

FUTURE READY SKILLS FRESHMAN BOOTCAMP

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FUTURE READY SKILLS

Freshman Bootcamp

*Future Ready Skills: A College & Career
Readiness Curriculum for High School Freshmen*

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UT EXTENSION
INSTITUTE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE



FUTURE READY

9TH GRADE CURRICULUM

8 Units of Essential Skills

- | | |
|----------------------|--------------------|
| 1. Freshman Bootcamp | 5. Teamwork |
| 2. Who Am I? | 6. Design Thinking |
| 3. Future Me | 7. Communication |
| 4. Decision Making | 8. Growth Mindset |

Future Ready is an innovative college and career readiness curriculum created for students to develop the social, emotional, and interpersonal skills necessary to navigate the world after graduation. Each unit includes lesson plans and student handouts that require minimal preparation.

Students will discover personal strengths, practice effective communication strategies, and explore growth opportunities. The curriculum is aligned with Tennessee Career Exploration course standards and other state standards in STEM, English/Language Arts, and Social Science. It is easily adaptable for Advisory and other settings.

Future Ready was written by former classroom teachers, Dr. Jennifer Richards and Alexis Hall, at the University of Tennessee Institute of Agriculture. It was created in collaboration with Hardeman County Schools Pilot Teachers and Unit 1 Co-Authors, Nikki Boatwright, Jennifer Cox, and Sherri Johnson. For more information, contact jennifer.richards@utk.edu.



Unit 1

The BIG Idea

How do I navigate high school?

OVERVIEW

Lesson 1: Building and Celebrating Community

- *Big Idea:* How do we build a productive and respectful community in our class?
- *Time:* 45 minutes

Lesson 2: Where Am I Going?

- *Big Idea:* How do I find my way around the high school campus?
- *Time:* 90 minutes

Lesson 3: Becoming a Model Student

- *Big Idea:* What knowledge and skills do I need to be successful in high school?
- *Time:* 45 minutes

Lesson 4: How Do I Get Out of Here?

- *Big Idea:* What requirements must I meet to graduate?
- *Time:* 45 minutes

OBJECTIVES

Lesson 1: Building and Celebrating

- Function as a productive and respectful member of the class community
- Be actively engaged in building community within the class
- Identify the benefits of sharing positive events and personal highlights

Lesson 2: Where Am I Going?

- Function as a productive and respectful member of the class community
- Exhibit confidence in navigating the high school campus

Lesson 3: Becoming a Model Student

- Clearly communicate campus policies and procedures

Lesson 4: How Do I Get Out of Here?

- Identify high school graduation requirements
- Discuss common barriers to success in high school

The **BIG** Idea

How do we build a productive and respectful community in our class?

AGENDA

Approximately 45 minutes

1. Warm up (5 minutes)
2. Let's Get Hyped Up (15 minutes)
3. Let's Get H.I.P.E.d Up (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

☐ **Student Pages:**

- None

☐

Facilitator Pages:

- None

☐ Index cards (1 per student)

OBJECTIVES

During this lesson, students will:

- Function as a productive and respectful member of the class community
- Be actively engaged in building community within the class
- Identify the benefits of sharing positive events and personal highlights

STANDARDS

- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

OVERVIEW

In this lesson, students will participate in a community building exercise and develop a strategy for sharing positive news for the class to celebrate.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.

VOCABULARY

- **Community:** a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.
- **Champion:** (verb) to support, defend, or fight for a person, belief, right, or principle enthusiastically

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. Pass out an index card to each student as they walk into the classroom. **Say Something Like:** On your index card, write down a personal highlight from the past week. This can be a highlight from school, an activity or hobby, people in your life, or an experience. Be ready to share your highlight.

II. Let's get Hyped UP! (15 minutes)

1. **SAY SOMETHING LIKE:** Before we jump into class today, let's get ourselves energized and practice celebrating one another!

Give students the rules for the Rock, Paper, Scissors Extravaganza!

