

## Ma 22: Counting using the skip method

**FUTR Tool:** no

**PACT:** yes

**Supplies:** None

On paper, ask students to each make a row of Xs, 1/3s, circles standing for quarters, slash marks, and rectangles standing for dollars. On the board, show an example of each: XX, 1/3 1/3, OO, //, [ ] [ ]

Have students trade papers with partners and count their partner's Xs by twos, 1/3s by threes, quarters by fours, slash marks by five, and dollar bills by tens. Have them circle their groupings as they count and write their totals at the ends of the rows.

**Answer:** Students will have different numbers of items to count. Make sure the Xs are circled in groups of twos, the 1/3s in groups of threes (discuss that three 1/3s equal a whole), quarters in groups of fours (discuss that four quarters equal one dollar), slash marks by fives (discuss that the fifth slash in each set can be made sideways to mark a group of five), dollar bills by tens (discuss that ten ones equal a \$10 bill)

**Objective:** Student will skip count by twos, threes, fours, fives, and tens.

<b>Subject:</b> Math <b>Mode:</b> Written <b>Training Zone:</b> [O] Organization	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [g] Time and Order
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## Ma 23: Creating a comparison shopping chart

**FUTR Tool:** no

**PACT:** yes

**Supplies:** For each team of three or four students: One sheet of paper with a five-column, four row-grid that fills most of the page

Ask three volunteers with different brands of athletic shoes to each place one shoe where everyone can see it. Then, have the whole class gather in groups of three or four. Ask them to assume they want to buy new athletic shoes. Have students head the columns with some features they want to look for in shoes. (Examples: leather?, strong arch, design, colors, cost) Tell them to label the rows with the brand names of the three shoes. Then, have them fill in as many of the grid boxes as possible by looking at the shoes and talking to the shoe owners. Ask each group to choose a shoe and then share the final decision and reasons with the class. Discuss that, in this situation, the comparison charts will all be similar since everyone is looking at the same shoes. Point out that, in a real shopping situation, the shoes – or whatever is being purchased – will be based on individual choices. Explain that gathering the data into one chart makes it very easy to make logical comparisons.

**Objective:** Student will create a comparison shopping chart.

<b>Subject:</b> Math <b>Mode:</b> Role Play <b>Training Zone:</b> [O] Organization	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [f] Shopping and Eating at Restaurants
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## Ma 24: Deciding if a temperature is too high

**FUTR Tool:** 35

**PACT:** yes

**Supplies:** None

Discuss that the temperature of a healthy human body stays within a small range. Ask a volunteer for the average human body temperature (98.6°). Write these temperatures on the board:

78° 84° 93° 94° 96° 98° 99° 100° 101° 102° 103° 104°

Ask volunteers to tell if each one is within the healthy range, too low, or too high. Discuss that most people who are sick have high temperatures, not low ones. Also discuss that 99.5° might be a sign of illness for one person while being within another person's upper range of OK. Likewise, 96° might be healthy for one person, but too low for another person.

**Answer:** Healthy range—96°, 98°, 99°; Too low — 94° and lower; Too high—over 100°

**Objective:** Student will determine if temperatures are normal or are a sign of illness.

<b>Subject:</b> Math <b>Mode:</b> Oral Response <b>Training Zone:</b> [U] Conclusion	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [I] Health, Diet, and Appearance
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## Ma 25: Deciding on level of tip

**FUTR Tool:** 34

**PACT:** yes

**Supplies:** None

Discuss that tipping is the method by which many waitstaff earn most of their wages. Point out that, when students go to a restaurant where they are waited on, they should leave a tip. Explain that, if the waitperson does a good job, the tip should be somewhere from 15% to 20%. Tell students that, when the waitperson does a poor job, it is acceptable to leave a lesser tip. Also, in buffet restaurants where the waitstaff only brings drinks, it is acceptable to leave a 5% or 10% tip.

Name different restaurants in your local area and describe a possible dining experience. For each, ask students what level of tip they would leave.

**Objective:** Student will determine level of tip based on service.

<b>Subject:</b> Math <b>Mode:</b> Oral Response <b>Training Zone:</b> [U] Conclusion	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [f] Shopping and Eating at Restaurants
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## Ma 26: Determining miles from a mileage chart

**FUTR Tool:** no

**PACT:** no

**Supplies:** For each team: atlases with mileage charts (or use copies of a mileage chart)

Divide the class into teams and give each team an atlas. Have each team find the mileage chart that shows distances between major cities. Then, call out the following city pairs and have teams compete to be the first to call out the distance between the cities.

