimator) to see how different choices on your W-4 form affect your take-home pay.

5. **Stay Updated:**
   Follow any changes to the standard deduction or tax brackets by visiting IRS.gov each year to see how updates might affect future paychecks.

ACTIVITY 9

Future Pathway Planner

Activity: Future Pathway Planner

Objective:
The student will research and create a personalized coursework plan that aligns with their career interests and postsecondary goals.

Materials:
- Notebook
- Pen or pencil
- Computer or tablet with internet access
- Printout of the "Future Pathway Planner" Worksheet

Instructions:
1. **Self-Reflection:** The student should reflect on their strengths and career interests by answering the following questions:
    - *What school subjects do I enjoy the most and why?*
    - *What are my strengths?*
    - *What careers interest me? List three or more.*
    - *What are my plans after high school (4-year college, 2-year college or technical school, military, workforce, starting a business, or another path)?*

2. **Career Exploration:** The student should research careers related to their interests and determine the education requirements for at least three of the careers they are interested in. A website that would help with this is MyNextMove.org or PaCareerZone.org.

3. **Career Interviews:** The student should interview 1-3 people who work in or are knowledgeable about the careers they are exploring. Here are some questions they can ask:
    - *What do you like most about this career?*
    - *What are the biggest challenges?*
    - *What education or training helped you the most?*
    - *What advice would you give someone who wants to enter this field?*

4. **Course Mapping:** The student should review their school's course catalog and identify courses that align with the education needed for the careers of interest. The student should also check in with a school counselor to receive feedback on their course plan.

5. **Reflection:** Encourage the student to reflect on this activity by answering the following questions:
    - *How confident do I feel about my course selections?*
    - *What changes might I make based on new insights?*
    - *What's my next step to stay on track?*

Skills Practiced:

- Actively listens & applies knowledge
- Selects coursework based on personal & career goals
- Commits to continuous/ lifelong learning
- Leverages personal strengths into opportunities
- Explores career options through practical experience
- Identifies career path based on strengths/interests

Worksheet: Future Pathway Planner

Step 1: Self-Reflection

Answer the following questions to explore your strengths, interests, and career aspirations.

1. **What school subjects do I enjoy the most? Why?**

Subject	Why

2. **What are my strengths? (check all that apply)**
□ Math & Problem-Solving
□ Science & Experimentation
□ Writing & Communication
□ Leadership & Teamwork
□ Creativity & Design
□ Technology & Coding
□ Helping Others
□ Other: _______________

3. **What careers am I interested in? (List at least three)**

____

____

____

4. **Right after high school, I want to:**
□ Attend a 4-year college/university
□ Attend a 2-year college or technical school
□ Join the military
□ Enter the workforce
□ Start my own business
□ Other: __________________

Step 2: Career Exploration

Use online tools like MyNextMove.org or PaCareerZone.org to research three careers of interest. Indicate the career, required education or training, key skills, and the career outlook (salary, projected job growth, opportunities, or pathways to related careers).

Career	Education/Training	Skills	Outlook

Step 3: Career Interviews

Interview 1-3 people who work in or are knowledgeable about the careers you are exploring. Use the following pages to take notes about the interview.

Interview #1

Name: ______________________ Career: ____________________________________

What do you like most about this career?

____

____

____

What are the biggest challenges?

____

____

____

What education or training helped you the most?

____

____

____

What advice would you give someone who wants to enter this field?

____

____

____

Other important information to note about the career:

____

____

____

Interview #2

Name: ______________________ Career: ____________________________________

What do you like most about this career?

____

____

____

What are the biggest challenges?

____

____

____

What education or training helped you the most?

____

____

____

What advice would you give someone who wants to enter this field?

____

____

____

Other important information to note about the career:

____

____

____

Interview #3

Name: ________________________ Career: _______________________________________

What do you like most about this career?

What are the biggest challenges?

What education or training helped you the most?

What advice would you give someone who wants to enter this field?

Other important information to note about the career:

Step 4: Course Mapping

Now, plan your high school coursework based on your career goals. Use your school's course catalog or program of studies to find relevant classes.

Courses	Why this makes sense

□ I have reviewed my plan with a school counselor or mentor.

Counselor's Feedback:

____

____

____

Step 5: Reflection

How confident do I feel about the courses I selected?

What changes might I make to my plan based on my research?

What are my next steps to stay on track with my career and coursework goals?

Next Steps: Future Pathway Planner

After completing the worksheet, the next step the student could take is to act on the course plan! Here's a clear path forward:

1. **Choose the Courses to Pursue:**
   The student should identify one or more courses they plan to request during their next course scheduling period.

2. **Set up a Job Shadow:**
   The student should reach out to someone in a career of interest and set up a time for them to observe someone in this field. *Note: If the student's school district is a member of Career Street (CareerStreetErie.org), it can be used to make this connection. The student can visit https://www.careerstreeterie.org/contact-us to see if Career Street is available to them. If Career Street is not available, the student can ask a school counselor or teacher to help identify job shadow opportunities.*

3. **Find Other Opportunities to Build Skills:**
   The student should think of additional ways they could build career skills. Opportunities might be to volunteer or get a part time job in the career of interest.

4. **Track Progress:**
   The student should use a journal or tablet to reflect on experiences, note challenges, and track skill development.

ACTIVITY 10

Skills in Action

Activity: Skills in Action

Objective:
The student will identify personal skills gained through school or extracurricular activities and explore ways to apply them in real-world workplace settings.

Materials:
- Notebook
- Pen or pencil
- Computer or tablet with internet access
- Printout of the "Skills in Action" Worksheet

Instructions:
1. **Identify Your Skills**: Using the transferable skills list excerpted from Erie Together's Profile of a Graduate skill list (included with the worksheet), the student should identify the transferable skills they have. The student should then answer the following questions:
   - *Which of these skills do you believe are your strongest?*
   - *Which skills do you find most challenging?*

2. **Real World Connection:** Encourage the student to think about jobs or volunteer roles that interest them. Have the student choose three skills from their list and write how each one might be useful in a workplace.

   Example:
   - **Time Management-** Helpful for meeting deadlines in an internship or balancing tasks at work.
   - **Communication-** Important for explaining ideas clearly to coworkers or customers.

3. **Explore Opportunities:** Have the student look for opportunities at home, locally or online to practice their skills, like volunteer organizations, job shadowing, clubs, or community groups. The student should take notes on opportunities that match their interests.

   Here are some links and ideas to assist you and the student:
   - **Macaroni Kid -** Link: https://erie.macaronikid.com/search/volunteer#articles
   - **Volunteer Match** - Link: https://www.idealist.org/volunteermatch
   - **Zooniverse** – Link: https://www.zooniverse.org/

Skill-Building at Home:

- **Communication:** Interview an older family member about their life and share what you learned, or write a thank you note to someone who has made a difference in your life.
- **Organization & Time Management:** Use a planner to design a weekly schedule and track goals.
- **Tech Skills:** Review the privacy settings and posts on one of your social media accounts or favorite apps to make sure they reflect what you're comfortable sharing.
- **Leadership & Teamwork:** Coordinate game nights or book clubs with friends or family.

4. **Action Plan:** The student should write a short action plan detailing:
    - One skill they want to strengthen.
    - One opportunity they'd like to pursue to practice that skill.
    - First steps to get involved (e.g., contacting an organization, signing up for a club).

5. **Reflection:** Ensure the student reflects on how building these skills can help in the future by answering the following question:
    - *What small action can you take this week to move closer to your goal?*
    - *How do you think building these skills will help you in the future?*
    - *How can these skills be applied in various work or volunteer settings?*

Skills Practiced:

- Connects skills to workplace expectations
- Utilizes effective written & verbal communication
- Leverages personal strengths into opportunities
- Recognizes and utilizes transferable skills

Worksheet: Skills in Action

Step 1: Identify Your Skills

The following page contains a list of transferable skills a young person should have before they graduate high school. This list was excerpted from Erie Together's Profile of a Graduate. Select 3-5 skills from this list that you currently have:

1. ____

2. ____

3. ____

4. ____

5. ____

Which skill do you believe is your strongest? Why?

____

____

Which skill do you find most challenging? Why?

____

____

Step 2: Real-World Connection

Choose 3 skills from your list and think about how they might be useful in a workplace.

