

Getting Organized



Matt's Monday

7:00 a.m. Matt rolled over, rubbed his eyes, and looked at the clock on his bedroom wall. It was 7:00! He knew the bus came at 7:30, and he had to get totally ready by then! As he grabbed a cereal bar from the kitchen cabinet, his mom said, "I thought you were up long ago, Matt! You'd better hurry." Before he ran out the door, he raked the books and papers off his desk into his backpack.

8:30 a.m. Science was the first class of the day, and it was Matt's favorite. "Please hand in your worksheet on the solar system," Mrs. Lang said. Matt's eyes grew big as he gulped; his worksheet was on the kitchen table where he left it last night. "Remember," Mrs. Lang added, "late homework is an automatic deduction of one letter grade for each day." For the rest of the period, Matt took notes in his math notebook; he had accidentally left his science notebook in his locker.

11:30 a.m. Finally, it was lunch. Matt's stomach had growled all the way through third period. But wait! He hadn't had time to pack a sandwich, and in the morning rush, he had forgotten to ask for lunch money. Matt talked his friend Rachel into another loan, but she looked rather irritated since he'd asked her for a loan last week too.

2:00 p.m. A test?! Matt thought the English test was tomorrow, not today. When Mr. Franklin had informed the class of the test, Matt thought he'd surely remember something so important. Matt did the best he could. He remembered a lot of the stuff on the test, but he knew he was missing quite a few questions because it was not fresh in his mind.

4:00 p.m. Matt learned it's hard to play basketball when your shoes are three sizes too small. He showed up to practice with everything except the correct shoes. Coach let him borrow a pair someone had left in the gym last week. He had meant to get his shoes out of the garage this morning, but it just slipped his mind.

11:30 p.m. Matt had just beaten the Celtics on his PS2 video game—a great way to end the day! "Wow, I sure am sleepy," he commented as he yawned. "Well, I hope I wake up on time tomorrow," Matt thought as he rolled into bed and drifted off to sleep.

So what do you think about Matt's day?

You probably noticed that Matt has some problems with organization and scheduling. Have any of these things ever happened to you? What are four things that Matt could do to improve? Circle the two you think are most important.

1. _____
2. _____
3. _____
4. _____

What is your schedule like?

Use the following blanks to record what a typical weekday is like for you. Include after-school activities and what you do in the evening (homework, supper, TV, etc.).

6:00 a.m. _____	4:00 p.m. _____
7:00 a.m. _____	5:00 p.m. _____
8:00 a.m. _____	6:00 p.m. _____
9:00 a.m. _____	7:00 p.m. _____
10:00 a.m. _____	8:00 p.m. _____
11:00 a.m. _____	9:00 p.m. _____
12:00 p.m. _____	10:00 p.m. _____
1:00 p.m. _____	11:00 p.m. _____
2:00 p.m. _____	12:00 a.m. _____
3:00 p.m. _____	

What are three improvements you could make to your organization or schedule?

1. _____
2. _____
3. _____

Using a Calendar

It's amazing the difference that using a calendar can make. Here are some tips for using your personal calendar:

- Write down the homework you need to do for each day.
- Record due dates for projects on your monthly and weekly calendar.
- Record test dates on your monthly and weekly calendar.
- When working on a big project, break it down into steps (ask your parents for help well in advance).
- Write down after-school activities and practices so that you will know when to pack different clothes and when you might need a ride.
- Block off times for homework early in the evening so that you can be sure to get it done.

Create Your Personal CFNC.org Account

Creating your own account at CFNC.org lets you save the results of your career inventories, your academic plans, and much more. Go to CFNC.org to get started.



Did you know there is such a thing as a professional organizer? If you are really organized, you might consider this career as an option. If you are like Matt, however, you may want to hire one! Go to CFNC.org/MS to learn more about professional organizers.