- Charleston, WV and Jackson, MS [809 miles]
- Tucson, AZ and Cleveland, OH [2057 miles]
- San Antonio, TX and Minneapolis, MN [1256 miles]
- Chicago, IL and Portland, OR [2122 miles]
- Orlando, FL and Buffalo, NY [1182 miles]

**Objective:** Student will use a mileage chart to find distances between major cities.

<b>Subject:</b> Math <b>Mode:</b> Hands-On <b>Training Zone:</b> [M] Manipulation	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [h] Transportation/Travel/Worldliness
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## Ma 27: Differentiating between relative traits

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that some descriptions, such as brightness and smoothness, depend on the available options. Point out that, for example, a 5' tall boy is very tall for a 3rd grader, but very short for a college student. Ask students to keep this idea in mind while writing the following explanations:

- Choose someone you know who is tall and short, depending on how you look at it. Explain when the person is tall and when the person is short.
- Identify two sources of bright light. Decide which is the brightest.
- Choose a surface that is smooth. Then, identify a surface that is smoother.

**Objective:** Student will make choices that show the ability to differentiate between relative traits.

<b>Subject:</b> Math <b>Mode:</b> Written <b>Training Zone:</b> [V] Observation	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## Ma 28: Dividing into equal sections

**FUTR Tool:** no  
**PACT:** yes

**Supplies:** For each student: A ruler and an 8x6 piece of paper

Ask students to use the rulers to divide the piece of paper into 12 equal sections. Invite students to share their finished products.

**Answer:**  
(two methods)

- four divisions across the 8" and three divisions down the 6"
- two divisions across the 8" and six divisions down the 6"

**Objective:** Student will divide a piece of paper into 12 equal sections.

<b>Subject:</b> Math <b>Mode:</b> Graph or Chart <b>Training Zone:</b> [A] Analysis	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## Ma 29: Doing your banking

**FUTR Tool:** 7  
**PACT:** yes

**Supplies:** A copy of a check register page for each student

Give each student a copy of a page from a check register. Walk them through entering these items in the register:

- A check for \$56.83 to Center City Water Company to pay the water bill
- A paycheck deposit for \$356.48
- A debit-card expenditure of \$34.56 at a local grocery store

**Objective:** Student will enter expenditures and deposits in a check register.

<b>Subject:</b> Math <b>Mode:</b> Written <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [c] Finances
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## Ma 30: Estimating to check expectations

**FUTR Tool:** 6

**PACT:** yes

**Supplies:** None

Tell students to imagine they have bought groceries that cost \$14.95, and that they pay with a \$20.00 bill. Ask them to tell, in whole dollars, about how much they should get back. [\$5.00]

Repeat with these amounts:

- Spend \$21.32 and pay with two \$10.00 bills and a \$5.00 bill [\$4.00]
- Spend \$11.78 and pay with a \$10.00 bill and a \$5.00 bill [\$3.00]
- Spend \$5.55 and pay with six \$1.00 bills [a few cents]

**Objective:** Student will estimate math calculations so she knows what to expect.

<b>Subject:</b> Math <b>Mode:</b> Oral Response <b>Training Zone:</b> [L] Logic	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Ma 31: Estimating travel time

**FUTR Tool:** no

**PACT:** yes

**Supplies:** None

Discuss that when traveling between cities, a good generality is that sixty miles can be covered in one hour. Ask students to respond to the following scenarios:

About how far away is (name of a city or town that is about 60 miles away) and about how long does it take to drive there? Repeat scenario three more times with cities or towns that are about a half hour away, two hours away, and three hours away.

Discuss that, unlike driving on open roads, when driving in town, the time needed depends on the number of stop signs, the distance, and the time of day. Ask students to respond to these scenarios:

At 8:00 a.m., about how long would it take to go from the school to (name of a local business)? Repeat the question with 2:00 p.m and 5:00 p.m. Repeat all three questions with a second local business.

**Objective:** Student will estimate travel time both on open roads and in a local urban setting.

<b>Subject:</b> Math <b>Mode:</b> Oral Response <b>Training Zone:</b> [O] Organization	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [h] Transportation/Travel/Worldliness
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## Ss 1: Adjusting behavior for different situations

**FUTR Tool:** no  
**PACT:** yes

**Supplies:** None

Ask volunteers to give examples of times when it would be OK to do each of the following actions and times when it would not be OK.

- a. Laugh aloud
- b. Argue with your sibling
- c. Go barefoot
- d. Talk on a cell phone
- e. Invite a friend to join you
- f. Refuse to carry something for someone
- g. Eat while you talk

**Objective:** Student will identify situations where certain behaviors are OK and situations where the same behaviors are not OK.