SKILL	How it's useful at work

Transferable Skills
Excerpted from
Erie Together's Profile of a Graduate

- I am always learning and growing.
- I am punctual & show up when expected.
- I can solve problems & think critically.
- I communicate clearly (writing & speaking)
- I manage my time and set priorities to reach my goals.
- I pay attention & use what I learn.
- I speak up for myself and ask for help when I need it.
- I take initiative & am willing to learn.
- I take responsibility for my actions.
- I have a strong work ethic.
- I use my strengths to create opportunities.
- I use technology responsibly.
- I work well with others & communicate clearly.

Step 3: Explore Opportunities

List at least 2 opportunities at home, locally, or online where you could practice your skills:

Opportunity/job	What you'd learn or practice

Step 4: Create Your Action Plan

Identify a skill you want to strengthen, an opportunity that you will pursue to do that, the first step you will take, when you will start, and why it matters for your future:

SKILL	Opportunity	First Step	Date	Why this matters

Step 5: Reflection

What's one action you can take this week to move closer to improving your skills?

____

____

How do you think building these transferable skills will help you in the future?

____

____

How can these skills be applied in various work or volunteer settings?

____

____

Take your first step today — your future self will thank you!

Next Steps: Skills in Action

After completing the worksheet, the next step for the student is to act on the action plan! Here's a clear path forward:

1. **Choose One Opportunity to Pursue:**
   The student should pick one of the volunteer opportunities or a personal project idea from the worksheet.
2. **Reach Out or Sign Up:**
   If it's a volunteer position or club, the student should visit the website, fill out an application, or send an introductory email expressing interest.
3. **Set a Small, Achievable Goal:**
   For example, if the student wants to improve communication skills, they might commit to writing a family newsletter highlighting recent events, or reading a story aloud to a younger sibling or child.
4. **Track Progress:**
   The student should use a journal or tablet to reflect on experiences, note challenges, and track skill development.

ACTIVITY 11

Communicate, Collaborate, Connect

Activity: Communicate, Collaborate, Connect

Objective:
The student will explore how different generations interact in the workplace by examining communication styles, comfort with technology, and intergenerational perspectives. They will develop strategies for effective collaboration across age groups through research, interviews, and personal reflection.

Materials:
- Notebook
- Pen or pencil
- Computer or tablet with internet access
- Printout of the “Communicate, Collaborate, Connect” Worksheet

Instructions:
1. **Generations in the Workplace:** The student should use the internet to find out information about the different generations and their characteristics: Baby Boomers, Generation X, Millennials, Gen Z, and Gen Alpha.

2. **Watch a TED Talk:** Have the student watch the TED Talk:
   How Generational Stereotypes Hold Us Back at Work
   Link: https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work

   After the video, they should reflect on the information they recorded about each generation and answer the following questions:
   - *What was your takeaway from the TED Talk?*
   - *What was the call to action from the TED Talk?*

3. **Mini Interviews:** The student should interview at least two people from different generations. Talk to them about communication, technology, and their experiences working with people of different ages.

4. **Consider Your Perspective:** Once the student has completed the interviews with others, have them answer the same questions about themselves. They should refer to times when they have interacted with other generations. These could be events in town or at church, family gatherings, school functions, etc.

5. **Reflection:** Encourage the student to thoughtfully reflect on what they have learned from these interviews and how they could employ strategies to better connect with other generations.

Skills Practiced:

- Actively listens & applies knowledge
- Connects skills to workplace expectations
- Utilizes effective written & verbal communication
- Embraces diversity
- Collaborates & communicates with others
- Treats others with dignity & respect
- Respects others' perspectives & experiences

Worksheet: Communicate, Collaborate, Connect

Step 1: Generations in the Workplace

Research the commonly accepted characteristics of the following generations in the workforce today:

Generation	Approximate birth year	Tech comfort level	Preferred Communication Style	Common Characteristics
Baby Boomers	1940-1960			
Generation X	1961-1980			
Millennials	1981-2000			
Gen Z	2000-2012			
Gen Alpha	2013-2024			

Step 2: Watch a TED Talk

Set aside 12 minutes to watch the following TED Talk

How Generational Stereotypes Hold us Back at Work
Link: https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work

Reflect on how you filled in the table above.

What was your takeaway from the TED Talk?

____

____

What was the call to action in the TED Talk?

____

____

____

Step 3: Mini Interviews

Talk to two people from different generations about their experiences working with others of different ages. Record your answers below:

Interview #1

Name: ____________________ Role: _______________________ Generation: ______________

What's one challenge you've faced working with someone from another generation?

____

____

____

How have you addressed it to work together successfully?

____

____

____

What's one strength or benefit you've seen working across generations?

____

____

____

How do you prefer to communicate at work and why?

____

____

____

Interview #2

Name: ___________________ Role: ______________________ Generation: _____________

What's one challenge you've faced working with someone from another generation?

____

____

____

How have you addressed it to work together successfully?

____

____

____

What's one strength or benefit you've seen working across generations?

____

____

____

How do you prefer to communicate at work and why?

____

____

____

Step 4: Consider Your Perspective

After you have interviewed other people, take time to consider your own perspectives. Think back to times you have worked with people from other generations – this could be a school project, helping at a family gathering, volunteering at a community event or organization, or another similar experience.

Your perspective:

Name: ___________________ Generation: _____________

What's one challenge you've faced working with someone from another generation?

____

____

____

How have you addressed it to work together successfully?

____

____

____

What's one strength or benefit you've seen working across generations?

____

____

____

How do you prefer to communicate and why?

____

____

____

Step 5: Reflection
Answer the following questions:

What surprised you most about the interviews you did with other people?

____

____

____

What do you think that your generation brings to the workplace?

____

____

____

What is one strategy you might use to work better with someone older or younger than you?

____

____

____

What generation would you most like to work with and why?

____

____

____

Next Steps: Communicate, Collaborate, Connect

The student can continue learning more about generational differences and how to bridge the gap through these next steps

1. **Watch a Video**
   Have the student watch a documentary or TED Talk on generational communication, here are a few:
   What Baby Boomers Can Learn from Millennials
   Link: https://www.youtube.com/watch?v=7p1nCRQCiUM

   The Difference Between Gen Z and Everyone Else
   Link: https://www.ted.com/talks/mark_zides_the_difference_between_gen_z_and_everyone_else

   The student should write down three things that surprised them and one way they'd apply that insight in a job or school group project.

2. **Generational Perspectives Journal**
   For the next week, the student should keep a short journal where they note interactions observed (at school, work, or at home) between people of different ages.

   They should write a few sentences about the communication style and how they worked together (or didn't), along with anything else they think it's important to note.

3. **Participate in a Multigenerational Volunteer Project**
   The student should join or look for local community service projects that include adults of different ages.

   They should reflect on how workstyles and communication varied—and how people made it work.

ACTIVITY 12
Daily Commitment Challenge

Activity: Daily Commitment Challenge

Objective:
The student will build consistency, responsibility, and self-discipline—key elements of workplace success.

Materials:
- Notebook
- Pen or pencil
- Printout of the "Daily Commitment Challenge" Worksheet

Instructions:
1. **Choose a Personal "Work Project":** Have the student pick a task they'll commit to doing daily for 14 days at the same time each day. Here are some ideas to choose from:
   - Writing in a journal
   - Practicing a skill (learning an instrument, a language, drawing, etc.)
   - Reading 10 pages of a novel
   - Doing an exercise (yoga, lifting weights, etc.)
2. **Set a work schedule:** Have the student pick a realistic and consistent time slot to complete the daily activity (example: 4:00-4:30PM daily). The student should treat it like a job shift by showing up on time each day.
3. **Log each day:** The student should record the date, start time, and end time. They should use the Notes column to briefly record:
   - *What went well?*
   - *Any distractions?*
   - *Did I start on time?*
4. **Reflection:** After 14 days, the student should review their log and answer the following:
   - *How many times did I start on time?*
   - *Did I complete the task each day?*
   - *What habits helped or hurt my consistency?*
   - *What would I do differently to be more reliable?*

Skills Practiced:
- Connects skills to workplace expectations
- Takes responsibility / ownership
- Possesses a strong work ethic
- Shows initiative & is willing to learn new skills
- Demonstrates punctuality & good attendance
- Organizes time & prioritizes tasks to meet goals

Worksheet: Daily Commitment Challenge

Step 1: My Daily Task

Choose the task to be done each day for 14 days:

Step 2: Set the "Work" Schedule

Time I will do the task each day: _____________ to ______________

Step 3: Log each Day

Day	Date	Start time	End time	On time ✓	Task done ✓	Notes
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Step 4: Reflection

How many days did you start on time? __________ / 14

How many days did you complete the task? __________ / 14

What helped you stay on track?

