



## HELPFUL RESOURCES

### [Zoom Into Your Career YouTube Playlist](#)

Visit this YouTube Playlist to view the K20 Center's Virtual Career Expo videos.

### [K20 LEARN Site](#)

To learn more about what the K20 Center does, and to explore our lessons and strategies, visit the K20 LEARN website.

### [K20 COVID Landing Page](#)

At the start of the COVID quarantine, K20 committed itself to helping our schools and community through this difficult time. To do so, we provided online resources to work alongside, and as alternatives to, our in-person instructional materials. Visit our K20 COVID Landing Page to access these resources!

### [7th Grade Campus Visit: What Jobs Need What Education?](#)

This 7th Grade Campus Visit professional development focuses on providing an opportunity for students to tour a college campus and learn about different facets of college life. Students will participate in a learning activity to familiarize themselves with college degrees and other postsecondary education (PSE) options for various careers. The visit will help students and administrators set expectations for students to meet Oklahoma's Academic Standards of being college, career, and citizenship ready. This activity also includes optional modifications for distance learning.



## PERSONAL FINANCIAL LITERACY (PFL) LESSONS

### [Standard 1: Earning an Income | “How Do My Choices Affect My Future?”](#)

Students will see how career choice, postsecondary education, and salaries are all interrelated through their own research and discussion. Student pairs will identify three careers they might be interested in, the postsecondary requirements to attain these careers, and what the beginning salary would be for each. Students will create a presentation of their findings. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [Standard 1: Earning an Income | “Needs vs. Wants”](#)

Students create a list of personal “wants” they would like to achieve or obtain by 25 years of age. They will consider how realistic these wants are as they move through this lesson. Students look at household income charts in small groups and draw conclusions of how Americans primarily spend their money. Students determine what essential elements are needed for daily living and how limiting certain expenses may help people stay within their means. This is a companion lesson that should be taught after "How do My Choices Affect My Future?"

### [Standard 1: Understanding Financial Literacy | “What Does It Mean to Be Financially Literate?”](#)

Students will create a definition of financial literacy through studying scenarios and understanding financial literacy from the context of the scenarios. The scenarios ask students to determine if the person described is acting in a financially literate way. From this context, students create a definition and concept model of the term "financial literacy."

### [Standard 2: Taxes | “Why Do We Pay Taxes?”](#)

Students will identify public services provided through taxes. They will read and present information about local, state, and federal revenue sources that become our tax-based funding for services and programs.



### **Standard 5: Saving and Investing | “How Will I Save for My Future?”**

In this lesson, students read about different investments and then participate in a stock market simulation. Students will be given a scenario and create an investment portfolio. NOTE: This lesson requires that students have internet access to an online stock market game for at least five and up to ten class periods.

### **Standard 6: Planning for Retirement | “Will You Live to be 100?”**

Students will determine if there is a need to plan for retirement and discuss what will be needed to retire comfortably. Students will investigate traditional ways to save for retirement, including Social Security, Mutual Funds, 401Ks, IRAs, Stocks, and Bonds.

### **Standard 7: Understanding Loans | “How Will I Pay for My Car?”**

Acquiring the use of a car is a rite of passage for high school students. In this personal financial literacy lesson, students will investigate the cost of a car, types of lending agencies, and additional costs associated with car ownership. This lesson does require that students have access to the Internet for research purposes. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### **Standard 7: Credit History & Borrowing Money | “Is 350 Good?”**

Students will understand vocabulary terms that lenders use, such as collateral and credit score, and understand how a credit score determines whether or how much a lender will finance a loan. It is suggested that students first complete the lesson "How Will I Pay for My Car?," which introduces students to types of lending agencies.

### **Standard 8: Interest, Credit Cards, and Online Commerce | “To Charge or Not to Charge?”**

In this lesson, students will discuss the pros and cons of online shopping and learn how to protect their online identities. Through a variety of scenarios, students will determine when is best to use a credit card or a debit card as well as options for payments on credit cards. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.



### **Standard 9: Identity Theft | “Don’t Let this Happen to Your Grandma!”**

In this lesson, students will understand the essential elements of identity theft and consumer fraud. They will create a PSA-style poster or video about how to avoid identity theft. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### **Standard 10: Home Ownership and Renting | “Rent vs. Own”**

Students will evaluate the costs and benefits of renting versus home ownership. They will investigate the differences between a mortgage document and a lease agreement. They will create their ideal apartment or ideal home. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### **Standard 11: Insurance | “Are Your Covered?”**

Students will examine different types of insurance and learn about what each type insures. They will identify appropriate amounts of insurance, learn insurance terms, and learn how insurance deductibles work. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### **Standard 12: Gambling | “Are the Odds in Your Favor?”**

In this lesson, students will explore the odds of winning in games of chance and discover the problems associated with gambling. They will participate in a game of dice, read personal stories, and create their own PSAs about the dangers of gambling addiction. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### **Standard 13: Bankruptcy | “It’s Not What You Think: Chapter 7 or 13?”**

Students will understand the various forms of bankruptcy, how bankruptcy can occur, and alternatives to bankruptcy. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.