<b>Subject:</b> Social Studies <b>Mode:</b> Oral Response <b>Training Zone:</b> [C] Conscientiousness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [k] Community Involvement and Responsibility
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## Ss 2: Apologizing when you hurt or inconvenience others

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that apologies do not always make problems go away, but they are definitely a step in the right direction. Discuss how to accept apologies as well as how to give them. For a week, look for opportunities for apologies either to or from students. Following each apology, discuss how the apology helped the situation

**Objective:** Student will give and accept apologies.

<b>Subject:</b> Social Studies <b>Mode:</b> Oral Response <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Ss 3: Asking a person for a date

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that asking a person for a date is often difficult and stressful. Point out that one way to make it easier is to practice so you are comfortable with what you will say. Ask volunteers to role play asking dates to attend the following events:

- a. a dance
- b. a movie
- c. a dinner out
- d. a party

**Objective:** Student will role play asking a person for a date.

<b>Subject:</b> Social Studies <b>Mode:</b> Role Play <b>Training Zone:</b> [Z] Socialization	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Ss 4: Assembling a first aid kit

**FUTR Tool:** no

**PACT:** no

**Supplies:** None

Ask students to draw the items they would include in a first aid kit. If they need ideas, suggest they include items such as the following: bandaids, bandages, disinfectant cream, tweezers, over-the-counter pain medication, thermometer, cough drops, and tissue.

**Objective:** Student will draw the contents of a first aid kit.

<b>Subject:</b> Social Studies <b>Mode:</b> Drawing <b>Training Zone:</b> [M] Manipulation	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Ss 5: Becoming familiar with a new community

**FUTR Tool:** no

**PACT:** yes

**Supplies:** None

As a group, brainstorm places of business that families want to find when they move into a new community.

**Answer:** Some possibilities—grocery store, place for hair cuts, dry cleaner, department store, assorted restaurants, drug store, bank, library, gym, doctor, dentist, hospital, church, gas station

**Objective:** Student will help make a list of places of business that families need to find in a new community.

<b>Subject:</b> Social Studies <b>Mode:</b> Brainstorming <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [k] Community Involvement and Responsibility
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## Ss 6: Behaving appropriately for the weather

**FUTR Tool:** 71

**PACT:** yes

**Supplies:** None

Make a chart on the board. Across the top, write these headings: Drive, Take a walk, Run, Use an umbrella, Go out without a coat, and Open your windows for fresh air.

Down the side, list these weather conditions:

- heavy fog
- heavy rain
- very hot temperatures
- high winds
- heavy snow
- very cold temperatures

As a group, write yes or no to tell whether each activity would be safe in the given weather condition.

**Objective:** Student will help create a chart showing appropriate behaviors for different weather conditions.

<b>Subject:</b> Social Studies <b>Mode:</b> Graph or Chart <b>Training Zone:</b> [U] Conclusion	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Ss 7: Being honest

**FUTR Tool:** no

**PACT:** no

**Supplies:** None

Discuss that honesty is not always easy, but it is always the best choice. Ask students to complete these sentences in writing:

- If I am not honest with my friends, .....
- When I tell my parents a lie, they eventually ....
- When I am dishonest, I feel....
- When I am honest in a difficult situation, I feel...

Ask volunteers to share some of their responses.

**Objective:** Student will complete open-ended sentences having to do with honesty.

<b>Subject:</b> Social Studies <b>Mode:</b> Written <b>Training Zone:</b> [C] Conscientiousness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [k] Community Involvement and Responsibility
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## Ss 8: Being part of a team

**FUTR Tool:** 49

**PACT:** yes

**Supplies:** None

Discuss that, when you are part of a team, you should put the success of the team ahead of your own success. As a group, brainstorm examples of putting team success ahead of your own.

Some possible responses: Even though she wants to shoot, a basketball player passes the ball to the player who has been shooting the best in the game; Even though a person on a committee likes his idea best, he can see that others like a different idea, so he drops his own idea and begins to build on the favored idea; When the teachers tells Jim the idea for his part of the team project was great, Jim says thanks, but then points out how his idea is part of the whole team idea.

**Objective:** Student will help think of some examples of putting team success ahead of personal success.

<b>Subject:</b> Social Studies <b>Mode:</b> Brainstorming <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Ss 9: Being responsible at work

**FUTR Tool:** 44

**PACT:** yes

**Supplies:** None

Discuss that being responsible means doing your fair share and doing what you think is right. Divide the class into four groups. Ask each group to role play being responsible and not being responsible related to the following work situations:

- Getting to work on time
- Tidying up at the end of the day
- Doing personal tasks while at work
- Having a good attitude

**Objective:** Student will role play an example of being responsible at work.

<b>Subject:</b> Social Studies <b>Mode:</b> Role Play <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## Ss 10: Being sensitive to others

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that being sensitive to others refers to paying attention to others' emotions and reactions and changing what you do or say to help others feel better. Ask volunteers to role play being sensitive as they respond to the following situations:

- You are hungry and your mother is making dinner. Suddenly, she slips, the dinner spills onto the floor and burns her leg. While she is taking care of her leg, she tells you that she knows you are hungry and feels badly for ruining the dinner. What will you say to her?
- You get your test back and you have a good grade. You say, "This test was so easy." Then, you notice that your friend has a bad grade. What will you do or say?
- You have some nice new shoes. You know your cousin has been wanting new shoes, but didn't get any. Your cousin says, "How do you rate getting those shoes?" What will you say?

