

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

6TH - 8TH GRADE

**QUARTER 3: ESSENTIAL EMPLOYABILITY
SKILLS & COLLEGE AND CAREER**

Virtual Etiquette
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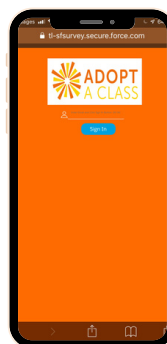
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A FRIENDLY REMINDER TO
LOG YOUR MENTORING VISITS!

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VIRTUAL PLATFORM ETIQUETTE



- When not speaking, mute yourself so as not to bring any unnecessary disruption to the session
- Be on time - your session will go quickly! You'll want to be sure to have the entire time to connect with the students and teacher
- Turn on your video – it makes for a much more engaging session and the students will be so excited to see your faces!
- Consider instituting 'rules' similar to a classroom environment: raise your hand to speak, thumbs up if you can hear me, thumbs down if you cannot, do not talk when another friend is talking, etc.
- Be sure that you have found a quiet space to mentor where you can focus and engage in the best way.
- For most activities that involve taking turns, it would be best to assign students a number – consider asking the teacher to do this prior to your session. You, or the classroom teacher, can also post the list in the chat feature of your virtual platform to remind students of their number. This way, students and mentors will always know who goes first when it comes to things like answering questions, etc. If you'd like to switch it up each month, count backwards, or allow even numbered students to go first before odd, etc. Alternatively, utilize the 'hand raise' or 'thumbs up' features made available on the virtual platforms. Just be sure to let the students know what the plan is and who will be going first before starting your session!

IMPORTANT!

- **Do not private message students – you may private message the teacher.**
- There will be **NO BREAKOUT SESSIONS PERMITTED** for safety reasons, **UNLESS** a school staff member is able to be included in each breakout session



Icebreaker: Good Habit vs. Bad Habits

Materials: None

Grade Range: 6-8

Time: 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will define the word 'habit': (a settled or regular tendency or practice, especially one that is hard to give up) after which both students and mentors will open up about some of their habits that are considered to be 'bad' and some of their habits that are considered to be 'good'. This ice breaker pairs with our lesson 'Why Your Habits Matter'.

Instructions:

1. Mentors will begin by asking students if they know what a 'habit' is. Seek out answers from the students before providing the dictionary definition (a settled or regular tendency or practice, especially one that is hard to give up).
2. After there is a solid understanding of what a habit is, let students know that you will be sharing out what they/you would consider to be a 'good' habit (making your bed each morning, brushing your teeth) along with what you consider to be a 'bad' habit (biting your nails, leaving trash out).
3. Given the nature of the topic, some students may not want to share verbally, in which case, the chat feature is appropriate to use here.
4. After students have shared, let them know that you will now be discussing why our habits matter and what we can do to ensure we keep more of the good ones and begin to phase out the bad ones. (They will need their bad habit top of mind for the next activity, so make sure they each have one!)



Activity: Why Your Habits Matter

Materials: Links to Assist: [Why Your Habits Matter](#) ; [Success Is Not An Accident](#)

Grade Range: 6-8

Time: 20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will discuss the importance of maintaining good, and healthy, habits. Mentors will discuss with students how taking control of their bad habits can help them to shape the life that they want.

Instructions:

1. Mentors will begin the lesson with the first link above 'Why Your Habits Matter'
 2. After viewing the video, ask students to think about their habits – specifically what they consider to be their bad habits. For example: forgetting to brush their teeth.
 3. Seek answers from students as to why it is necessary to attempt to break bad habits. What happens if we don't? What happens if we do?
 4. Let students know that they are to brainstorm one way – just one – that they can attempt to change the bad habit they came up with in the icebreaker. In the case of forgetting to brush your teeth, perhaps leaving the toothpaste and toothbrush out on the counter will serve as a reminder.
 5. Let students know that you will be following up on their progress at your next visit. Mentors, be prepared to do the same with your bad habits!
 6. Finally, view the last video linked above: Success Is Not An Accident. It's a great example of how good habits, hard work, and determination make a difference and when kept up with, can lead to our future success.
- 1.



Icebreaker: Can you name these college mascots?

Materials: Link to Assist: [College Mascot Quiz](#)

Grade Range: 6-8

Time: 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: This icebreaker is all about college mascots! Be sure to define the word 'mascot' for the students (a person or thing that is supposed to bring good luck or that is used to symbolize a particular event or organization). End the quiz by asking students what their favorite mascot is (Mentors, please share too); this icebreaker pairs well with our lesson, "College vs. Trade School: What is the difference?" lesson.

Instructions:

1. Mentors will begin by asking students if they know what a 'mascot' is. Allow students to share in the chat or answer verbally either by calling them by name or allowing use of the thumbs up/raise hand feature.
2. After you have solicited answers, go ahead and give the formal definition (as noted in the synopsis).
3. At this point, explain that you will be completing a 'college mascot quiz' in which the students will have to guess from multiple choices as to which mascot represents which college or university. There are many, so there should be plenty of opportunity for everyone to have at least 1 turn.
4. Have students utilize the chat feature if they prefer or call one by one using names or looking for raised hands/thumbs up.
5. When the ice breaker is complete, transition to our 'College vs. Trade School: What is the difference?' lesson on the education required for some common careers.