What was the hardest part of staying committed?

What would you change next time to improve your consistency?

How does this Daily Commitment Challenge translate to the workplace?

Next Steps: Daily Commitment Challenge

After completing the worksheet and reflecting on their performance, the student can continue improving these skills by completing some of the following activities:

1. Repeat the Challenge – with Upgrades

- **Increase the difficulty:** Add more time, a more complex task, or a new goal.
- **Try a different time slot**: Practicing punctuality early in the day can build discipline.
- **Add a reward system:** Motivate the student with a treat after a perfect week.

2. Track Patterns & Problem Areas

Look over their logs and ask:

- What time of day did they struggle most?
- Ask the student if there are certain distractions (cell phone, noise, procrastination) that were predictable?

3. Practice Time Management

Try these tools:

- Have the student use a planner or digital calendar to schedule their responsibilities.
- Have them set reminders or alarms 10 minutes before "work time".
- Encourage the student to break big tasks into smaller chunks so they are easier to start and finish.

4. Communicate Like it's a Job

Urge the student to pretend their task is a real job:

- They should let someone know if they are running late or cannot complete the task (mentor or parent).
- They should plan to "make up the time" – just like a real job.

5. Take on real responsibility

The student should look for real world practices such as:

- Volunteering in a role with real responsibilities (dog walker, tutor, library helper, etc.)
- Getting a part-time job or internship.
- Helping with consistent tasks at home – making dinner every Friday or folding the laundry, for example.

6. Set a New Personal Goal

Once their routine feels easy, ask the student the following question:

What's the next skill they want to build?

- Being proactive (taking initiative)
- Staying focused longer
- Finishing tasks without reminders

Then encourage the student to create another 14-day challenge focused on that skill.

ACTIVITY 13

Keys to Workplace Success

Activity: Keys to Workplace Success

Objective:

Students will learn key concepts of workplace etiquette, reflect on professional behavior, and apply their understanding through scenario-based questions.

Materials:

- Notebook
- Pen or pencil
- Printout of the “Keys to Workplace Success” Worksheet
- Printout of Erie Together’s Profile of a Graduate (Appendix C of this Workbook)

Instructions:

1. **Understanding Workplace Etiquette:** Briefly explain workplace etiquette to the student. **Workplace etiquette** refers to how you behave at work—how you communicate, dress, interact with others, and handle responsibilities. Good etiquette helps you make a positive impression and build strong professional relationships. Review Erie Together’s Profile of a Graduate document and include skills that reflect professional behavior in the discussion.

   Have the student answer the following questions:
   - *What three behaviors do you think are important in any workplace?*
   - *Why do some workplaces limit personal cell phone use or internet at work?*
   - *Why do you think employers have dress codes?*
   - *Why is being on time and dependable important?*

2. **Scenario Practice:** Discuss several scenarios indicated on the activity worksheet that the student might face as related to workplace etiquette.

3. **Reflection:** The student should reflect on the following questions:
   - *How can good workplace etiquette help you succeed in your first job?*
   - *How would you dress for the first day of an office job?*
   - *What is the meaning of the following phrase:*
     "If you're early, you're on time; if you're on time, you're late"
   - *Describe how you can stay focused on work even with your cell phone nearby?*
   - *Write a simple rule you’ll follow for using technology professionally at your future job.*

Skills Practiced:

- Utilizes effective written & verbal communication
- Takes responsibility / ownership
- Possesses a strong work ethic
- Utilizes technology appropriately in interpersonal interactions

Worksheet: Keys to Workplace Success

Step 1: Understanding Workplace Etiquette

Workplace etiquette refers to how you behave at work—how you communicate, dress, interact with others, and handle responsibilities. Good etiquette helps you make a positive impression and build strong professional relationships. Many important workplace skills are identified in Erie Together's Profile of a Graduate.

List three behaviors you think are important in any workplace:

1. ____

2. ____

3. ____

Why do some workplaces limit personal cell phone use or internet at work?

____

____

Why do you think employers have dress codes?

____

____

Why is being on time and dependable important?

____

____

Step 2: Scenario Practice

Scenario 1: You're running late for work, and you know you will be about 10 minutes late. What should you do?

____

____

Scenario 2: You forgot to turn off your cell phone when you arrived at work. The cell phone rings - what should you do?

____

____

Scenario 3: You have some downtime waiting for an assignment from your boss. You know there are probably some new comments on one of your recent social media posts. You do have internet on your work desktop computer. Should you go ahead and take a look? Why or why not? If not, what could you do instead?

____

____

Step 3: Reflection

Answer the following question:

How can good workplace etiquette help you succeed in your first job?

____

____

How would you dress appropriately for the first day of a new job?

____

____

What is the meaning of the following phrase:

"If you're early, you're on time; if you're on time, you're late"

____

____

Describe how you can stay focused on work even with your cell phone or other distractions nearby?

____

____

Write a simple rule you'll follow for using technology professionally at your future job?

____

____

Next Steps: Keys to Workplace Success

After completing this activity, the student can continue to learn about work etiquette by doing some of the following:

1. **Real-Life Observations**
   Have the student observe and report back on examples of professional behavior they see in everyday life (at school, volunteer activities, community organizations, sports, or work). Ask them to identify:
   - One example of someone demonstrating good workplace etiquette
   - One example of someone demonstrating poor workplace etiquette
   - The impact each behavior had on the people around them

2. **Compare Workplaces**
   Discuss how technology policies may vary between job types (e.g., office, retail, healthcare, food service). Ask:
   - Why might some jobs allow phones and others ban them?
   - When starting a new job, how should you ask about technology policies?

3. **Discuss Digital Boundaries**
   Ask follow-up questions like:
   - When is it okay to use your phone at work?
   - What would you do if your boss used their phone a lot—would it change how you behave?

4. **Make a Personal Technology Use Plan**
   Ask the student to create a short personal plan for how they will manage their phone or internet use during work or volunteer hours. It could include:
   - When they'll check their phone
   - How they'll avoid distractions
   - How they'll handle emergencies

ACTIVITY 14

Someone Else's Shoes

Activity: Someone Else’s Shoes

Objective:

The student will learn to respect and value different perspectives, cultures, and ideas by imagining life from someone else’s point of view.

Materials:

- Notebook
- Pen or pencil
- Printout of the “Someone Else’s Shoes” Worksheet

Instructions:

1. **Pick a Perspective:** Have the student imagine they are someone with a different background or life experience than their own. If needed, help the student select a perspective from the worksheet or come up with another realistic situation that encourages them to see the world through someone else's eyes.

2. **Write about a “Day in the Life”:** Encourage the student to imagine they are this person and write about a day in their life. The student should describe how they feel, what challenges they might face, and how they would want others to treat them.

   Have the student think and write about these questions:

   - *What makes their experience different from yours?*
   - *How would you feel in their situation?*
   - *What could others do to help them feel included?*

3. **Reflection:** After writing, the student should take a few minutes to think about what they learned.

   The student should write a few sentences answering these questions:

   - *What surprised you about imagining someone else’s life?*
   - *How can you be more respectful and open-minded to people with different backgrounds or ideas?*

Skills Practiced:

- Utilizes effective written & verbal communication
- Embraces diversity
- Treats others with dignity & respect
- Respects others' perspectives & experiences

Worksheet: Someone Else's Shoes

Step 1: Pick a Perspective

Imagine you are someone with a different background or life experience than your own.
Check one or come up with your own idea:

☐ A new student who speaks a different language

☐ A person who just moved to a new country

☐ A person living in a big city (if you live in a small town—or vice versa)

☐ Someone else (Who? ______________________________)

Step 2: Write About a "Day in the Life"

Imagine you are this person. Write a short journal entry about **a day in the life** of this person.
Include:

- How they might feel (in school or at community events)
- What challenges they would face
- How they would want others to treat them

Journal Entry (Use the space below):

Answer the following questions:

What makes their experience different from yours?

How would you feel in their situation?

What could others do to help them feel included?

Step 3: Reflection

Take a few moments to think about what you learned and then answer the following questions:

What surprised you about imagining someone else's life?