Challenge Yourself

Have you ever challenged yourself to achieve something you didn't think you could do? How did it feel when you made it happen? Challenging yourself to learn new things, to run faster, or to ace your end-of-grade tests gives you a goal to work toward and pays off for you in big ways!

Jo-Anne Lee Bogner
Olympic Kayaker

At 5'2" and 110 pounds, Jo-Anne Lee Bogner isn't exactly a heavyweight. Not until she climbs into a kayak, anyway. The former U.S. National Whitewater Slalom team member has proven that she can hold her own against some of the world's toughest rapids.



“The real key to learning is practice and persistence,” says Jo-Anne. Read more about Jo-Anne at CFNC.org/MS.

Jo-Anne Bogner and other successful athletes have to develop good habits. A habit is something you do over and over again. Take a look at some of these habits—circle the ones you think are best for an athlete.

Eat lots of junk food

Exercise every day

Eat healthy snacks

Stay up late at night

Play hours of video games each day

Watch a video program of their sport

Challenge yourself to develop good habits in middle school. Good habits can take you far in school, sports, and anything that you want to excel in. For example, developing strong study and work habits in middle school will make it easier to get good grades in high school.

Building Good Habits in 6th Grade:

1. Do your homework—all of it!
2. Use your calendar to keep track of assignments, projects, tests, etc.
3. Keep the work for each subject (math, language arts, computer, etc.) together in one folder.
4. Read for fun!
5. Participate in activities for fun, too! Art, music, sports, and volunteer work can all build good habits.
6. Write your own: _____

Why work hard to earn good grades now? You're only in the 6th grade; your high school and college years are far away. What's the big deal? Take a minute to look at this list of why grades are important:

- Grades give your teachers an idea of how well you understand the subject material—a teacher may decide to “reteach” material that students don’t understand.
- Grades tell you how much you understand—a low grade means you need to talk to your teacher to get more help in understanding the assignment OR it may mean you need a better study plan!
- Grades give the school an idea of how well students understand the learning objectives for 6th grade—and if they are ready for the challenges of 7th grade.
- Grades can be used to place you in classes for next year.

OK, it sounds like grades are important. How do teachers figure out your report card or progress-report grades? No mystery here; let’s look at Jared’s science grade to get the scoop.

Jared’s Science Grades – 1st Quarter

- 95 worksheet 1
- 85 quiz 1
- 84 notes, chapter 1
- 78 project
- 88 test 1

School Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

430 DIVIDED BY 5 TOTAL GRADES = 86% OR A LETTER GRADE “B” IN MOST SCHOOLS!

Great work, Jared! To get this, the teacher added up all of Jared’s grades and divided by the total number of grades. Most teachers will weight certain assignments, meaning that some (usually tests or big projects) will count more than other smaller assignments. You can figure out your grade anytime—your teachers can help!

Now You Try

Below are the grades Jared earned for each of his assignments and tests for the 2nd quarter. See if you can calculate his final 2nd quarter grade.

Jared’s Science Grades – 2nd Quarter

- 93 worksheet 2
- 87 quiz 2
- 90 notes, chapter 2
- 95 test 2

_____ DIVIDED BY ___ TOTAL GRADES = _____ % OR A LETTER GRADE OF _____

How Did They Get There?

Have you ever wondered what different people had to do to get into their careers? The three stories below give you a behind-the-scenes look at the education and experiences of a nurse, a veterinarian, and a chef.



Chris always knew he wanted to be a nurse. His mother and grandmother were nurses and he could see how much they enjoyed helping people. Even as a child, Chris loved science and often used a microscope his grandmother gave him to study organisms and plant material. When he was in middle school, he told his school counselor about his plan to be a nurse. Even though nursing is a nontraditional career for men, his school counselor helped him plan his high school courses by making sure that Chris took challenging math and science classes. Chris knew he made the right decision when he volunteered at a local clinic during the summer after high school graduation. He completed a two-year Associate Degree in Nursing (ADN) at Surry Community College and then went for two more years at Gardner-Webb University to earn a Bachelor of Science in Nursing (BSN). He is now an emergency room nurse in Elizabeth City.