### Standard 14: Charitable Giving | “The Power of Giving”

Students will identify organizations within the community that help people. Students will discuss why people help each other and the impact upon society. They will investigate a charitable organization, its founding, its current purpose, and its impact upon society. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.



## ICAP LESSONS

### [Earthquakes | "All Shook Up"](#)

Students will examine various forms of earthquake data ranging from intensity, magnitude, and first-person accounts to explore what factors contribute to the damage caused by earthquakes and how geologists use this information to pinpoint epicenters and focus of an earthquake. Students will analyze first person accounts and damage reports to determine earthquake intensity as well as looking at USGS data. They will also view an interview with a geologist.

### [Copyediting and the Writing Process | "A Way with Words"](#)

In this lesson about the journalism writing process and the role of a copy editor, students will explore the importance of grammar and style. Students will work in groups to identify the key elements of a news story through a Card Sort. Then, students will work independently to practice editing a paragraph with copy editing marks. An interview with a copy editor then lends students an inside look at the skills involved in this career. Students will use the elements of a news story they previously identified to write their own news stories. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [Perimeter and Area of Composite Figures | "Composite Figures in Architecture"](#)

The lesson focuses on solving for perimeter and area of composite figures. Students will explore area and perimeter using pattern blocks to create unusual shapes, and then try to calculate the areas of these shapes. Next, students will learn about the real-life application of mathematics by watching a video about life as an architect. Students will then step into the role of an architect, creating the floor plans of their dream homes using basic shapes before calculating the area and perimeter of their peers' floor plans. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [ICAP Science: Weather | "Feelin' the Phenomena"](#)

This lesson invites students to explore scientific models and simulations to learn about climate and weather phenomena. Students will learn from a meteorologist about how those in the field of climatology use math and science in their careers, as well as the details of this job and career



path. By the end of this lesson, students will be able to investigate weather conditions related to tornadic activity, use evidence to predict the point in time when a tornado touched down, and compare their personal experiences to a career in meteorology. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [The Industrial Revolution | “Impacts of Industrialization on Workers”](#)

In this lesson about the Industrial Revolution, students will begin by observing photographs of factory workers and analyzing primary sources to make inferences about working conditions during the Industrial Revolution. Based on the information they gather, students will write a letter protesting working conditions they feel are unjust. As an extension, students will view a video interview with Oklahoma State AFL-CIO President Jimmy Curry and explain how labor organizations advocate for workers' rights historically and currently. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [The Progressive Era in Oklahoma | “Progressivism, Organized Labor, and Oklahoma’s Constitution”](#)

After analyzing primary and secondary sources, students will describe the impact of the progressive and labor movements on the creation and ratification of the Constitution of the State of Oklahoma. Then, to extend their learning, students will view a video interview with AFL-CIO President Jimmy Curry and collaborate to explain how labor organizations advocate for workers' rights, both historically and currently. By the end of this lesson, students will be able to describe the progressive and labor movements and explain how those movements influenced the creation of Oklahoma's constitution.

### [Measures of Central Tendency | “Soccer and Statistics”](#)

This lesson gives a sneak peak inside a professional athletic organization to see how its employees use statistics to make an impact on their team’s play. Students will analyze data related to measures of central tendency and use data to build a fantasy team or make a player trade. By the end of the lesson, students will be able to calculate measures of central tendency (mean, median, and mode) for a set of data, create arguments based on measure of central



tendency calculations, and describe how math is used in the work of sports professionals. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [Get a Life | “The Benefits of Postsecondary Education \(PSE\)”](#)

This lesson focuses on scaffolding the use of the Get a Life college and career simulation game in the classroom, specifically targeting career awareness in middle school students. Participants will play the game and experience classroom activities designed to process the gameplay and facilitate discussion about how salary, education level, and career/life satisfaction intersect.

### [The Media and the Abolitionist Movement | “Using Media to Inform Public Opinion”](#)

In this lesson about the use of media to inform public opinion and affect social change, students will begin by viewing two short interviews, then reflect on their beliefs about the role of journalism in a democratic society. Next, students will analyze 19th-century media by reading excerpts from speeches and newspaper editorials by leading abolitionists—Frederick Douglass and William Lloyd Garrison. Working in groups, students will use evidence from their document analysis to complete a chart showing how abolitionists used the media to fight for the end of slavery. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [Literary Analysis: Characterization | “We’ve Got Character!”](#)

How do authors develop characters? How do readers recognize a character through their thoughts, actions, and emotions? This literary analysis lesson will examine literary characters, invite students to consider the literary "anatomy" of a character, and find textual evidence that showcases characterization. The lesson will incorporate references to characters in popular media and can be used alongside one of two class novels, "Dreamland Burning" or "To Kill a Mockingbird."