- Students will find one partner. Shake hands (or fist/elbow bump) and introduce themselves. (Since it is early in the year, it may work best to pair partners based on seating rather than having them choose a partner).
- The pair competes in one round of Rock, Paper, Scissors. The winner moves on to the next round, the winner becomes the loser's Hero. From that point on, they will become a "champion" for their Hero. This means they cheer enthusiastically for their Hero.
- Continue rounds until you are down to the final two. With each round, the loser and their "champions" join the "champions" for their new Hero in enthusiastic cheering.
- When the class Hero is determined, the entire class should be cheering for the winner.

SAY SOMETHING LIKE: Our BIG GOAL is to crown a class Rock, Paper, Scissors Hero.

While we will compete against each other to get down to only one Hero, our focus is on supporting and encouraging, or becoming Champions for our Heroes as they advance.

2. Facilitate each round using a timer or other classroom management technique. Engage with the students to continue building HYPE through each round.
3. After the final round, facilitate a debrief of the activity. **SAY SOMETHING LIKE:**
 - How did it feel to cheer on your classmates?
 - Was it difficult to transition from competing to being someone else's champion?
 - As a Hero, how did it feel to have others championing for you?

SAY SOMETHING LIKE: This class is all about figuring out who you are as a person and as a learner and starting to consider where you are headed after high school. Sometimes this process can be exciting and fun, but it can also be a bit scary and overwhelming. Having a safe space within our classroom community will be very important. To building community, we are going to take time to celebrate one another's successes throughout the year.

III. **Let's Get H.I.P.E.d Up! (20 minutes)**

1. **SAY SOMETHING LIKE:** One way to build a safe and supportive classroom environment is to highlight and applaud positive events classmates have experienced. Today we are going to consider these questions (post on board or overhead):

- What are the benefits of sharing and celebrating personal highlights?
- What are the negative effects of put downs?
- How do we share and celebrate personal highlights with the group?

2. Think-Pair-Share: Ask each student to turn to their neighbor and share what they wrote on their index card for the warmup (Their personal highlight). Encourage students to “champion” for their partner.

Lead students through a debrief of the Think-Pair-Share:

- How did it feel sharing a positive event with your partner?
- How did your partner “champion” for you?
- What are the benefits of sharing and celebrating personal highlights within our classroom community?

3. What is H.I.P.E?: **SAY SOMETHING LIKE:** H.I.P.E. sessions will be a great way for us to share positive events and highlights within our class community. We will have H.I.P.E. sessions regularly this year. You can share a H.I.P.E. about:

- **H**ighlights from academics/school
- **I**nterests/hobbies you have
- **P**ersonal achievements
- **E**xperiences you've had

Give students an example of each of the four topics and encourage students to volunteer to share their own examples. As students share, model how the class should enthusiastically encourage them and become their champion. Set a H.I.P.E. schedule each week (2-3 times per week would be optimal).

IV. **Wrap Up (5 minutes)**

1. Ask students to reflect on their experiences in class today:
 - What positive emotions did you see and/or feel from our H.I.P.E. session?
 - What benefits do you think regular H.I.P.E. sessions will have in our classroom community?
 - What other procedures or experiences can we put in place to ensure that our classroom community is one in which everyone feels valued, respected, and safe?

The **BIG** Idea

How do I find my way around the high school campus?

AGENDA

Approximately 90 minutes

1. Warm up (5 minutes)
2. Let's Get Hyped Up (15 minutes)
3. Let's Get H.I.P.E.d Up (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

□ **Student Pages:**

- [Navigating Our School Scavenger Hunt](#)

Facilitator Pages:

- [None](#)

OBJECTIVES

During this lesson, students will:

- Function as a productive and respectful member of the class community
- Exhibit confidence in navigating the high school campus

STANDARDS

- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

OVERVIEW

In this two day lesson, students will tour the high school building and participate in a scavenger hunt to develop confidence in their ability to navigate the campus.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Make copies of the Scavenger Hunt handout (1 per group). You can customize it on Canva using this link:
 - https://www.canva.com/design/DAFoiz-m-Ss/anYdGoH2e3Saz8rVV8m4Yw/view?utm_content=DAFoiz-m-Ss&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview
- Make copies of the Campus Tour Guide (1 per group). You can customize it on Canva using this link:
 - https://www.canva.com/design/DAFoi0Uh5xk/6-loc2DlOCx_IQeP1YuSDQ/view?utm_content=DAFoi0Uh5xk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

VOCABULARY

- None

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** If I gave you 3 minutes to get from our classroom to the art room (or other lesser known room in the building), how confident, on a scale of 1-5, are you that you could get there in 3 minutes or less?