When Amy was a little girl, she loved animals. She knew she wanted to work with animals in some way, whether it was riding horses, or raising animals, or becoming a veterinarian. Amy just wasn't sure what direction to take. When she started high school, she decided to work during the summer at her local veterinarian's office. She wasn't old enough to get paid, but she was able to clean cages and groom animals, and watch the vet techs and veterinarians do their work. She was hooked. Amy learned that she would have to work really hard in math and science classes because they weren't her favorites, but her math teacher agreed to tutor her after school to make sure she had a strong background. After high school, Amy went to NC State University and graduated with a four-year Bachelor of Science (BS) degree. After that, she attended college for four more years to earn a professional degree in veterinary medicine (DVM). Amy joined a veterinary practice in her hometown of Eden.



Denise got a Betty Crocker Easy-Bake Oven when she was seven years old, and that sparked her love for cooking. She bugged her family for recipes and was eager to try new things. Everyone told her she should be a chef when she grew up. As a high school student, Denise even made birthday cakes for extra spending money. While Denise liked the idea of becoming a chef, she decided to get a job at a local manufacturing plant after high school graduation. She enjoyed her work at the plant, but when the plant closed several years later, Denise became unemployed. She decided this was another opportunity to work toward becoming a pastry chef. She attended Johnson & Wales University for a two-year Associate's Degree in Baking and Pastry Arts. Now she has a successful catering business, which she runs out of her home near Charlotte.

Get started on your own career journey by creating your account at [CFNC.org](https://www.cfnc.org). Go to [CFNC.org/MS](https://www.cfnc.org/MS) to begin. You can learn more about yourself, careers, and the education you will need for your future.

Make the Match

Draw a line between the person's name and the path each took to his or her career.



Denise



Chris



Amy

**Middle School
High School
2 years (Associate's Degree)
2 more years (Bachelor's Degree)**

**Middle School
High School
Work
2 years (Associate's Degree)**

**Middle School
High School
4 years (Bachelor's Degree)
4 more years (Professional Degree)**

A lot of the time, we just think about what we are doing today, tomorrow, or next week. Sometimes it is hard to think about what we want to do next year or several years from now. To help you get started on thinking about the future, do these simple exercises below:

What year will you finish middle school? _____ How old will you be? _____

What year will you graduate from high school? _____ How old will you be? _____

What year will you graduate from college if you go right after high school and get a:

Two-year college degree? _____ How old will you be? _____

Four-year college degree? _____ How old will you be? _____

Now go online to **CFNC.org/MS**. Follow the link to view careers. Pick two careers you find interesting and record the education you would need for that career:

Name of Career:

Education Needed:

Name of Career:

Education Needed:

The World of Careers

Quick! Think of five careers and write them in the spaces below:

How well did you do? Now imagine if someone had asked you to name 2,000 careers!

There really are thousands of career options for you, and they change every year. Have you ever thought about how many different jobs are in your own school? Use the spaces below to record how many different jobs you can think of just at your school:

Look at the bottom of the page for some possible answers.

Career Clusters

A career cluster is a group of jobs that are similar to each other. There are 16 career clusters.

Step One: Read the names of the career clusters on the next page and circle any jobs that look interesting to you.

Step Two: Look at the list of five jobs below and see if you can guess the career cluster they belong in. Write the names in the blanks on the next page.