### [Ganges River Pollution | “What’s in Your Water”](#)

In this lesson on the importance of clean water as a natural resource, students will begin by observing a polluted water source within a United States community. Next, students will explore the significance of the Ganges River and the political and religious issues that impact the ongoing struggle to maintain this important water resource for the people of India. Then, students will watch a video interview to learn how clean water issues relate to state and local communities before extending their learning with a writing activity to connect the importance of clean water to their personal lives. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### [Cherokee Sovereignty and Actions of the U.S. Government | “Worcester v. Georgia”](#)

Students will analyze the "Worcester v. Georgia" United States Supreme Court case, then work together to summarize and categorize actions that protected the sovereignty of the Cherokee Nation or undermined it. To extend knowledge, students will watch a video of a judge discussing the powers of the judicial branch, then students will participate in a Four Corners activity evaluating President Jackson's decision to ignore the Supreme Court's ruling in "Worcester v. Georgia." Finally, students will revisit the activity from the beginning of the lesson and create a paragraph summary of what they learned, using important terms from the lesson.



## CAREER AWARENESS ACTIVITIES

### [Career Expo Bingo | “Bingo! I’ve Found My Career”](#)

Do you remember singing “And Bingo Was His Name-O!” when you were younger? This song was how you learned how to spell the farmer’s dog’s name. In this activity we will be using the game Bingo to learn about new career options! Learning about various careers now will help you decide which one interests you. Even if you already know what you want to be when you grow up, learning about career paths will help you plan your future.

### [Career Cluster Activity | “16 Ways to Survey My Career”](#)

The K20 Center’s GEAR UP program wants to help you explore career options! This career cluster activity will help you think about your skills, personality, and interests to identify which clusters might be a good fit for you. While your interests will likely change over the years, the Career Cluster Survey is a great place to begin your exploration. But the journey won’t end there. You can use what you learn in this survey and apply it to other career activities and exploration.

### [Cluster 1: Agriculture, Food, and Natural Resources | “Putting You in USDA”](#)

Do you ever wonder how the food we eat gets to our tables? You might think about farmers, factories, truck drivers, or grocery stores, but there is another important worker who makes sure our food is safe and ready to eat: the food inspector. When it comes to meat, poultry, and eggs, it is a USDA food inspector that makes sure the food that comes to us is safe and that the animals on farms are being treated as they should be. How does someone become a USDA inspector? What kinds of work do they do? These activities will help you understand the skills needed for a career as a USDA inspector and see if this work might be a great fit for you!



### [Cluster 2: Architecture and Construction | “Building Your Future”](#)

Have you ever wondered what it would be like to design the layout for a room or building? This career cluster activity will introduce you to the world of architecture. You will learn about building types, design a small space, watch a career talk by a professional in this field, and gauge your interest in this career.

### [Cluster 3: Arts, A/V Technology, and Communication | “Art for All”](#)

Do you enjoy painting, chalking, drawing cartoons, or creating digital artwork? Are you unsure what careers these interests can lead to? If so, you’re not alone! It’s a common myth that art is only a hobby. In reality, there are many career opportunities that people with creative skills can pursue, including painting, graphic art, set design, animation, and illustration. This activity will help you learn more about careers in art and how to set yourself up for success on the path to those careers!

### [Cluster 4: Business Management and Administration | “Picture Your Startup”](#)

Have you ever thought about how cool it would be to run your own business? With creativity and drive, you can be an entrepreneur: a person who creates, organizes, or operates a business. Running a business can be enjoyable and rewarding, but it also requires lots of planning and hard work. Along with getting to do fun things like naming your company, picking out products, and possibly designing your business space, you also need a solid plan for how your business will succeed. With so many small businesses out there, you must decide what will make your company shine.

### [Cluster 5: Education and Training | “Arti-Facts”](#)

Have you ever walked through a museum and wondered, “How did this stuff get here?” The world has so much art and so many artifacts. Who decides how much of it goes into the museum? Who decides which items are displayed? What is on the little cards by each exhibit and who writes them? Museum curators are the people who help to decide what items you see when you walk into a museum and what you will learn. It sounds like they have a lot of power, but they work hard, too. These activities will give you a chance to see a little bit of what life is



like as a museum curator and educator. If you are the kind of person who is curious about your world and likes to share the things you learn with others, this may be the job for you!