Ask students to hold up their fingers to indicate their level of confidence (1=low; 5=high).

SAY SOMETHING LIKE: Over the next two class periods, we are going to complete activities that will help you get comfortable finding your way around campus.

II. Building Tour (40 minutes)

1. Lead students on a building tour using the High School Tour Guide. Consider recruiting upperclassmen to help with the tour so that students can move around campus in smaller groups.

As you tour, sharing procedural rules, interesting history, and other facts students will need to know. As the tour concludes, remind students that they will work in small groups to apply what they have learned today.

III. Scavenger Hunt (45 minutes)

1. Begin the class period by reminding students of the tour they took yesterday. Lead a discussion of what they saw, what they learned that they didn't know before, who they met, etc.
2. Divide students into small teams of 3-4 and distribute the Back to School Scavenger Hunt handout.
 - Explain to students that they will work with their teammates to complete a scavenger hunt on the high school campus.
 - Remind students that they will need to be quiet as they move around campus so as not to disturb other classes or offices.
 - Once students have completed all of the scavenger hunt tasks, they should return to the classroom. The three teams to return with all tasks completed can be rewarded with a prize of your choosing. Or consider giving rewards to all teams who successfully complete the scavenger hunt (examples: skip a quiz or homework pass; extra points on an assignment; etc.).
 - Set a time for all teams to return to the class regardless of whether they've completed all tasks or not. Make sure you leave a few minutes for the whole class to debrief the experience.

3. Debrief and Wrap Up (5 minutes): **SAY SOMETHING LIKE:** At the beginning of class yesterday, I asked if I gave you 3 minutes to get from our classroom to the art room (or other lesser known room in the building), how confident, on a scale of 1-5, are you that you could get there in 3 minutes or less?
 - What was your number from yesterday?
 - What would your number be now?

Ask students to reflect on their experiences in this lesson:

- How does feeling more confident in finding your way around help you be more successful as a student in our school community?

High School Campus Tour

THE HALLS

THE OFFICES

Main Office

Guidance

Nurse/AED

THE PEOPLE

THE FLOW

Hall Traffic

Bus Pick Up

Parking Lot

ATHLETICS

Gym

Locker Room

Stadium

VOCATIONS

Band

Chorus

Art

OTHER IMPORTANT STOPS

Library

Auditorium

Cafeteria



Back to School

SCAVENGER HUNT

With your team, complete the scavenger hunt below. Please feel free to search the campus, but be respectful of other classes and offices in the building. You have 30 minutes to find as many as you are able.

THREE CLASSROOMS WHERE
MATH IS TAUGHT

WHAT YEARS DID BOY'S
BASKETBALL WIN STATE
CHAMPIONSHIPS?

HOW MANY COMPUTERS ARE
AVAILABLE FOR STUDENT USE IN
THE ROOM WHERE HUNDREDS
OF BOOKS ARE DISPLAYED

SIGNATURE OF THE PERSON
WHO CAN GIVE YOU A BAND-AID

NUMBER OF WINDOWS IN THE
ROOM WHERE YOU EAT LUNCH

SIGNATURE OF THE TEACHER
WHO LEADS FFA

NAME OF THE PERSON WHO CAN
HELP WITH COMPUTER ISSUES

THREE CLASSROOMS WHERE
SCIENCE IS TAUGHT

HOW MANY WINDOWS ARE IN
THE PRINCIPAL'S OFFICE?

WHAT COLOR IS THE FLOOR IN
THE ROOM WHERE YOU SIGN IN
WHEN YOU'RE LATE?

HOW MUCH DOES A BOTTLE OF
WATER COST IN THE VENDING
MACHINE?