1. Cartoonist
2. Helicopter Pilot
3. Politician
4. Electrician
5. Teacher

Answers: teacher, principal, computer technician, librarian, nurse, secretary, maintenance worker, cook, counselor, coach, psychologist

Name of Career Cluster	Examples of Jobs
Agriculture, Food, and Natural Resources	Dolphin Researcher, Forestry Technician, Zookeeper
Architecture and Construction	Carpenter, _____, Landscape Architect
Arts, Audio-Video Technology, and Communications	Actor, _____, Surfboard Designer
Business, Management, and Administration	Accountant, Secretary, Wedding Consultant
Education and Training	Coach, _____, School Counselor
Finance	Bank Teller, Financial Planner, Stockbroker
Government and Public Administration	FBI Agent, _____, Urban Planner
Health Science	Audiologist, Massage Therapist, Pharmacist
Hospitality and Tourism	Bed and Breakfast Operator, River Rafting Guide, Travel Agent
Human Services	Cosmetologist, Music Therapist, Wigmaker
Information Technology	Computer Animator, Multimedia Designer, Video Game Tester
Law, Public Safety, Corrections, and Security	Animal Control Officer, Crime Scene Technician, Paralegal
Manufacturing	Cabinet Maker, Machinist, Welder
Marketing, Sales, and Service	Athletic Shoe Designer, Image Consultant, Toy Buyer
Science, Technology, Engineering, and Mathematics	Anthropologist, Geologist, Perfumer
Transportation, Distribution, and Logistics	Air Traffic Controller, _____, Trucker

Find out much more about Career Clusters and jobs; go to CFNC.org/MS for a link to more information.

Why People Work

Have you ever thought about why people work? Read what these three people said about their reasons for working. See if you can match their answers to the reasons on the right by drawing a line between them.

"I have always liked to experiment with new things and the challenge of flying."

Jon, Test Pilot

"My job allows me to help families find good pets, and pets find new homes."

Terri, Animal Shelter Assistant

"I'm thankful that this job helps me afford a nice home and the other things my family needs."

Lebron, Accountant

Help Others

Earn Money

Do Something Enjoyable

Who Am I?

Have you ever met anyone EXACTLY like you? You've probably met people similar to you, but no one is exactly like you. An important part of middle school is learning more about who you are. It can help you learn more in school, discover fun activities, and plan for what you want to do when you grow up!

Your Personality

Write your name in the space provided:

Now, use your other hand to write your name:

Was using one hand easier than the other? How did it feel to use your other hand to write your name?

Using your right or left hand was not right or wrong; it was different. Personality is not right or wrong either; people are just different.



personality (n.):

the combination of characteristics or qualities that form an individual's distinctive character.

The New Oxford American Dictionary, 2nd ed., 2005

If you were asked to describe your personality, what would you say? Write your response here:

Just for fun, read both statements below and circle the one that describes you best. There are no right or wrong answers.

<input type="checkbox"/> I find it easy to talk to new people.	OR	<input type="checkbox"/> I usually wait for new people to talk to me.
<input type="checkbox"/> I like to get a group of friends together to hang out.	OR	<input type="checkbox"/> I just like to hang out with one or two friends at a time.
<input type="checkbox"/> I get bored and restless when nothing is going on.	OR	<input type="checkbox"/> I enjoy quiet time reading, listening to CDs, or playing a video game.
<input type="checkbox"/> Sometimes I speak before I think.	OR	<input type="checkbox"/> Sometimes I think things, but don't say them out loud.
<input type="checkbox"/> I feel comfortable sharing personal information.	OR	<input type="checkbox"/> I like to keep personal stuff to myself.
<input type="checkbox"/> I like a fast pace and do more than one thing at a time.	OR	<input type="checkbox"/> I like a slower pace and do one thing at a time.

What do your answers mean?

One part of your personality has to do with whether you are an extravert or an introvert. If most of your checks are on the left, you might be “extraverted.” Extraverted people like talking and spending time with other people. If most of your checks are on the right, you might be “introverted.” Introverted people like to spend time alone or with one or two close friends.