### [Cluster 6: Finance | “Show Me The Money!”](#)

Do you find that, when you’re hanging out with your friends, they are always asking you for advice on how to save their money or how to find the best deals on the things they like? If so, a career as a personal financial advisor may be the one for you! In this career exploration activity, you'll learn what financial literacy means and how to budget your own personal expenses, playing the online game "Mind Your Own Budget" through the K20 Center's game portal. You'll also lend your own expertise to students like you who strive to make good financial decisions. Finally, you'll listen to an interview with a professional financial advisor to learn what your own career as a financial advisor might be like.

### [Cluster 7: Government and Public Administration | “Budgeting Your City”](#)

Learning and understanding how cities budget their spending and plan for upcoming fiscal years is important not only to those within the Government and Public Administration career cluster but to all people. City budgets affect everyone who lives in that city, so knowing how your local government is spending money is important. In this activity, you’ll look at Oklahoma City's spending versus budgeting and make comparisons. You’ll also create your own budget based on last year’s spending and other real-life situations.

### [Cluster 8: Health Science | “Operation: Pre-Med”](#)

Have you ever wondered what it takes to be a student of medicine? It may seem difficult to think about something as far in the future as medical school or even a “pre-med” program (the classes you take in college that prepare you for medical school). This activity will help you learn more about pre-med programs and how to set yourself up for success on your pre-med journey, including what high school classes to focus on, how you can get admitted to a pre-med program, what to expect in pre-med classes, as well as other related postsecondary (that is, beyond high school) opportunities that exist!



### Cluster 9: Hospitality and Tourism | “Oh, The Places We’ll Go!”

Do you enjoy traveling, learning about new places, and helping people? If these are qualities that describe you, a career as a travel agent might be for you! A career in hospitality gives you the opportunity to meet the needs of guests with kindness and goodwill, which is why this career falls under the Hospitality and Tourism career cluster.

### Cluster 10: Human Services | “Superheroes in Disguise”

Would you like to have a career that lets you help others and make a difference? Social workers have been doing this for more than 100 years, and it continues to be a much-needed job. In this activity, students read about the skills needed to be a social worker and the different career pathways available to social workers. You will complete an activity about the most difficult and most rewarding parts of social work. Then, you’ll play the role of a school social worker by creating a Calm Down Corner. Finally, you’ll watch an interview with a social worker in Oklahoma who currently works in the field as a therapist.

### Cluster 11: Information Technology | “Scratch That, Let’s Code”

The following activities guide you through writing your first code. As you work through the activities, remember that coding is about trying different solutions and making changes until the code works the way you want. Don’t worry if you don’t get it right the first time—computer programmers rarely do. Just keep trying until you find a solution that works!

### Cluster 12: Law, Public Safety, Corrections, and Security | “This Job is on Fire”

Have you ever wanted to know what it takes to be a firefighter? You’re not the only one! Many people see firefighters on television or in movies and assume that all it takes is plenty of time at the gym. While strength is an important aspect of the job, the knowledge and technical skills required are equally important. This activity is intended to help you understand the physical and academic requirements that you need to meet in order to become a firefighter.



### Cluster 13: Manufacturing | “Bring the Bling”

What do jewelers do? How do they learn their craft? This series of activities will help you better understand the skills needed for a career as a jeweler. Jewelers have a variety of opportunities to work for companies creating new designs and making repairs, or to work for themselves crafting custom pieces for clients. Jewelers are creative, detail-oriented problem-solvers who work with specialized tools to create wearable art. These activities will help you better understand the work that jewelers do and consider whether this is a career that might be a great fit for you!

### Cluster 14: Marketing | “Marketing Your Future “

Are you a creative person who can problem solve and come up with ideas? Marketing might be the career for you. Marketing careers are great for people who love to help others and understand their needs in the form of products or services. A career in marketing requires you to be able to sort through and analyze data to make the best decision for customers.

### Cluster 15: Science, Technology, Engineering, and Mathematics | “Chain Reaction”

Workers in STEM fields provide research and services related to science, technology, engineering, and math. Those in this field gather and examine information, solve problems, and apply their findings. One such career that falls into this cluster is chemical engineering. In this activity, you will explore the many facets of chemical engineering, from building items to mixing solutions to solving problems. You will watch an interview with a real-life chemical engineer, engineer your own car, and mix your own chemical solution.

### Cluster 16: Transportation, Distribution, and Logistics | “Air Fair!”

How does someone become an airplane pilot? What kinds of work do they do? How do they keep planes up in the air and get them where they need to go? This series of activities will help you to better understand the skills needed to be a pilot and to see if this career might be a great fit for you! Airplane pilots fly both people and cargo all over the world. Some even work as drone pilots. Airplane pilots are detail-oriented problem solvers who can work well under



pressure. The need for pilots is expected to increase over the next 20 years, so if you become a pilot, you may find yourself in high demand.