How can you be more respectful and open-minded to people with different backgrounds or ideas?

Next Steps: Someone Else’s Shoes

After completing the worksheet, the student can continue growing their understanding of diversity by completing some of the following activities:

1. Have a Conversation

- Talk to someone from a different background or culture.
- Ask respectful questions about their experiences, traditions, or values.
- Listen actively—focus on understanding, not comparing.

2. Read Books or Watch Films from Diverse Voices

- Choose stories written by or about people from different cultures, abilities, or life situations.
- Reflect on the characters’ experiences and what they teach you.

3. Participate in Cultural Events or Clubs

- Attend a school or community event that celebrates different cultures.
- Join a cultural awareness or diversity club if your school has one.

4. Volunteer in Your Community

- Work with organizations that support immigrants, the homeless, or people with disabilities.

5. Research a Global Issue

- Pick an issue like refugees, language access, accessibility for people with disabilities, or discrimination and learn more about it.
- Create a short presentation or poster to share what you learned.

6. Create a “Kindness Challenge”

- Come up with daily or weekly actions that promote inclusion (e.g., sit with someone new, compliment someone, learn a greeting in another language).
- Encourage others to participate with you!

7. Reflect & Journal Regularly

- Keep a journal to track your thoughts and feelings as you meet new people or try new things.
- Reflect on how your perspective is growing.

ACTIVITY 15
Community Voice Project

Activity: Community Voice Project

Objective:

The student will learn about local issues, different perspectives, government processes, and how to take responsible civic action.

Materials:

- Notebook
- Pen or pencil
- Computer or tablet with internet access
- Printout of the “Community Voice Project” Worksheet

Instructions:

1. **Being a Citizen:** Have the student learn what it means to be a citizen by defining the following terms: citizenship, civic-minded, civic engagement and civic responsibility.

2. **What’s the Issue**? The student should pick a topic currently in the news.

3. **Different Perspectives:** Have the student research the issue using at least three credible sources that represent different perspectives. Encourage the student to compare how each source presents the issue before writing a summary of the different viewpoints.

4. **Stay Updated:** The student should follow the news about the issue for one week and keep a daily log of updates or changes.

5. **Understand Government Involvement:** The student should do some additional research about the topic and answer the following questions:
   - *What level of government handles this issue (federal, state, county, local, or school district)?*
   - *What decisions or actions are they taking on this issue?*

6. **Reflection:** Once the student understands the issue and different perspectives, have them answer the following questions:
   - *How does this issue impact me, my community, or my country?*
   - *What is my opinion on this issue?*
   - *What action could I take on this issue?*
   - *If I wrote a letter to the government office regarding this issue, what would I write?*
   - *What did I learn about being civic-minded through this activity?*

Skills Practiced:

- Actively listens & applies knowledge
- Utilizes effective written & verbal communication
- Shows initiative & is willing to learn new skills
- Solves problems & thinks critically
- Engages in community & stays aware of current events
- Understands government functions & impacts

Worksheet: Community Voice Project

Step 1: Being a Citizen

Learn about what it means to be a citizen by defining the following terms:

Citizenship:____

____

Civic-Minded:____

____

Civic Engagement:____

____

Civic Responsibility:____

____

Step 2: What's the Issue?

Select an issue that is in the news:

____

____

____

Step 3: Different Perspectives

Research the different perspectives related to the issue you chose. Find at least three different sources that discuss the issue.

Source	Main Perspective/Opinion about the issue

Summary of the different opinions:

____

____

____

____

____

____

____

____

____

____

____

____

Step 4: Stay Updated

For the next week log any updates on this issue:

Date	News update	Source

Step 5: Understanding Government Involvement

What level of government is responsible for this issue?
(federal, state, local, county, school district)

____

What decisions or actions are they taking related to the issue?

____

____

____

____

Step 6: Reflection

How does this issue impact me, my community, or my country?

____

____

____

____

____

____

What is my opinion on this issue?

____

____

____

____

What action could I take on this issue?

If I wrote a letter to a government office regarding this issue, this is what I would write.

What did I learn about being a citizen through this activity?

Next Steps: Community Voice Project

Here are some next steps the student could take to deepen their understanding of civic-mindedness:

1. Learn More About Government and Civic Processes

- Take a free online civics course (iCivics, Khan Academy).
- Attend a local government meeting (City Council, Borough Council, Township Supervisor, County Council, or School Board).
- Volunteer to help during an election (observe, assist at a polling place if eligible, etc.).

2. Stay Engaged with Current Events

- Follow a local and national news source regularly.
- Join or start a discussion group to talk about current events at school.
- Subscribe to a news digest (like The Skimm or BBC Newsround).

3. Join or Start a Community Initiative

- Volunteer with a local organization (library, food bank, environmental group).
- Help organize or participate in a community cleanup.
- Lead or join a campaign (e.g., voter registration, school awareness issue).

4. Engage with Elected Officials

- Write a letter or email to a representative about a topic.
- Follow local elected officials on social media.

5. Read Books or Watch Documentaries

- Books:
  - March by John Lewis
  - What Can a Citizen Do? by Dave Eggers

- Documentaries:
  - *Citizen Nation*
  - *Boys State*
  - *Girls State*
  - *Knock Down the House*

After reading or watching, reflect on the different perspectives presented and how they relate to your own views.

6. Connect Civic Learning to Career Goals

- Explore careers in public service, education, or law.
- Interview someone in a public service field.
- Reflect on how civic engagement fits career interests.

APPENDIX

Appendix A
Connect
the Skills to the Activity

Connect the Skill to the Activity

SKILLS

ACTIVITY:	Analyze, Listen, Apply	Picture Perfect	Sleep Well, Move More, Scroll Less	Personal Chill Kit	Monthly Budget	Millionaire in the Making	Paycheck Shock	Sharing with Uncle Sam	Future Pathway Planner	Skills in Action	Communicate, Collaborate, Connect	Daily Commitment Challenge	Keys to Workplace Success	Someone Else's Shoes	Community Voice Project
Activity Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACADEMICALLY READY															
I pay attention & use what I learn.	x		x						x		x				x
I can connect what I learn to real-world jobs.										x	x	x			
I communicate clearly (writing & speaking).	x									x	x		x	x	x
I feel confident using math.		x			x	x	x	x							
I take responsibility for my actions.			x	x								x	x		
I choose classes that fit my goals.									x						
WORKPLACE READY															
I respect and value others.											x			x	
I have a strong work ethic.												x	x		
I work well with others & communicate clearly.											x				
I take initiative & am willing to learn.												x			x
I can solve problems & think critically.	x	x	x		x	x	x	x							x
I am punctual & show up when expected.												x			
LIFE READY															
I take care of myself.			x	x											
I treat others with kindness and respect.											x			x	
I handle stress in a healthy way.				x											
I am always learning and growing.									x						
I speak up for myself and ask for help when I need it.				x											
I use technology responsibly.													x		

ACTIVITY:	Analyze, Listen, Apply	Picture Perfect	Sleep Well, Move More, Scroll Less	Personal Chill Kit	Monthly Budget	Millionaire in the Making	Paycheck Shock	Sharing with Uncle Sam	Future Pathway Planner	Skills in Action	Communicate, Collaborate, Connect	Daily Commitment Challenge	Keys to Workplace Success	Someone Else's Shoes	Community Voice Project
Activity Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SKILLS															
FUTURE-FOCUSED															
I use my strengths to create opportunities.									x	x					
I explore careers by gaining real-world experience.									x						
I consider my future career paths based on what I enjoy and do well.									x						
I recognize and use skills that apply to different jobs.		x								x					
I manage my time and set priorities to reach my goals.			x									x			
CIVIC-MINDED															
I respect other people's perspectives and experiences.											x			x	
I take responsibility for my actions and my role in society.	Not Measurable														
I stay involved in my community and keep up with current events.															x
I understand how government works and how it affects me.							x	x							x
I stay informed and vote when I can.	Not Measurable														
FINANCIALLY SAVVY															
I understand money basics like saving, debt, and credit.					x	x									
I can tell the difference between needs and wants.					x										
I create a budget and set financial goals.					x										
I know the importance of saving and investing for the future.						x									
I understand my paycheck and deductions.							x	x							

Appendix B
Worksheet Answer Key

Answer Key: Activity 1 - Listen, Analyze, Apply

Step 3: Analyze & Synthesize

Identify the "big picture concepts" discussed in the TED Talk by answering the following questions:

What is a main argument or takeaway?