Some careers are more enjoyable if you are an extravert, whereas some are more enjoyable if you are an introvert. Look at the careers below and think about which type of person would enjoy that career more—an extravert or an introvert. Write an “E” or “I” in the blank next to the career. Some of these are debatable; compare your answers to your classmates’:

Fundraiser _____

Teacher _____

TV talk show host _____

Librarian _____

Salesperson _____

Writer _____

Computer programmer _____

Your Learning Style

Another way that you are unique is in the way you learn. It’s important to know how you best learn, because you will often need to take extra steps to make sure you understand new things. For example, LaTisha was a 6th grade student who always struggled in science. She listened in class and read her assignments, but things still weren’t going well. Her teacher suggested that she highlight the difficult sections of her book and discuss these each week with other students. LaTisha discovered that she learned best when she talked things through with other people.

Circle the statements below that you agree with:

It is hard for me to think when there is noise.

I like to learn something new by talking rather than reading about it.

When I really have a lot of studying to do, I like to work alone.

I remember things best when I study them first thing in the morning.

I learn better by doing than by reading or listening.



Make a Journal Entry

Go to CFNC.org/MS for a link to “Your Portfolio”. You can keep track of all kinds of things throughout middle and high school in “Your Portfolio”, including ideas and thoughts. Click on “Your Journal” and make a few notes about what you have learned about yourself today. Include any areas where you would like to make changes (for example, how you study).

Take It Home

Take this activity home today to a parent or other important adult. Ask them about your personality and tell them what you learned today about who you are and how you learn.

Your Interests and Your Future

Have you ever stopped to think about how your interests and preferences impact what you do each day? They impact what you eat for breakfast, what you talk about with your friends, what you do with your free time, the things you read, and so much more.

Take a minute to answer a few questions about your interests:

What are your top two favorite school subjects? _____

What kinds of pictures, photos, and decorations do you have in your bedroom? _____

What is your favorite Internet site? _____

What kind of books do you like to read? _____

What is your favorite activity? _____

The answers to these questions are unique to YOU. Learning more about your personal interests and preferences can be really helpful as you explore what you want to do in the future. Among the thousands of career opportunities, there are some that might be a better fit for you based on your individual interests. Can you imagine being a surgeon who faints at the sight of blood? Can you imagine being a pilot who doesn't like heights?

Circle the careers in this group below that might match your interests:

Cabinetmaker
Police
Video Game Designer
Doctor
Receptionist
Mathematician
Painter
Electrician
Musician
Teacher
Inventor
Oceanographer
Meteorologist
Architect
Nurse
Car Designer
Sports Scout
Tour Guide
Pilot
Dolphin Researcher
Hair Stylist
Officer
Electrical Engineer
Paramedic
Auto Technician
Orchestra Conductor
Coach
Dietician
Chef
Artist
Small Business Owner
Writer

Write in your own: _____

Why do you think the ones you circled might be a good fit for you? How do they relate to your interests?

Try the Career Finder

Learn more about your interests and get ideas for careers by using the Career Finder at CFNC.org.

Go to CFNC.org/MS for a link.

Once you open the Career Finder, look on the left-hand side of the page under “My Characteristics” and click on “Interests.” Read the descriptions, check the ones that apply to you, and view your matching careers. Click on any of the career names to learn more about that particular career, including what kind of work it involves, the money you could make, its future outlook, what education you would need, and more.



Career	Education Required	Money/Outlook	Interesting Fact
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Sukh's Blog

Who is Sukh?
Sukh is a special education teacher and individual coach who inspired the "Lion" for a teaching position.

May, 2008

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SUKH'S WORK

Forced to run the Land of the Midnight Sun
May 20, 2008
Signed to writing about and the sun is staying up and night. It's a pretty (wonderful) world here in the Yukon.

It's hard to sleep because I have so much energy from the daylight in the land opposite of winter. At night, I'm always thinking for manufacture energy or could be productive. It's not a problem for me energy now.

Wonderful world really with the good nights. The Canadian Open we opened were excellent experiences for my major and junior boys tennis. I'm going to be coaching the summer in British Columbia.