Activity: College vs. Trade School: What is the difference?

Materials: Links to Assist: [Trade School vs. College](#)

Grade Range: 6-8

Time: 25 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will share with students the differences between attending a trade school or college. Be sure to define both.

**College or University: an educational institution or establishment, in particular one providing higher education, you typically attend for 4 years.*

**Trade School: A trade school (also known as a technical school) is a postsecondary educational institution designed to train students for a specific job in a skilled trade career. Most importantly, a trade school offers hands-on training to prepare students for actual work in their chosen field.*

Students will watch a video on the differences and have a discussion on their thoughts. (Remember: We are only giving facts. We are not advocating one over the other!)

Instructions:

1. Mentors will begin by asking students if they know what a college is followed by a trade school. After students have shared what they know, go ahead and give them the official definitions noted in the synopsis above.
2. After the differences have been defined, share with students that you will be viewing a video that will share a bit more.
3. After the video is complete, ask students what they think: Does one of those options sound better to them than the other? What do they like about each? What don't they like about each?
4. This is a perfect opportunity to share your own experience here. If you went to a trade school, share with the students. If you went to a 4-year college, share that, as well!
5. Let students know that they have lots of time to decide and that they will have lots of school staff members who will help them to make the best choice for them! This discussion should be non-stressful and just informative so that we can simply introduce a couple of options to the students and allow them to begin to think about their future schooling options.



Icebreaker: Five of Anything

Materials: None

Grade Range: 6-8

Time: 8-10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will share 5 answers to their choice of three questions before sharing out with the group. This is a fun way to get to learn a bit about each other before transitioning to the lesson '5 Steps to Being Successful'.

Instructions:

1. Mentors will begin by giving students the choice of question to answer:
 - What are your five favorite cereals?
 - What are your five favorite songs?
 - What are your five favorite tv shows?
2. After you have provided a choice of question to answer, allow students 2-3 minutes to come up with their answers. Mentors, consider having yours done ahead of time so that when the time comes to share, you know yours will at least be done and can fill time while some kiddos finish.
3. When the time is up, go ahead and ask students to share. Some may be shy and would prefer to use the chat function; this is fine – assign a mentor to be in charge of reading responses.
4. If students want to share with the group, ask them to use the thumbs up/hand raise feature to volunteer
5. When all students have shared that would like to, let students know that you will be continuing on the '5 Theme' as you transition to the lesson: '5 Steps to Being Successful'



Activity: 5 Steps to Being Successful

Materials: Links to Assist: [Michelle Obama Speech](#)

Grade Range: 6-8

Time: 25 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will talk with the students about the following 5 keys to success in life, relationships, school, etc. before watching a motivational speech given by former first lady, Michelle Obama.

1. Have a Plan
2. Learn/Study
3. Learn from Failures
4. Celebrate Small Wins
5. Be Persistent

Instructions:

1. Mentors will ask students what they feel 'success' means. After all students have shared who feel they'd like to, give them the following definition: the accomplishment of an aim or purpose. In other words, achieving what you set out to achieve.
2. Ask students to share what they think will lead to success in their own personal goals. Mentors, please provide examples of what has worked for you.
3. After sharing, go ahead and share the five steps above using the following scenario as an example: I want to learn to knit mittens.
 1. First, I will have a plan: I will learn to knit. I will set aside the time, gather the materials necessary, and decide what to make.
 2. Secondly, I will learn all I can about knitting. I will watch videos and learn different techniques while I follow along and practice.
 3. Next, I will recognize that I will fail and be prepared to try again/change what I need to change in my technique so that I can be successful the next time.
 4. Fourth, I will celebrate that I have knitted nearly a full mitten without one mistake! I will be happy that I didn't have to start over.
 5. Finally, I will be persistent and continue to work towards my success in making a pair of mittens.
4. Ask students if they'd like to share something that they would like to learn to do/be better at. Collectively, work as a class to detail the five steps necessary for success in the example provided.
5. Mentors, consider having a few examples to share in the event that the students don't feel comfortable sharing. When you have finished discussing the steps, share the above linked video with the students. It's a great reminder that in order to be successful, you have to be okay failing! We learn from our failures, and that's okay.



HYPERLINKS

<https://www.youtube.com/watch?v=ozqP7C4l2YA>

<https://www.youtube.com/watch?v=RbsmMnAKeOI&list=PLNcY9Z2o0ercHK0dw3QBfYlpSV-rTHHll>

<https://www.zoo.com/quiz/can-you-name-these-college-mascots>

<https://www.youtube.com/watch?v=4w8oTwnnRrk&t=78s>

https://www.youtube.com/watch?v=kAsYHCs_K4s