**Objective:** Student will role play responding in a sensitive way to others.

<b>Subject:</b> Social Studies <b>Mode:</b> Role Play <b>Training Zone:</b> [Z] Socialization	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Ss 11: Calling 911

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that calling 911 is the best way to get help in an emergency. As a group, brainstorm examples of emergencies. Make sure the list includes situations such as the following: someone is hurt, there is a fire in the house, two cars have crashed and it looks as if people are hurt, someone has collapsed and needs help. Caution students against frivolously making 911 calls that take up valuable operator time.

Have students take turns using the emergencies on the list to role play 911 calls. Make sure they include these pieces of information: name of caller, name of insured person, address, phone number, description of situation.

**Objective:** Student will help make lists of 911-type emergencies and will role play 911 calls.

<b>Subject:</b> Social Studies <b>Mode:</b> Role Play <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Ss 12: Carrying money safely

**FUTR Tool:** no  
**PACT:** yes

**Supplies:** A few money-carrying containers such as purses, wallets, and pouches

Show students safe and unsafe ways to carry money.

Some safe possibilities: Front pocket, Small pouch around neck and under shirt

Some unsafe possibilities: A loose hanging purse [can easily be grabbed or handle cut], wallet in back pocket [easy for a pick pocket]

**Objective:** Student will see some safe and unsafe ways to carry money.

<b>Subject:</b> Social Studies <b>Mode:</b> Demonstration <b>Training Zone:</b> [U] Conclusion	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Sc 4: Avoiding bug, bee, snake, mosquito, and spider bites

FUTR Tool: no  
PACT: no

**Supplies:** None

Make a chart on the board and use tallies to indicate how many students have been bitten by each of the animals below. Ask volunteers for ideas about how to avoid being bitten. Make sure they include ideas such as those shown in the answers below.

1. bugs [bug repellent, screen rooms, fans, citronella candles, closed windows and doors]
2. bees [alertness, calmness]
3. snakes [alertness, use of paths]
4. mosquitoes [mosquito repellent, screen rooms, mosquito spraying or fogging]
5. spiders [house fog-bombing, baseboard spraying, pest control service]

**Objective:** Student will discuss ways to avoid being bitten by bugs, bees, snakes, mosquitoes, and spiders.

<b>Subject:</b> Science/Health <b>Mode:</b> Discussion <b>Training Zone:</b> [L] Logic	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [I] Health, Diet, and Appearance
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## Sc 5: Avoiding unplanned pregnancies

FUTR Tool: no  
PACT: yes

**Supplies:** None

Ask students to write an answer to this question: What can you do so that you don't have children you aren't planning to have?

**Answer:** Accept abstinence or a trustworthy type of birth control.

**Objective:** Student will identify a method of preventing unplanned pregnancies.

<b>Subject:</b> Science/Health <b>Mode:</b> Written <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Sc 6: Being a responsible driver/car owner

FUTR Tool: 81  
PACT: yes

**Supplies:** None

Write this list on the board:

- oil
- oil change
- driver's license
- license plates
- insurance
- tires
- repairs
- tune-ups
- cleaning
- parking
- bad weather

Ask volunteers to describe how each item on the list relates to being a responsible driver or car owner.

**Objective:** Student will describe aspects of being a responsible driver/car owner.

<b>Subject:</b> Science/Health <b>Mode:</b> Oral Response <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Sc 7: Being patient with expectations of self and others

FUTR Tool: 87

PACT: yes

**Supplies:** None

Ask students how many of them have ever wanted to run faster, have more friends, look better in clothes, or say funnier things. Point out that most people have thoughts like that at times, but you are really better off if you can relax and be happy with those things you do well and quit worrying about those things you do not do as well. Discuss that, if you are more patient with your expectations of yourself and others, you will have much less stress. Explain that being patient is not the same as no longer trying to improve, it is simply a way of taking the stress out of the efforts to improve.

**Objective:** Student will discuss being patient with expectations of self and others.

<b>Subject:</b> Science/Health <b>Mode:</b> Discussion <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Sc 8: Being socially aware

FUTR Tool: no

PACT: yes

**Supplies:** None

Ask students to number from a–g on a piece of paper using every other line. Then have them answer these questions:

- Would the clothes you have on be OK to wear to a football game?
- Name one of your close friends.
- Give one reason why it will be important for you to get along with your parents when you are out of high school.
- Why is it important to be nice to people you do not even know?
- Why are good friends important?
- Name a group activity that you enjoy, or could enjoy, taking part in.
- Why is it important to brush your hair and teeth before you come to school?