Teenagers (and society at large) must intentionally manage their relationship with mobile technology, conscious of its distractions and potential addictions, to take responsibility for their focus and well-being.

What evidence is used to support it?

Indigo shares her own experience of choosing a flip phone instead of a smartphone, highlighting how much less distracted she felt.

Observations from peers reacting with bafflement ("How do you live?") underscore cultural assumptions.

External sources discuss broader trends like excessive smartphone use among teens and its mental health implications.

Are there any biases or gaps in reasoning?

Biases: As a teen speaker, Indigo's perspective leans to her personal experience and might not represent all teens or contexts.

Gaps: Lack of detailed quantitative data or peer-reviewed studies on the mental health impacts—much of the argument is anecdotal or general commentary.

How does this connect to what you already know?

Many students (and adults) recognize how easy it is to fall into endless scrolling.

Concerns about "FOMO" (Fear of Missing Out), distraction in classrooms, and reduced face-to-face interaction are commonly discussed in media and research.

Step 4: Apply Knowledge

(Student's answers will vary. These are sample responses.)

Reflection: Indigo's choice to use a flip phone resonated with me—I've realized how often I check my phone without thinking. It inspired me to set intentional limits on screen time.

Bias: Her message, though compelling, may overlook socioeconomic factors—some families rely on smartphones for safety, access to information, or work.

Real-world Examples:

Politely placing phones away during family meals or group study to stay present.

Schools implementing "phone-free zones" during class to minimize distractions.

Step 5: Reflection

(Student's answers will vary. These are sample responses.)

What did you learn that surprised you?

The simple act of choosing a less advanced phone can significantly alter one's focus and reduce tech-related stress.

How did this change your thinking?

It made me think about how much control we can reclaim by setting boundaries around technology, even with small choices.

What questions do you still have?

How do teens without the option to limit smartphone use manage their tech exposure?

Answer Key: Activity 2 - Picture Perfect

Measurements will vary, use these measurements for the Answer Key solution:
Wall is 48"
Picture width is 10"

Step 1: Measure the Wall Space
Measure total width of wall (or space between two points):

Wall Width = **48 inches**

Step 2: Measure the Picture
Measure total width of your picture or frame:

Picture Width = **10 inches**

Step 3: Find the Center Point
What is the center of the wall space?

Wall Center = Wall Width ÷ 2 = **24 inches**

What is half the width of the picture?

Half Picture Width = Picture Width ÷ 2 = **5 inches**

Distance from left side to start of the picture:

Left Side Placement Mark = Wall Center − Half Picture Width = **19 inches**

Distance from right side to start of the picture:

Right Side Placement Mark = Wall Center − Half Picture Width = **19 inches**

Step 4: Mark the Wall

Use a ruler or tape measure to mark the spot where your picture should begin. Use tape to outline the picture on the wall, then step back to check if it looks centered.

Did the math work? (circle one): **YES**

If not, what went wrong? **Likely a measuring error, incorrect math steps, or tape not level.**

Step 5: Challenge yourself

You are placing 3 pictures, each 10 inches wide, with 4 inches between them.
If your wall space is 48 inches wide, how far from the left edge should the first picture start?

Total width of pictures and gaps = (3x10)+(2x4) = 30+8 = **38 inches**

Space left over = 48 − (total width above) = 48-38 = **10 inches**

Divide leftover space by 2 = 10 / 2 = **5 inches** from the left edge to the first picture.

How many inches from the left wall is the left edge of the middle picture?

- First picture starts at 5" and is 10" wide →right edge is 15"
- Add 4" gap -> middle picture's left edge is **19 inches** from the left wall

How many inches from the left wall is the right edge of the middle picture?

- First picture starts at 5" and is 10" wide →right edge is 15"
- Add 4" gap → middle picture's left edge is **19 inches**
- Add 10" picture width → middle picture's right edge is **29 inches** from the left wall

Step 6: Reflection

Why is measuring and calculating better than just "eyeballing"?

Measuring ensures accuracy, avoids mistakes, and saves time and effort by getting it right the first time.

How might these same math skills help in building something or in digital design?

In building, precise measurements ensure materials fit and structures are safe.
In digital design, measurements ensure proper alignment, spacing, and balance in layouts.

Answer Key: Activity 3 - Sleep Well, Move More, Scroll Less

Step 1: Explore Current Habits

(Student's will list their current habits – this will vary for each student.)

Step 2: Learn and Reflect

Why is sleep important for your body and brain?

Sleep restores energy, repairs muscles, strengthens the immune system, and supports brain functions such as memory, concentration, and decision-making.

Adequate sleep improves mood, learning ability, and overall physical health.

What is a healthy amount of screen time for someone your age? 1-3 hours of recreational screen time would be a good answer.

Should you reduce your screen time? By how much?

Yes. Excessive screen time—especially before bed—can interfere with sleep quality, increase eye strain, and reduce physical activity.

A common recommendation is to limit recreational screen time to 2 hours or less per day outside of school/work needs and to avoid screens at least 30–60 minutes before bed.

What are two benefits of regular exercise?

Improves cardiovascular health, muscle strength, and flexibility.

Reduces stress, boosts mood, and increases energy levels.

What are two examples of healthy snacks?

Fresh fruit (e.g., apple, banana, berries).

Nuts, yogurt, vegetable sticks with hummus.

Step 3: Create an Action Plan

(Student's answers will vary. This is an example set of sustainable goals.)

Amount of sleep each day	Amount of screen time each day	Amount of exercise each day
8 hours	**< 2 hours outside of schoolwork**	**30 minutes moderate exercise**

Step 4: Reflection

(Student's answers will vary. These are sample responses.)

Were you able to meet your goals? Why or why not?

I met my sleep goal most nights but struggled with screen time on weekends because I watched movies with friends.

On the days you met your goals, did you feel better?

Yes. I felt more alert in the morning and had more energy during the day.

Are your goals sustainable for life?

Yes, but I may need to adjust screen time goals during school breaks.

Review your snack choices during the 7 days. Were they healthy choices?

Mostly, but I had chips twice and soda once.

List some healthy choices you can substitute for the less healthy choices:

Swap chips for air-popped popcorn or carrots with hummus.
Replace soda with water or unsweetened iced tea.
Choose fruit instead of candy.

Do you think it is worth the time and effort to make healthy choices? Why or why not?

Yes, because I feel better physically and mentally when I take care of my body, and these habits will help me stay healthy long-term."

Answer Key: Activity 4 - Personal Chill Kit

(Student's Personal Chill Kits will vary.)

Answer Key: Activity 5 - Monthly Budget

Step 1, Step 2, & Step 3:

(Student's monthly budget will vary. This is an example.)

Expense Item	Need/ Want	Monthly Cost	Funds Allocated
Cell Phone Bill	Need	$65	$65
Snacks	Want	$60	$40
Transportation (gas/bus)	Need	$100	$100
New Clothes	Want	$120	$100
Eating out	Want	$120	$90
Savings for Future Goals	Need	$50	$50
Debt /Credit Card Payment	Need	$60	$60
Emergency Fund	Need	$50	$50
Contributions (Charity)	Want	$45	$20
Entertainment	Want	$30	$25
TOTAL	--------	$700	$600

Step 4: Reflection

(Student's answers will vary. These are sample responses.)

Did the $600 income cover all my expenses?

Only by limiting some wants.
If real costs are higher, the student may note: No, I had to cut back on clothes and eating out.

If the income didn't cover all expenses, what expenses did I prioritize and why?

Needs should be prioritized first—such as housing, utilities, transportation, groceries, debt payments, and savings—because they are essential for daily living and long-term financial stability.

How do savings help me later?

Savings provide a financial safety net for emergencies, allow you to achieve future goals (education, travel, home purchase), and reduce stress when unexpected costs occur.

What might happen if I ignore debt/credit card payments?

Late fees, higher interest charges, damage to credit score, difficulty getting loans in the future, and possible debt collection.

How could credit be helpful in the real world?

Builds credit history for future borrowing, allows for emergency purchases, and can be used for large investments (like a car or home) when used responsibly.

How could credit be harmful in the real world?

Can lead to debt accumulation, interest payments, and financial stress if overspent or mismanaged.