School is really relaxed and the kids are mature. We go for hikes and walks during our free time. In the Yukon, you have to take advantage of the good weather when you can have it.

I don't bring back to British Columbia on June 20th I don't mind. It's going to be like a carpal, (Bicy, Conkko, moose, deer, bear and wild horses are all over the place. It has to be done, what about.

It's glad there is still a world that makes the 27-hour drive a bit more interesting. It's the best position for mothers who have to drive along roads to other careers.

Tonight is graduation at my high school. Some of my volleyball kids are graduating. It should be an awesome night for them and all at the start. There's a great group of kids. I wish there the best. Thank you for the blog, but there's a great career!

Sukh's Sports
May 19, 2008

Wow, my trip to the Yukon really was a success. The boys played really hard, and we took out some big teams. Haven't been taking off to the next Canadian open in Calgary. The next tournament is in the winter (15 days).

The beauty of teaching is getting involved in things that you are passionate about in your extra time. Sometimes you have to do something with an individual because they are not doing well. Then

Want to learn more about careers and interests?
Check out some of the blogs at CFNC.org/MS!

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Career Focus

Hopefully, you have been learning about careers and exploring them either in class or on your own. During this activity, you will focus on one career that you are really interested in learning about. If you already know the one you want to focus on, write it in the blank below. If you need to do some research to choose one, visit CFNC.org and write the name of the career below.

Career I'd like to learn more about: _____

Before you go online to do some research about the career you selected, write down what you think a person in this career does on a regular basis, where he or she works, and what education is required.

What do they do? _____

Where do they work? _____

What education is required? _____

The career profiles at CFNC.org have lots of information about each career. Go to **CFNC.org/MS** to get started.

For your chosen career, click on each of the options on the left (What They Do, Money and Outlook, etc.) to answer the questions below.



What They Do

What are three of the most important things that a person in this career does?

1. _____
- _____
2. _____
- _____
3. _____
- _____

Money and Outlook

What are the U.S. national average annual earnings (or range of earnings)? _____

Some career profiles have average earnings for North Carolina or for cities in North Carolina.

What are the average annual earnings for a place near you? _____

What to Learn

What education is needed for someone who wants to be in this career?

Interview

What are two interesting things you learned about this career while reading the interview?

1. _____
2. _____

Get Started

Describe something interesting that you found in this section (associations, links, etc.):

Multimedia

Some career profiles have a video posted on the right side of the page. If your career profile has a video, watch it and briefly describe what you learned.



Did You Know? If you find an interesting career that you would like to save in your My CFNC portfolio, just click "Add to Portfolio" in the left-hand navigation.

Reflections

Now that you've learned more about this career, what are your thoughts?

My School Subjects and Careers

Think for a minute about your three favorite subjects in school. Got 'em? Good. Write them below:

Now think for a minute about the three subjects in school that you do the best in (the ones that come easiest for you). Write them below:

Compare your two lists. Circle any subjects that appear on both lists. Chances are good that at least one and maybe even three subjects made both of your lists. Why? We tend to like the things we are good at, and we are often good at things we like to do.

Look at the subjects below and write a possible good career choice for a person who likes that school subject:

School Subject

Related Career

Math

English

History

Band

Art

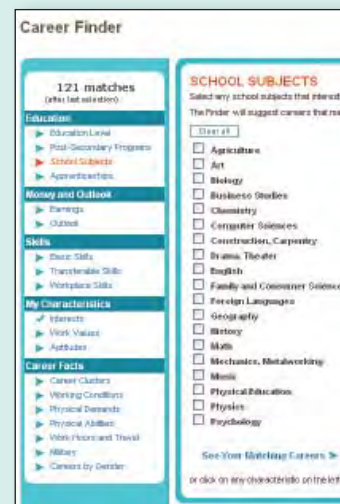
School Subject Match

Go to CFNC.org/MS for a link that allows you to search careers by your favorite school subjects. Click on your favorite subjects and see what careers you find interesting. Write information about those careers in the blanks below:

Name of career

What was most interesting about this career?