SIGNATURE OF THE PERSON
WHO SUPERVISES ISS

HOW MANY BASKETBALL NETS
ARE IN THE GYM?

SIGNATURE OF THE PERSON
WHO CAN HELP YOU FIND
COLLEGE SCHOLARSHIPS

The **BIG** Idea

What knowledge and skills do I need to be successful in high school?

AGENDA

Approximately 45 minutes

1. Warm up (15 minutes)
2. Signs of Success (15 minutes)
3. Getting the Low Down (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

□ Student Pages:

- [Model Student Handout](#)

□

Facilitator Pages:

- [None](#)

OBJECTIVES

During this lesson, students will:

- Clearly communicate campus policies and procedures

STANDARDS

- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

OVERVIEW

The purpose of this lesson is to provide students with the key policies, procedures, and tools they will need to successfully integrate into high school.

PREPARATION

- Make copies of the Model Student Handout (1 per student)
- List the day's **BIG IDEA** and activities on the board.

VOCABULARY

- None this lesson

ACTIVITY STEPS

I. Warm Up (15 minutes)

1. Pass out a copy of the Model Student Handout. **Say Something Like:** I want you to consider the knowledge, skills, and attitudes that it takes to be a successful high school student. Use the student outline on your handout to list or sketch out those things that you think you will need to be a successful student in our school.
2. Give students 5-10 minutes to work on their model student. Circulate around the room to prompt students to consider things they will need to know or be able to do:
 - Where things are located in the school
 - Strong study skills
 - Organizational skills
 - School rules and procedures
 - Confidence to navigate socially
 - Be able to check school email
 - Basic email etiquette
 - How to log into Synergy
 - How to communicate through Synergy
 - Be able to use Google Chromebook
 - Google Classroom basics
 - Ability to ask for help when needed
3. Ask students to turn to a partner and share their Model Student explaining why they've included some of the things they have. Encourage students to add to their drawing if their partner shares something valuable they didn't think to add.

II. Signs of Success (15 minutes)

1. **SAY SOMETHING LIKE:** Now that you've had time to create your model student and share your ideas with a partner, let's create a list of essential elements as a class.
2. Create a space in your classroom where the list can hang for several days (chart paper, bulletin board, dedicated space on the white board, etc.). Ask student volunteers to share essential elements of success and record these so all students can see them.
 - As students give answers, point out anything you've already covered in class as a reminder to students
 - Prompt students as needed by asking for specific categories ("What technology do you need to master to be successful?" "What kinds of personal traits will be critical to your success?" Etc.)
 - Add critical elements that students may have missed.
3. **SAY SOMETHING LIKE:** The list we've created will guide our class lessons for this first quarter. Our goal in this class is to make sure you have all the tools, knowledge, skills, and attitudes that you need to be successful.
 - Give students examples by choosing a couple of elements on the list and telling them when that element will be covered in class.
 - If there are elements on the list that are NOT included in the planned curriculum, make a note so that we can build them into future lessons.