Answer Key: Activity 6 - Millionaire in the Making

Step 2: Apply Compound Interest

Scenario 1: Starting the investment at 22 years old

What is the future value at age 67? **$302,943.05**

What is the amount you contributed over those 45 years? **$108,000**

Step 3: Compare Different Starting Ages

Scenario 2: Starting the investment at 32 years old

What is the future value at age 67? **$183,293.34**

What is the amount you contributed over those 35 years? **$84,000**

Scenario 3: Starting the investment at 42 years old

What is the future value at age 67? **$103,087.97**

What is the amount you contributed over those 25 years? **$60,000**

Step 4: Reflection

How much money would you have for each scenario if you simply saved the $200 each month in a large piggy bank in your room?

Scenario 1: **$108,000**
Scenario 2: **$84,000**
Scenario 3: **$60,000**

Is it better to put the money in an investment account or a piggy bank?

Investment account — it allows your money to grow much faster through compound interest.

What difference does starting early make in the value of the money at age 67?

Starting earlier dramatically increases the ending balance because your money has more time to grow through compound interest. Even waiting 10 years can reduce your retirement savings by more than $100,000.

How does compound interest help your money grow over time?

It earns interest on both your original investment and the accumulated interest, creating exponential growth.

What are the rewards of investing for retirement?

A larger retirement fund, financial security, freedom from financial stress, and the ability to enjoy retirement comfortably.

What might make someone wait to start investing?

Lack of knowledge, feeling they can't afford it, procrastination, or prioritizing short-term expenses.

How could someone overcome challenges to investing early?

Start small, learn about investing, automate contributions, and seek guidance from trusted sources or advisors.

Answer Key: Activity 7 - Paycheck Shock

Step 2: Apply Payroll Taxes

Calculate Gross Income for the week: **$300**

Calculate Your Payroll Taxes (Estimate)

Type of Tax	% Taken Out	Amount Taken Out
Social Security	6.2% **multiply by the decimal 0.062*	**$18.60**
Medicare	1.45%	**$4.35**
Federal Income Tax	10%	**$30.00**
PA State Income Tax	3.07%	**$9.21**

Calculate Total Payroll Taxes: 18.60+$4.35+$30+$9.21 = **$62.16**

Calculate Net Income (What you take home): $300 - $62.16 = **$237.84**

Step 3: Where Does It Go?

What does the collected Social Security money fund?
Helps provide income to retirees, disabled individuals, and survivors of deceased workers.

What does the collected Medicare money fund?
Helps pay for health care for people aged 65 and older and some younger people with disabilities.

What do the collected Federal Income Taxes fund?
Funds national defense, interstate highways, education programs, healthcare programs, social services, scientific research, and government operations.

What do the collected State Income Taxes fund?
Funds public schools, state universities, public safety, state healthcare programs, transportation infrastructure, and other state-level services.

Step 4: Reflection

(Student's answers will vary. These are sample responses.)

Why do you think payroll taxes are required by law?

To ensure the government has funds to operate programs and services that benefit the public.

How do payroll taxes benefit the public?

They provide funding for social safety nets, healthcare, infrastructure, and public services.

What would happen if no one paid payroll taxes?

Essential government programs would shut down or be severely underfunded, impacting public welfare and infrastructure.

How can understanding your paycheck help you budget better?

It helps you plan your expenses based on actual take-home pay, ensuring you live within your means.

Answer Key: Activity 8 - Sharing with Uncle Sam

Step 2: Determine Taxable Income

Using the scenario:

Calculate gross income for the year: 40 hrs/week × \$18/hr × 50 weeks = **\$36,000**

Calculate taxable income for the year: \$36,000 - \$15,750 (standard deduction) = **\$20,250**

Step 3: Determine Federal Income Tax

The estimated federal income tax for the scenario in Step 2:

Step A: \$11,925 x 10% = \$11,925 x .10 = **\$1,192.50**

Step B: (\$20,250 - \$11,925) x 12% = \$8,325 x 0.12 = **\$999.00**

Step C: Not needed

Estimated Total Federal Income Tax: \$1,192.50 + \$999.00 = \$**2,191.50**

Step 4: Reflection

(Student's answers will vary. These are sample responses.)

Why do you think federal income taxes are important for our country?
They provide funding for essential public services like national defense, infrastructure, healthcare, education, and safety programs.

What surprises you the most about federal income taxes?
That income is taxed in portions at different rates, not all at one flat percentage.

How do federal income taxes impact your life?
They help maintain public systems I rely on, such as roads, public schools, emergency services, and government programs.

Do you feel more confident in understanding federal income taxes?
Yes — knowing how to calculate them and how they are used makes it easier to plan financially.

Answer Key: Activity 9 - Future Pathway Planner

Step 1: Self-Reflection

(The answers will vary for each student. This is an example.)

1. **What school subjects do I enjoy the most? Why?**

Subject	Why
English/Language Arts	I enjoy writing and analyzing stories.
Science (Biology)	I like experiments and understanding how living things work.
Math	I like problem-solving and logical thinking.

2. **What are my strengths? (check all that apply)**
✓ Math & Problem-Solving
✓ Science & Experimentation
✓ Writing & Communication
□ Leadership & Teamwork
□ Creativity & Design
□ Technology & Coding
✓ Helping Others
□ Other: ________________

3. **What careers am I interested in? (List at least three)**

Teacher
Author
Nurse

4. **Right after high school, I want to: (check all that apply)**
✓ Attend a 4-year college/university
□ Attend a 2-year college or technical school
□ Join the military
□ Join the workforce
□ Start my own business
□ Other: ___________________

Step 2: Career Exploration

(Example Career Research using MyNextMove.org, PaCareerZone.org *or similar)*

Career	Education/Training	Skills	Outlook
Teacher	Bachelor's degree + certification	Communication, organization, leadership, subject matter knowledge (example: math or science)	Growing need in many areas – math and science especially
Author	Bachelor's degree or some education	Communication, creative, English skills	Job opportunities are likely
Nurse	Associate or Bachelor's of Science in Nursing, licensing exam	Problem solving, empathy, science knowledge, teamwork	High demand, strong growth

Step 3: Career Interviews

(The answers will vary based on who is interviewed. This is an example.)

Interview #1

Name: Ms. Revira Career: High School Math Teacher

What do you like most about this career?

I love working with students and seeing them succeed.

What are the biggest challenges?

The biggest challenge is managing workload and paperwork.

What education or training helped you the most?

Education required: Teaching certification and a Bachelor's degree in Education.

What advice would you give someone who wants to enter this field?

Develop patience and strong communication skills.

Other important information to note about the career:

Some teachers are more in demand than others: science and math teachers always in demand

Interview #2

Name: Ms. Brown Career: Author (Fiction Writer)

What do you like most about this career?

I love creating new worlds and characters, and it's rewarding when readers connect with my stories.

What are the biggest challenges?

The biggest challenge is the discipline required —some days inspiration doesn't come easily, and rejection from publishers is common.

What education or training helped you the most?

Bachelor's degree in English is helpful, but the most valuable experience came from writing every day and attending workshops.

What advice would you give someone who wants to enter this field?

Read widely, write consistently, and don't be discouraged by criticism. Persistence is the key to success as an author.

Other important information to note about the career:

It could take several books before one starts making any money. Should get a job as a content creator, copy editor, or similar writing job to earn a living until you become a known author.

Interview #3

Name: Ms. Sylvester Career: Registered Nurse

What do you like most about this career?

I enjoy helping people and making a difference in their health.

What are the biggest challenges?

The biggest challenge is the long shifts and emotional stress.

What education or training helped you the most?

Education required: Bachelor of Science in Nursing (BSN).

What advice would you give someone who wants to enter this field?

Get clinical experience early and learn good stress management skills.

Other important information to note about the career:

Longer shifts means fewer working days during the week.

Step 4: Course Mapping

(The answers vary for each student and high school. This is an example.)

Courses	Why this makes sense
English Composition	Improves communication for teaching/author
Biology & Anatomy	Prepares for nursing career
Psychology/Sociology	Understanding people, useful for teaching/nursing/author
Health Sciences	Direct connection to medical careers

✓ I have reviewed my plan with a school counselor or mentor.

Counselor's Feedback: *(Example High School Counselor feedback)*

Great mix of core and elective courses.

Consider adding AP English to strengthen communication.

Explore dual enrollment in health sciences for early nursing credits.

Step 5: Reflection

(Student's answers will vary. These are sample responses.)