**Objective:** Student will write answers to social awareness questions.

<b>Subject:</b> Science/Health <b>Mode:</b> Written <b>Training Zone:</b> [Z] Socialization	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## Sc 9: Believing in yourself (work and personal)

FUTR Tool: 95

PACT: yes

**Supplies:** None

Ask students to get out a piece of paper and number from 1–10. Then, ask them to list ten things they do well. Discuss that identifying your strong points is definitely not an ego problem. Tell them it is a healthy and essential part of promoting yourself in the work setting. Explain that, on the other hand, if you constantly tell your friends and family about your strong points, they might see it as an ego problem. Point out that, in your personal life, helping others, being respectful, and putting out effort are all ways to show that you believe in yourself. Explain that these behaviors will also cause others to believe in you.

**Objective:** Student will make a list of ten things she does well and will discuss how to present that information in work and personal settings.

<b>Subject:</b> Science/Health <b>Mode:</b> Written <b>Training Zone:</b> [S] Self-Awareness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [I] Health, Diet, and Appearance
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## Sc 10: Breathing as a way to deal with pain or anger

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that controlled breathing is a technique that can help people deal with pain. Ask students to do some controlled breathing together by following these steps as you call them out (repeat 1–4 four or five times):

1. Take a deep breath, 1–2–3–4 (Read the numbers slowly and calmly)
2. Hold it, 1–2–3–4
3. Blow it out slowly 1–2–3–4
4. Take four regular breaths, 1–2–3–4

Discuss that the mental focus on the breathing along with the slowed breathing rate helps to calm a person down and makes it easier to deal with pain or anger.

**Objective:** Student will do some controlled breathing and will discuss how it helps a person deal with pain or anger.

<b>Subject:</b> Science/Health <b>Mode:</b> Action <b>Training Zone:</b> [S] Self-Awareness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [I] Health, Diet, and Appearance
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## Sc 11: Caring for children

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that caring for children means staying with them and paying attention to them. Explain that, due to their exploring natures, children can get into trouble easily if not given enough attention. Ask students to brainstorm problem situations children they know have gotten into and discuss how each problem might have been avoided. Discuss that not all problems can be foreseen, but by paying attention to children, you can prevent some problems.

**Objective:** Student will discuss how to care for children to avoid as many problems as possible.

<b>Subject:</b> Science/Health <b>Mode:</b> Discussion <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## Sc 12: Caring for hair and teeth

FUTR Tool: no  
PACT: yes

**Supplies:** None

As a group, brainstorm two lists: One of actions people can take to care for their hair and one of actions people can take to take care of their teeth. [For hair, include ideas such as these: wash it every day or at least two or three times a week, comb it, brush it, use a blow dryer, use a curling iron, use gels or sprays, use shampoo and conditioner, get it trimmed every couple of months, eat a healthy diet. For teeth, include ideas such as these: brush teeth, floss teeth, use mouthwash, have regular checkups, eat apples, keep sweets at an acceptable level, eat a healthy diet.]

After the brainstorming is completed, ask volunteers to circle the actions that need to be part of everyone's basic hair and teeth care.

**Objective:** Student will help identify general and basic hair- and teeth-care actions.

<b>Subject:</b> Science/Health <b>Mode:</b> Brainstorming <b>Training Zone:</b> [C] Conscientiousness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [I] Health, Diet, and Appearance
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## Sc 13: Caring for pets

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that people who decide to have pets need to accept the responsibility of taking care of a pet. Divide the class into six teams. Ask each team to choose one of these pets (or another as long as there are no duplicates): dog, cat, parrot, hamster, duck, horse. Ask each team to give a presentation about caring for its pet, making sure to include information on food, exercise, lodging, medical care, and affection.

**Objective:** Student will help put together a presentation on caring for a specific type of pet.

<b>Subject:</b> Science/Health <b>Mode:</b> Oral Response <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [j] Leisure/Desires/Choices
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## Sc 14: Caring for self when sick

FUTR Tool: 79  
PACT: yes

**Supplies:** None

Brainstorm a list of actions a person can take to feel better when sick. Include ideas such as these:

1. Rest a lot.
2. Eat foods that are gentle on the digestive system.
3. Depending on how sick—either push yourself to do at least a partial version of your regular exercise or skip your exercise until you start feeling better.
4. Drink plenty of water.
5. Plan to stay home and take it easy.
6. Take over-the-counter medication as needed.
7. Depending on how sick—ask a friend or relative for help, call your doctor’s office for advice, make an appointment with your doctor, or go to the emergency room.

Discuss examples of situations that call for taking care of yourself (alone or with the help of friends and relatives) versus those that call for getting professional medical help.

**Objective:** Student will help brainstorm actions to take when sick.

<b>Subject:</b> Science/Health <b>Mode:</b> Brainstorming <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Health, Diet, and Appearance
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## Sc 15: Checking fuses and breakers

FUTR Tool: no  
PACT: yes

**Supplies:** A tiny fuse (can be a blown one), a blow dryer or other appliance with a breaker

Show students the fuse and the breaker on the blow dryer (or other appliance). Discuss that many items, such as a string of Christmas lights, have fuses that have to be replaced when they blow. Point out that other items, such as a blow dryer, have a breaker switch that might pop and shut the item off and then have to be reset before the item can be used again. Also, point out that houses have a breaker box with switches that might pop and have to be reset. Explain that both fuses that blow out and breakers that pop off are designed to protect items or wiring from damage caused by electrical surges or overuse.