III. Getting the Low Down (20 minutes)

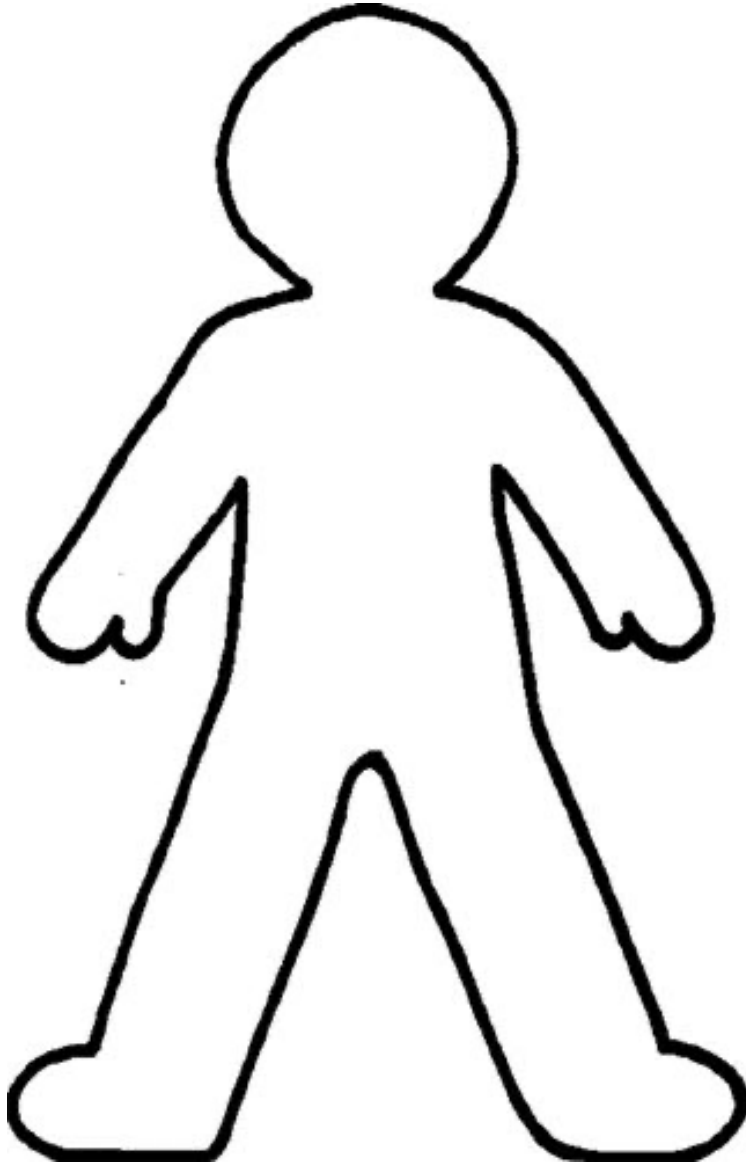
1. Use the remainder of class time to invite school administrators to visit your class for an “Ask Me Anything” session. It may be useful to have students write out their questions ahead of time!
2. If no administrators are available, allow students to ask you questions about policies and procedures in the school and other questions related to being a model student. If there are questions you do not know the answers to, write them down, promise to find the answer, and share your findings tomorrow.

IV. Wrap Up (5 minutes)

1. Ask students to look back at their model student outline and reflect on the following:
 - Of the elements you listed on your model student, which of those have you already mastered?
 - Which do you think you will need the most help to master?
2. Have students write their responses on a half sheet of paper or an index card and hand them to you as an exit ticket. This will allow you to get to know your students better and have a stronger sense of their needs.

What are the elements of a model student?

Directions: Use the person shaped graphic organizer below to brainstorm the knowledge, skills, and attitudes that you will need to be successful as a high school student.



The **BIG** Idea

What requirements must I meet to graduate?

AGENDA

Approximately 45 minutes

1. Warm up (5 minutes)
2. Oh the Places You'll Go! (25 minutes)
3. Planning to Graduate (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

☐ Student Pages:

- None



Facilitator Pages:

- A copy of *Oh, the Places You'll Go* by Dr. Seuss.



Index cards (1 per student)

Large chart paper or construction paper (1 per group)

OBJECTIVES

During this lesson, students will:

- Identify high school graduation requirements
- Discuss common barriers to success in high school

STANDARDS

- Career Exploration 2: Write, monitor, and revise long-term (over 5 years), mid-term (1 - 5 years), and short-term (a year or less) personal goals, defining desired personal, education, career, and earning milestones in each set – working to learn and define relevant key terms where appropriate. Evaluate factors that may influence these goals, including family responsibilities and personal profile results, individual values, and economic conditions. (TN Reading 4; TN Writing 4)
- English/Language Arts 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

OVERVIEW

In this lesson, students will work in small groups to identify common barriers to success in high school and be introduced to Tennessee high school graduation requirements.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write each of the group topics (Activity II.3 below) on a separate index card before class so you can just hand each group an index card.