How confident do I feel about the courses I selected?

I feel confident because they align with my career goals and interests.

What changes might I make to my plan based on my research?

I might add more English courses if I pursue being an author more seriously.

What are my next steps to stay on track with my career and coursework goals?

Meet with my school counselor to confirm course plan.
Shadow a teacher or nurse to gain real-world insight.
Volunteer at a hospital or community program.
Interview an author in my community to better understand what education I need

Answer Key: Activity 10 - Skills in Action

(The answers will vary based on the skills chosen. This is an example.)

Step 1: Identify Your Skills

1. I communicate clearly (writing & speaking)
2. I work well with others & communicate clearly
3. I can solve problems & think critically
4. I use technology responsibly
5. I manage my time and set priorities to reach my goals

Which skill do you believe is your strongest? Why?
Communication is my strongest skill because I can clearly share my thoughts and listen to what others are saying. This helps me work effectively with others and build positive relationships.

Which skill do you find most challenging? Why?
Managing my time is challenging because I sometimes procrastinate and struggle with balancing school and activities.

Step 2: Real-World Connection

Choose 3 skills from your list and think about how they might be useful in a workplace.

SKILL	How it's useful at work
I communicate clearly	Important for giving presentations, explaining ideas to coworkers, and helping customers.
I work well with others	Needed for group projects, collaborating on tasks, and supporting colleagues.
I manage my time and set priorities to reach my goals	Helps to meet deadlines, balance multiple tasks, and stay organized.

Step 3: Explore Opportunities

Opportunity/job	What you'd learn or practice
Volunteer opportunity found through Macaroni Kid or VolunteerMatch	Communication, teamwork, and time management skills
Joining a school club (student council, yearbook, robotics, etc.)	Communication, teamwork, problem solving, and time management skills

Step 4: Create Your Action Plan

SKILL	Opportunity	First Step	Date	Why this matters
I manage my time and set priorities to reach my goals	Volunteering at community center	Contact coordinator by email	Sept. 15	Strong time management will help me succeed in both school and future jobs.

Step 5: Reflection

(Student's answers will vary. These are sample responses.)

What's one small action you can take this week to move closer to your goal?
Set up a daily schedule to balance homework and free time.

How do you think building these skills will help you in the future?
Improving my skills will prepare me for college and jobs, help me be more responsible, and make me a stronger team member.

How can these skills be applied in various work or volunteer settings?
The skills I learned can be used in many places. Communication helps me work with others, time management helps me meet deadlines, and problem-solving helps me handle challenges. These skills are useful in jobs, volunteer work, school activities, and community organizations.

Answer Key: Activity 11 - Communicate, Collaborate, Connect

Step 1: Generations in the Workplace

(The answers will vary based on the source of the data. This is an example.)

Generation	Approximate birth year	Tech comfort level	Preferred Communication Style	Common Characteristics
Baby Boomers	1940-1960	Moderate (learned later in life)	Face-to-face, phone	Loyal, hardworking, value stability
Generation X	1961-1980	Comfortable but practical	Email, phone, face-to-face	Independent, adaptable, value work-life balance
Millennials	1981-2000	High comfort (grew up with internet)	Text, social media, email	Collaborative, purpose-driven, tech-savvy
Gen Z	2000-2012	Very high comfort (digital natives)	Text, social media, short messages	Entrepreneurial, diverse, value flexibility
Gen Alpha	2013-2024	Extremely high (born into AI & apps)	Digital-first, visuals, video	Creative, globally connected, still developing traits

Step 2: Watch a TED Talk

What was your takeaway from the TED Talk?

Stereotypes about generations often limit collaboration and ignore individual strengths.

What was the call to action in the TED Talk?

Stop labeling people by generation and instead focus on shared goals, respect, and learning from each other.

Step 3: Mini Interviews

(The answers will vary based on who is interviewed. This is an example.)

Interview #1

Name: Mr. Smith   Role: Copy Editor   Generation: **Baby Boomer**

What's one challenge you've faced working with someone from another generation?

Adjusting to fast-changing technology.

How have you addressed it to work together successfully?

Ask for assistance learning the new technology.

What's one strength or benefit you've seen working across generations?

Younger generations bring new ideas and energy.

How do you prefer to communicate at work and why?

Face to face because it feels more personal.

Interview #2

Name: Ms. Farley   Role: Content Creator   Generation: **Gen Z**

What's one challenge you've faced working with someone from another generation?

Sometimes older coworkers resist new tools or methods.

How have you addressed it to work together successfully?

Provide help to the older coworker as they are learning the new tool or method.

What's one strength or benefit you've seen working across generations?

Older generations share valuable experience and mentorship.

How do you prefer to communicate at work and why?

Text or email for quick responses.

Step 4: Consider Your Perspective

(The answers will vary based on the student's perspective. This is an example.)

Interview yourself

Name: ____________________ Generation: **Gen Z**

What's one challenge you've faced working with someone from another generation?

Miscommunication when older people prefer longer conversations and I use short texts.

How have you addressed it to work together successfully?

I try to be patient, listen carefully during longer conversations, and use email instead of short texts when that communication style works better for the other person.

What's one strength or benefit you've seen working across generations?

Learning patience and new perspectives from older adults.

How do you prefer to communicate and why?

Text or group chats because they're fast and convenient.

Step 5: Reflection

(Student's answers will vary. These are sample responses.)

What surprised you most about the interviews you did with other people?

Even though they prefer different tools, both older and younger generations value clear and respectful communication.

What do you think that your generation brings to the workplace?

Gen Z brings creativity, digital fluency, and a focus on diversity and inclusion.

What is one strategy you might use to work better with someone older or younger than you?

Be flexible — switch between communication styles (email for older coworkers, texts for younger ones.)

What generation would you most like to work with and why?

Millennials, because they balance technology with collaboration and teamwork.

Answer Key: Activity 12 - Daily Commitment Challenge

(The answers will vary based on the task chosen. This is an example.)

Step 1: My Daily Task

Choose the task to be done each day for 14 days:
Reading 10 pages of a novel.

Step 2: Set the "Work" Schedule

Time I will do the task each day: **7:00PM** to **7:30PM**

Step 3: Log each Day

Day	Date	Start time	End time	On time ✓	Task done ✓	Notes
1	8/1	7:00	7:25	✓	✓	Stayed focused
2	8/2	7:05	7:35		✓	Started late, distracted by phone
3	8/3	7:00	7:30	✓	✓	Felt motivated
4	8/4	7:00	7:25	✓	✓	Easy day
5	8/5	7:10	7:35		✓	Ate dinner late
6	8/6	7:00	7:30	✓	✓	Really enjoyed the reading
7	8/7	7:00	7:20	✓	✓	Finished quickly
8	8/8	7:15	7:40		✓	Had guests over
9	8/9	7:00	7:25	✓	✓	Great focus
10	8/10	7:00	7:30	✓	✓	Consistent
11	8/11	7:00	7:30	✓	✓	Stayed focused
12	8/12	7:20	7:45		✓	Distracted, but got it done
13	8/13	7:00	7:30	✓	✓	Felt easy today
14	8/14	7:00	7:25	✓	✓	Strong finish!

Step 4: Reflection

How many days did you start on time? **10** / 14

How many days did you complete the task? **14** / 14

What helped you stay on track?
Having a set time after dinner and keeping the book in the same spot.

What was the hardest part of staying committed?
Avoiding distractions like phone or visitors.

What would you change next time to improve your consistency?
Set my phone aside before 7:00 and let people know I'm busy during that time.

How does this Daily Commitment Challenge translate to the workplace?
The challenge mirrors workplace expectations by requiring punctuality, consistency, responsibility, and a strong work ethic. Completing a task every day at a scheduled time helps develop habits that employers value.

Answer Key: Activity 13 - Keys to Workplace Success

Step 1: Understanding Workplace Etiquette

List three behaviors you think are important in any workplace:

1. Arriving on time and being dependable
2. Communicating respectfully with coworkers and supervisors
3. Staying focused on tasks and minimizing distractions

Why do some workplaces limit personal cell phone use or internet at work?
Personal technology can be distracting, reduce productivity, and appear unprofessional. Limiting use helps employees stay focused and maintain a professional atmosphere.

Why do you think employers have dress codes?
Dress codes help employees look professional, represent the company positively, and maintain safety when necessary. Some jobs require specific clothing or equipment to protect workers.