**Objective:** Student will discuss how fuses and breakers work.

<b>Subject:</b> Science/Health <b>Mode:</b> Discussion <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## EI 10: Asking questions for clarification

FUTR Tool: no  
PACT: yes

**Supplies:** None

Discuss that when you do not understand what someone says, you should ask questions to clarify. Tell students that you are going to make some comments and you want them to ask clarifying questions until it is clear to them what you are saying.

1. (In your mind, choose a location, time, and reason.) Do you want to come with me?
2. (In your mind, picture a knight from the neck up.) How would you start if you were drawing a picture of a knight?
3. (In your mind, choose a subject and page number.) Remember to do 1–10- for homework.
4. (In your mind, picture one of your pens.) Has anyone seen my pen?
5. (In your mind, think of a current uncertain local happening.) Do you think it is really true?

**Objective:** Student will ask questions to clarify what she has heard.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Discussion <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## EI 11: Being persistent with important issues

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that the saying “Pick your battles” means that you should let the little things go and be persistent with the important issues. Create a two-column chart on the board with these headers:

- Little things you should let go
- Important issues you should be persistent about

As a group, brainstorm at least five ideas for each list.

**Objective:** Student will help identify little things he should let go and important issues about which he should be persistent.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Brainstorming <b>Training Zone:</b> [C] Conscientiousness	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [k] Community Involvement and Responsibility
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## EI 12: Being positive

FUTR Tool: 121  
PACT: yes

**Supplies:** None

Discuss that most everything can be presented in either a positive or a negative way. Write these ideas on the board:

- The shirt is orange.
- Paul let my dog out.
- We had peas for lunch.

Ask volunteers to restate each statement twice—once in a positive way and once in a negative way. Discuss that, when you say things positively, you set a positive tone around you and positive tones tend to bring out positive comments from others. Point out that positive comments create a positive atmosphere and that positive atmospheres are less stressful for everyone.

**Objective:** Student will present ideas in positive and negative tones and will discuss the benefits of creating positive atmospheres.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Oral Response <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## El 13: Being Tactful

**FUTR Tool:** no  
**PACT:** yes

**Supplies:** None

Explain that an example of tact is recognizing that a situation might be upsetting to another person and therefore taking care to avoid discussing the situation or discussing it in a way that won't be so upsetting.

Divide the class into four teams. Ask each team to come up with a tactful way to tell a friend that her jeans look bad on her. Ask teams to share their tactful comments. As a group, vote on the best tactful comment.

**Objective:** Student will word a difficult statement in a tactful way.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Oral Response <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## El 14: Brainstorming with a group

**FUTR Tool:** no  
**PACT:** no

**Supplies:** None

Discuss that, in relaxed brainstorming, a group quickly generates a list of ideas. Explain that more formal brainstorming is quite similar, but actually includes a few rules. Point out that some of the most important rules include the following:

1. Encourage as many ideas as possible.
2. Accept all ideas without judgment—show no approval or disapproval.
3. Write all ideas down.
4. Build on each others' ideas.

Use the brainstorming rules to make a list of ten fun things to do on a weekend.

**Objective:** Student will use basic brainstorming rules to participate in a brainstorming session.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Brainstorming <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## El 15: Calling about a job opening

**FUTR Tool:** no  
**PACT:** no

**Supplies:** Several want ad pages

Discuss that, when you initially call about a job opening, you should have a question in mind and it should be something you didn't learn in the ad.

Have students each choose a job from the want ads. Then, ask volunteers to role play calling about the job opening they chose.

**Objective:** Student will choose a job from the want ads and will role play a phone call about the job opening.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Hands-On <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [a] Career Preparation
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## El 16: Calling directory assistance

**Supplies:** None

Model a call to directory assistance by saying, "May I please have a listing for Clyde Smith." Point out that cities often have multiple listings for the same town, and that knowing the street the person lives on is helpful. Also explain that, if you do not know the street, you might have to try a couple of numbers before you find the house you want.

Have students pair up with partners and take turns being a caller and a directory assistance worker. Tell callers to call and request a phone number. So that the directory assistance role player knows the requested number, it works well to have callers request the home number of the person role playing the directory assistance position. Make sure the caller requests the phone of the person whose name the phone is listed in (probably a parent).

**Objective:** Student will role play a call to directory assistance.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Role Play <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [k] Community Involvement and Responsibility
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## El 17: Choosing appropriate discussion topics

**Supplies:** None

Explain that whether or not a discussion topic is appropriate depends on who will be part of the discussion and where the discussion will take place. Make a chart on the board with these top headings: During School, At Home, During Work, At a Party. Use these side labels: Friends, Siblings, Parents, Grandparents, Teachers, Boss. Use vertical lines to subdivide each column into four sections to make space for four different answers.