What education is needed?



College Majors

Just like you, students in college take courses like English or art, but they also choose a major. A major is a group of related courses. For example, if you major in math, you would take many different types of math courses so that you could become an expert in that area.

Some majors lead to specific careers. A student majoring in nursing, for instance, is usually training to become a nurse. Many majors, however, can lead to numerous different careers. For example, a student majoring in English might become a writer, teacher, editor, or journalist, or enter many other careers.



Have some fun using the Explore Programs and Majors tool at CFNC.org. You can search for any major just by typing it in, or you can browse majors by career cluster. Look at several majors and notice the related careers to the right. Get started by following the link at CFNC.org/MS.

Names of interesting majors I found

Related careers

Will I Ever Use This?

Have you ever sat in a class at school and thought “How will I ever use this in real life?” Well, you will be amazed at how many different ways the math, communication, and decision-making skills you are learning now will help you in the future.

Go to CFNC.org/MS, choose a career profile that has a red symbol next to it, and then click “Real Life Activities.” Read the three real-life situations (Math, Communication, and Decision-Making). Choose one to solve and write your answer below:



Take this activity home today to a parent or other important adult. Share with them what you learned. Did they ever think about any of the careers you find interesting? Do they know someone in a career that interests you? You could interview them to learn more.

Saving is Smart

Jasmine and Karesa had one thing in common: they both got a \$5.00 allowance each week. Their allowance usually came on Friday night, and that's why Jasmine loved Saturdays. She would beg her dad to take her to the mall, where she would usually combine her \$10.00 from babysitting and her \$5.00 allowance to get a CD she heard about that week.

One day Jasmine and Karesa were talking at lunch.



"I just can't wait to get home today," said Karesa. "It's my mom's birthday, and I bought her a new outfit. I think she's going to love it!"

"Oh, that's what I get too," said Karesa. "I started saving two months ago because this gift for my mom was really important to me."



"Well, it must be nice to have the big bucks!" commented Jasmine. "I only get \$5.00 a week for my allowance, and then some babysitting money."

What do you think are the advantages of Jasmine's spending style?

What are the advantages of Karesa's spending style?

In the long run, which spending style do you think is wisest? Why?

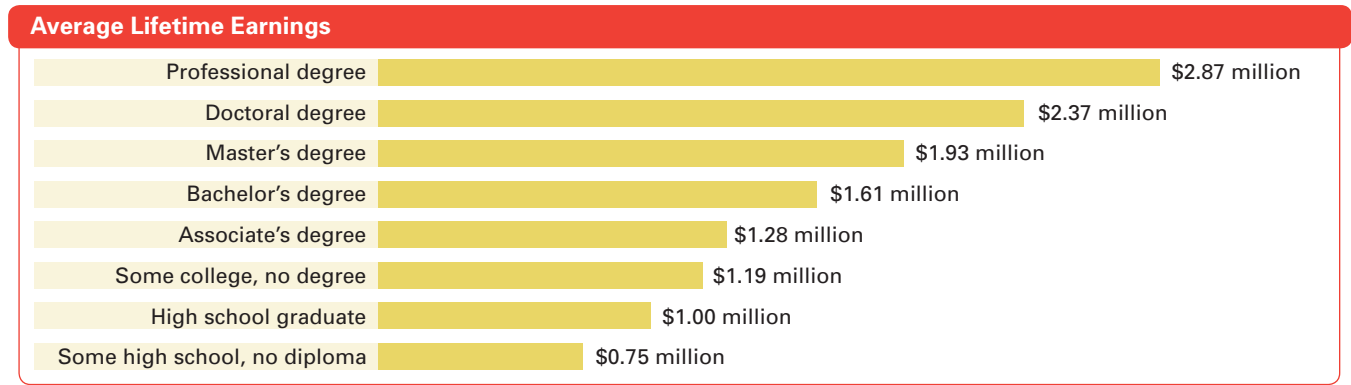
How would you describe your spending style?