Why is being on time and dependable important?
Employers rely on employees to be present and ready to work. Being dependable shows responsibility, builds trust, and helps the workplace run smoothly.

Step 2: Scenario Practice

Scenario 1: You should call or text your supervisor right away to let them know and apologize for the delay. Communicate clearly and take responsibility.

Scenario 2: Silence the phone immediately, apologize if it disturbed anyone, and avoid answering it during work time unless it's an emergency.

Scenario 3: No, you should not. Even if it's "only for a minute," checking personal social media on company time and equipment is unprofessional. Instead, use the time to organize your desk, review notes, or ask if there's anything you can help with.

Step 3: Reflection

How can good workplace etiquette help you succeed in your first job?

It helps you make a positive impression, build trust with coworkers and supervisors, and show that you are responsible and professional.

How would you dress for the first day of a new job?

I would wear clean, neat, and professional clothing that follows the company's dress code. If I was unsure, I would dress slightly more professionally until I learned the workplace expectations.

What is the meaning of the following phrase:

"If you're early, you're on time; if you're on time, you're late."

The phrase means you should plan to arrive a few minutes early, so you are prepared to start work on time. Waiting until the exact start time can lead to being late if something unexpected happens.

Describe how you can stay focused on work even with your cell phone or other distractions nearby?

Keep the phone on silent, stored in a drawer or bag, and only check it during breaks or lunch.

Write a simple rule you'll follow for using technology professionally at your future job.

Rule: I will only use my phone or internet for personal use during designated breaks and always follow my employer's technology policies.

Answer Key: Activity 14 - Someone Else's Shoes

(The answers will vary based on the perspective chosen. This is an example.)

Step 1: Pick a Perspective

☑ A new student who speaks a different language

Step 2: Write About a "Day in the Life"

Journal Entry: Today was my second day at my new school. I walked into class and couldn't understand most of what the teacher was saying. I felt nervous and out of place because I didn't know how to ask for help in English. At lunch, I sat alone because I didn't know how to start a conversation. I wish someone would smile at me or invite me to join their table. I'm trying hard, but it feels overwhelming. I would want others to be patient with me, maybe slow down when they speak, and include me in simple things like games or group work.

What makes their experience different from yours?
They don't speak the same language as everyone else, so communication is very difficult. They also don't know many people and may feel isolated.

How would you feel in their situation?
I would feel nervous, shy, and maybe lonely. I would be worried about making mistakes and not being understood.

What could others do to help them feel included?
They could invite the new student to sit with them at lunch, use simple words and gestures to communicate, and be patient while the student learns the language.

Step 3: Reflection

What surprised you about imagining someone else's life?
I didn't realize how stressful it could feel just to do normal things like eating lunch or joining a group activity. It takes a lot of courage to be new in a place where you don't understand the language.

How can you be more respectful and open-minded to people with different backgrounds or ideas?
I can listen more carefully, ask questions in a kind way, and not judge people for being different. I can also try to include them in activities and show patience while they adjust.

Answer Key: Activity 15 - Community Voice Project

Step 1: Being a Citizen

Citizenship: The status of being a member of a country with rights, duties, and responsibilities.

Civic-Minded: Being concerned with the well-being of the community and showing a willingness to contribute to its improvement

Civic Engagement: Taking action to address issues of public concern, such as voting, volunteering, or attending community meetings.

Civic Responsibility: The duties of citizens to be informed, participate in democracy, respect laws, and work for the common good.

Step 2: What's the Issue?

(The student's choice of issue will vary.)

Climate change and its impact on local communities.

Step 3: Different Perspectives

(The student's choice of issue will vary. This is one example.)

Source	Main Perspective/Opinion about the issue
National news organization	Climate change requires urgent government action.
Local newspaper	Focuses on effects on the local community and agriculture.
Business publication	Focuses on economic costs and regulatory impacts.

Summary of the different opinions: Some sources emphasize the urgent need for government action, while others focus on local impacts such as farming and community life. Business-oriented sources may highlight the costs and challenges of adapting to regulations.

Step 4: Stay Updated

(The log will vary based on the issue and the coverage of the issue. This is an example.)

Date	News update	Source
Monday	New federal climate bill passed to reduce emissions.	NPR
Wednesday	Local farmers express concern about unpredictable weather patterns.	Local News
Friday	Energy company announces plans to invest in renewable energy.	Business Journal

Step 5: Understanding Government Involvement

(The government's involvement will vary based on the issue chosen. This is an example.)

What level of government is responsible for this issue?
(federal, state, local, county, school district)
Federal and state governments, with local governments also addressing specific community impacts.

What decisions or actions are they taking related to the issue?
Federal: Passing legislation to reduce carbon emissions.
State: Investing in renewable energy projects.
Local: Organizing community awareness campaigns and sustainability initiatives.

Step 6: Reflection

(Student's answers will vary. These are sample responses based on the issue chosen.)

How does this issue impact me, my community, or my country?
Climate change affects local weather, agriculture, health, and long-term economic stability.

What is my opinion on this issue?
I believe it is important to take action now, even if it requires sacrifice, to protect the future.

What action could I take on this issue?

- Reduce energy use at home.
- Volunteer for local environmental projects.
- Advocate for stronger policies.

If I wrote a letter to a government office regarding this issue, this is what I would write.

Dear [Representative],

I am concerned about the effects of climate change on our community. I encourage you to support policies that reduce emissions and invest in renewable energy. Taking action now will protect our environment, health, and economy for future generations.

What did I learn about being a citizen through this activity?

Being a citizen means staying informed, considering multiple perspectives, and taking action to improve the community and country.

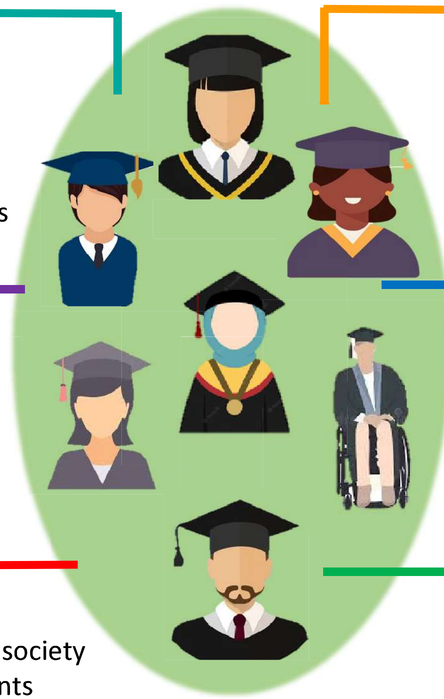
Appendix C
Erie Together
Profile of a Graduate

Erie Together
Profile *of a* Graduate

ACADEMICALLY READY
- Actively listens & applies knowledge
- Connects skills to workplace expectations
- Utilizes effective written & verbal communications
- Demonstrates proficiency in math skills
- Takes responsibility/ownership
- Selects coursework based on personal & career goals

LIFE READY
- Demonstrates healthy lifestyle & habits
- Treats others with dignity & respect
- Manages stress & uses positive coping skills
- Commits to continuous, lifelong learning
- Advocates for self & seeks help when needed
- Utilizes technology appropriately in interpersonal interactions

CIVIC-MINDED
- Respects others' perspectives & experiences
- Accepts responsibility for actions & contributions to society
- Engages in community & stays aware of current events
- Understands government functions & impacts
- Stays informed & votes regularly



WORKPLACE READY
- Embraces diversity
- Possesses a strong work ethic
- Collaborates & communicates with others
- Shows initiative & is willing to learn new skills
- Solves problems and thinks critically
- Demonstrates punctuality & good attendance

FUTURE-FOCUSED
- Leverages personal strengths into opportunities
- Explores career options through practical experiences
- Identifies career path based on strengths/interests
- Recognizes and utilizes transferable skills
- Organizes time & prioritizes tasks to meet goals

FINANCIALLY SAVVY
- Understands finance concepts (debt/savings/credit)
- Differentiates between needs and wants
- Sets budget with short / long term financial goals
- Understands the value of investments for retirement
- Comprehends standard payroll deductions & taxes

ERIE TOGETHER
LEARN • WORK • THRIVE

READY FOR CAREER. COLLEGE. LIFE.

This profile of a graduate is adapted from "The Power and Promise of Pathways," Hans Meeder, NC3T Media

The End