As a group, decide which combinations would be appropriate for a discussion about the four topics below. Use Xs to mark appropriate situations in the chart.

1. My grandmother is ill.
2. Who is Ashley dating?
3. I was arrested for shoplifting.
4. I can't decide what to wear to the school dance.

**Objective:** Student will help decide with whom and where specific discussion topics are appropriate.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Graph or Chart <b>Training Zone:</b> [F] Flexibility	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [j] Leisure/Desires/Choices
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## El 18: Choosing Internet search words

FUTR Tool: no  
PACT: no

**Supplies:** None

Divide students into four teams. Ask each team to make a list of search words to use for an Internet Search on one of the following topics.

1. Training programs for airline stewards and stewardesses [Some possibilities: airline steward or stewardess training, flight attendant training, airline training, airline employment, specific airlines]
2. Directions for making a kite [Some possibilities: kites, kite directions, kite instructions, kite construction, kite building]
3. Resorts in Kansas [Some possibilities: Kansas resorts, Kansas vacations, Kansas tourism, Kansas/specific resort hotels, Kansas visitors]
4. Tennis shoes for sale [Some possibilities: tennis shoes, shoes, specific brand shoes, running shoes, walking shoes]

**Objective:** Student will help make a list of search words for an Internet search.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Written <b>Training Zone:</b> [A] Analysis	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## El 19: Communicating with fellow employees

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that getting along with the people you work with will be very important in determining if you like your job or not. Point out that, for this reason, it is always a good idea to stop and think before using angry words with a coworker. Also, point out that you should work to develop friendships with your coworkers since it is more fun to work with friends.

**Objective:** Student will discuss the importance of being friendly with coworkers.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Discussion <b>Training Zone:</b> [Z] Socialization	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## El 20: Completing a college/trade school application

FUTR Tool: no  
PACT: yes

**Supplies:** Copies of college and trade school applications

Discuss that many jobs require a college degree or a certification from a trade school. Explain that when planning on taking training, you should talk with a counselor at the school or center. Point out that the counselor will help you understand exactly what courses you need. As a group, brainstorm a list of jobs that require college degrees [Examples: teacher, federal law enforcement officer, librarian, accountant, bank officer, social worker, pilot, engineer, nurse] and a list that requires certification from a trade school [Examples: construction worker, electrician, plumber, mechanic, air conditioning/heating technician, welder, computer technician, truck driver, hair dresser].

Ask students to choose either a college application or a trade school application to complete.

**Objective:** Student will help list jobs that require college degrees and jobs that require trade school certification and will fill out an application for a college or trade school.

<b>Subject:</b> Expressive Literacy <b>Mode:</b> Brainstorming, Hands-On <b>Training Zone:</b> [S] Self-Awareness	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [a] Career Preparation
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## RI 10: Dealing with criticism

**Supplies:** None

Ask students to choose the best response for each of these criticism situations:

1. Your friend says, "That shirt is too worn out to wear."
  - a. Shut up.
  - b. Do you really think so?**
  - c. Like your shirt is so great.
2. A teacher says, "I really think you can do better than this."
  - a. No, I can't.
  - b. You don't know anything about me.
  - c. Why do you think that?**
3. Your brother says, "You need to wash your hair."
  - a. I will tonight.**
  - b. Right, freak. Like you are Mr. Clean.
  - c. Don't tell me what to do.

**Objective:** Student will choose the best response for several criticism situations.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Oral Response <b>Training Zone:</b> [Z] Socialization	<b>Readiness Factor:</b> [3] Personal/Social <b>Readiness Factor Category:</b> [i] Relationships
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## RI 11: Dealing with speeding tickets

**Supplies:** None

Discuss that speeding tickets have a lot of information given in a little space. Point out that, even though the print is very small, you want to be sure to read it all. Explain that some of the information tells these details:

1. What you should do if you want to plead guilty.
2. What you should do if you if you want to plead innocent.
3. What will happen if you do not follow the instructions.
4. Deadlines for different options.
5. A number to call if you have questions.

**Objective:** Student will discuss the information included on a speeding ticket.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Discussion <b>Training Zone:</b> [R] Responsibility	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [h] Transportation/Travel/Worldliness
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## RI 12: Feeding parking meters

**FUTR Tool:** no  
**PACT:** yes

**Supplies:** None

Discuss the following facts about parking meters:

1. Parking meters almost always require coins.
2. Meters usually require a set amount of money for a set amount of time such as 25¢ or 50¢ for 10 minutes, 15 minutes, 20 minutes, or 30 minutes.
3. Sometimes a meter has paid-up time when you arrive because the last person paid for more time than she used. You can use the time if it is enough or add more time if needed.
4. If you run out of paid-up-time, an out-of-time signal such as a red circle, will show in the meter window to signal the parking police to give you a ticket.
5. In many places, parking is free on week-ends, so you do not have to put money in the meters from Friday night through Sunday night.