VOCABULARY

- None

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. On an index card, ask students to write one or two areas they think they will need help with to be successful in high school. Remind them that you are the only one who will see what they have written and their responses are so that you can make sure to highlight the types of resources the class may need. Collect the index cards so you can review them after class.
2. **Say Something Like:** High school success is based on successful completion of promotion requirements. The amazing part of being a freshman is that you get to start fresh. It doesn't matter what kind of student you were in middle school, YOU get to decide who you are going to be as a high school student.

II. Oh, The Places You'll Go! (25 minutes)

1. Read the Dr. Seuss book, Oh, the Places You'll Go aloud to student. Be sure to show the pictures and use energy and inflection in your voice. If you don't own the book, you can access a digital copy with illustrations here:
<http://benavidez5thgrade.weebly.com/uploads/8/6/7/3/86734958/oh-the-places-youll-go-by-dr-seuss.pdf>
2. **SAY SOMETHING LIKE:** As I said at the beginning of class, Today is your day! I hope you will see this year as a fresh start to become the kind of student that will give you many options and paths to choose from after high school.
3. Divide students into five groups and give each group one of the following topics:
 - **I Don't Choose to Go There**
 - **Bang-ups and Hang-ups can Happen to You**
 - **The Waiting Place**
 - **There is Fun to be Done!**
 - **All Alone!**

Give each group a piece of construction paper, a strip of bulletin board paper, or a piece of large chart paper. Ask each group to brainstorm possible roadblocks to their high school success as they relate to the topic given to their group. For example, what are some possible bang-ups and hang-ups that might get a high school student off track?

Give students 10 minutes to brainstorm and illustrate their ideas and then ask each group to share their poster with the class.

4. **SAY SOMETHING LIKE:** In this class we will be building strategies and identifying resources to help us avoid some of these common pitfalls and learn how to overcome pitfalls we can't avoid.

III. **Planning to Graduate (10 minutes)**

1. **SAY SOMETHING LIKE:** The ultimate goal is for you to graduate from high school in four years! We will spend more time in a couple of weeks creating a four year plan of study, but today we are going to take a quick peek at graduate requirements so they become familiar.
2. Ask students to use a sheet of notebook paper and list out what they believe the high school requirements are. Encourage students to do their best and to guess if needed.
3. Display the high school graduation requirements on the board or overhead.
(<https://www.tn.gov/education/families/graduation-requirements.html>)
4. Instruct students to physically correct (by scratching out and adding to) what they wrote.
5. Ask them to circle any requirements they are meeting with the courses on their schedule this year.
6. Have students then write out the requirements they will still need to meet after this year.

IV. **Wrap Up (5 minutes)**

1. Ask students to reflect on their experiences in class today by answering each of the following on a half piece of paper or an index card:
 - What are **3** things that you learned today?
 - What are **2** questions you have about what we've discussed today?
 - What is **1** thing about yourself that you are proud of?
2. Have students hand their responses to you as an exit ticket. This will allow you to get real-time feedback on questions to address in future class meetings.

STUDENT PLANNING GUIDE

<u>CORE COURSE</u>	<u>CREDIT EARNED</u>	<u>ENROLLED</u>
<i>English I</i>		
<i>English II</i>		
<i>English III</i>		
<i>English IV</i>		
<i>Algebra I</i>		
<i>Geometry</i>		
<i>Algebra II</i>		
<i>4th (Higher) Math</i>		
<i>Biology</i>		
<i>Chemistry or Physics</i>		
<i>3rd Lab Science</i>		
<i>US History and Geography</i>		
<i>World History and Geography</i>		
<i>US Government and Civics (.5)</i>		
<i>Economics (.5)</i>		
<i>Personal Finance (.5)</i>		
<i>Foreign Language Year I</i>		
<i>Foreign Language Year II</i>		
<i>Fine Arts</i>		
<i>Lifetime Wellness</i>		
<i>Elective P.E.</i>		

Elective Focus Courses (Must complete 3.0 credits in one area. Students choosing a CTE focus must complete 3.0 credits from any one Career Cluster.)

Science/Math			
Humanities/Fine Arts			
AP/IB			
JROTC			
Career & Technical (CTE)			
*Academic Intervention			

*Allowed only for students with Individual Education Plans who have received pre-approval



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