Name something that you have planned and saved for:

Saving is Smart

See how many things you can think of that people need to save money to purchase:

The main reason people save to buy something is because the thing they are buying has great value to them. For example, you might save to buy a car because that car will allow you to help your family, get to school, or get to work (where you can earn more money). As you think about things you want to save for, consider the value of education. College allows you to learn new things, help others, get a career you like, and earn money. Look at the chart below and notice the difference in earnings that education can make.



Source: The College Board, *Education Pays*, 2007

Yes, going to college for one year, two years, four years, or more does cost money. The good news is that there is financial aid that helps many students afford it. Also, if you and your family start planning now, you can save money to help pay for college.

Take It Home

Take this activity home today to a parent or other important adult. Tell them what you've learned about saving and see if they have ideas that can help you.

Parents/Guardians: Learn about college costs and ways to save for college at CFNC.org.

Summer Goals

Kelsie really wants to make the 7th grade basketball team next year. It's been her dream ever since she started watching college basketball on TV last winter. To achieve her goal, she will need a plan. Early practices for basketball begin soon after school starts in August. During summer break, Kelsie will have to get off the couch and get busy so that she can improve her basketball skills. Can you think of three things that Kelsie can do during the summer to help her make the team?

1. _____
2. _____
3. _____

Kelsie will be busy trying to make her dream come true, but she'll have time for other fun things too. After a full school year of working hard, it is only natural to be excited about summer break—a vacation from assignments, tests, and teachers.

Summer break gives you a chance to relax some, spend time with your family, or just hang out with your friends. In addition to doing these things, you don't want to forget all the skills you learned in 6th grade, so make time for learning too—you choose how. Consider keeping your brain active by joining a book club at the library or going to a camp to learn something new. You might volunteer to help your family or neighbors on summer projects.

Here are a few ideas for keeping your mind (and body) busy this summer:

Camps	Working and Helping	Other
Algebra Camp	Walk your neighbor's dog	Join (or start) a book club
Arts & Sciences Camp	Ask your parent or guardian for extra summer responsibilities	Learn to skateboard
College for Kids	Volunteer to help family members	Build something
MarineQuest Coast Trek	Tutor a younger brother, sister, or neighbor	Learn to play chess
Young Writer's Camp	Mow or babysit for extra money	Make a scrapbook

Online

Check out the suggestions for volunteering and having fun at CFNC.org. First, go to CFNC.org/MS for a link. Notice that these opportunities are arranged by career clusters. Pick some that are interesting to you, and don't miss the Recreation Experts links on the right side of the page.



What are three interesting volunteering or recreational opportunities you found?

1. _____
2. _____
3. _____

Getting any ideas for your summer yet? See if you can write two goals for this summer and the things you will do to help you reach your goals.

Goal	Things to do
<i>Example:</i> Learn how to fish	Ask my grandpa to take me fishing Get a fishing book from the library Look up fishing tips online
<i>Goal 1:</i> _____	<i>Things to do:</i> _____ _____ _____
<i>Goal 2:</i> _____	<i>Things to do:</i> _____ _____ _____

You don't have to leave home to set and achieve great summer goals.

Try these:

- Exercise 30 minutes each day—ride your bike, take a job, or walk a dog!
- Take a tour of one college a week at CFNC.org.
- Read the newspaper each day—find an article about education or your favorite sports team.
- Keep a daily journal—note events, goals, and successes!

**Intentionally (adv.):
on purpose, deliberately**

You can get a lot more done and have more fun if you do things intentionally, with a goal in mind. Try this: read just 15 minutes a day and see how many pages you can read in a week.