**Objective:** Student will discuss facts about parking meters.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Discussion <b>Training Zone:</b> [A] Analysis	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [c] Finances
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## RI 13: Filing papers and bills

**FUTR Tool:** 145  
**PACT:** yes

**Supplies:** None

On the board, draw six "file folders" labeled as follows: phone bills, report cards, reference letters, memories, class ring, community service. Call out papers to file, such as those listed below, and have students "add" them to the correct files.

1. 9-weeks grades
2. Thank you from nursing home for helping at craft time
3. A program from a play you were in
4. A note from a teacher saying he appreciates all the effort you put into your work
5. Your October cell phone bill
6. A copy of your class ring order form

**Objective:** Student will determine which papers to file into which file folders.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Action <b>Training Zone:</b> [O] Organization	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [d] Household Care and/or Chores
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## RI 14: Finding a book in the library

FUTR Tool: no  
PACT: no

**Supplies:** Two library books with shelving information on the spine—one fiction and one nonfiction

Discuss that library books have categorizing information on their spines that give the books a place to be shelved. Show students a nonfiction book and point out the Dewey Decimal Code on the spine. Explain that nonfiction books are on the shelves by topic. Show students a fiction book and point out the first letters of the author's last name on the spine. Explain that fiction books are on the shelves in ABC order by authors' last names. Point out that you can use one of two ways to find a book:

1. Look on the shelves—If you know the author of a fiction book, simply look it up on the shelf. If you know the Dewey Decimal number for the topic, go to that area and browse through books on the topic.
2. Search by computer—Libraries have computers with search programs. You can enter the title, author, or subject and find the author or Dewey Decimal Code as well as whether or not the book is checked out.

**Objective:** Student will discuss how to find a book in a library.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Hands-On <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [g] Time and Order
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## RI 15: Finding a file in a computer or on a CD

FUTR Tool: no  
PACT: no

**Supplies:** A computer with a CD drive; a CD

On a computer, show students how to find a file in a computer. Identify a specific file you are looking for. Then, start at the desktop and explain what you are doing as you search through the layers of folders. Repeat the process with a CD.

Let students take turns searching for files.

**Objective:** Student will search for files on a computer or CD.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Action <b>Training Zone:</b> [L] Logic	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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## RI 16: Finding appliance repair numbers and addresses

FUTR Tool: no  
PACT: yes

**Supplies:** One appliance repair manual for every four or five students

Divide the class into teams of four or five students. Give each team an appliance repair manual. Tell teams to try to find a phone number to use to talk to a technical support or repair department and an address where you can send a product for repairs.

Also, go online and search for a company and product to see if you can also find the phone number and address online.

**Objective:** Student will find the phone number and address for a certain appliance repair.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Action <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [d] Household Care and/or Chores
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## RI 17: Finding emergency numbers

FUTR Tool: 171  
PACT: yes

**Supplies:** Several phone books

Discuss that 9-1-1 is the emergency number to use whenever you have a serious emergency. Point out that, when you have a need that is not such a serious emergency, you can call other secondary-level emergency numbers. Explain that these numbers are often listed under local, state, and national government. Divide the class into small groups and give each group a phone book. Ask teams to find the following emergency phone numbers:

1. fire department
2. police department
3. animal control
4. ambulance service
5. child protection agency
6. poison control center

**Objective:** Student will find phone numbers for secondary-level emergency situations.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Action <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [e] Safety and Security
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## RI 18: Finding ways to remember facts

FUTR Tool: no  
PACT: no

**Supplies:** None

Discuss that it is not always easy to remember things you hear. Explain that one way you can help yourself remember is by creating memory clues such as these two: ROY G BIV for the order of the colors in the rainbow and Mad Wish to remember that Madison is the capital of Wisconsin. Choose a few facts that the students are currently studying and ask students to think of word clues to help remember them.

**Objective:** Student will create memory clues to help remember study details.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Oral Response <b>Training Zone:</b> [E] Exploration	<b>Readiness Factor:</b> [2] Daily Living <b>Readiness Factor Category:</b> [g] Time and Order
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## RI 19: Following multiple oral directions

FUTR Tool: 175  
PACT: yes

**Supplies:** A book with at least 79 pages

Explain that there are many times in life when it is helpful to be able to follow multiple directions at a time. Ask a volunteer to follow the four directions below, but not to start until you have given all four directions. Hand the student the book as you give these four directives:

1. Open the book.
2. Turn to page 42.
3. Turn to page 79.
4. Touch your chin.

Repeat with similar directions and other volunteers.

**Objective:** Student will follow multiple oral directions.

<b>Subject:</b> Receptive Literacy <b>Mode:</b> Action <b>Training Zone:</b> [A] Analysis	<b>Readiness Factor:</b> [1] Career <b>Readiness Factor Category:</b> [b] Job Performance
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