

Unit Topic: Intro to Bridges**Activity Name: Lesson #2, Academy Fact Sheet Q & A Activity**

This lesson plan is a great way to introduce your students to your own Bridges Academy. This lesson can be used as a student advising tool that provides an interactive activity with your students. Together, you and your students, can discuss all the benefits they will have in enrolling in a Bridges Academy or participating in Bridges activities.

Objective/Rationale:

1. Students will be able to understand the various components of their Academy after completing the “Q & A” activity.
2. Students will identify what Academy completion standards are needed to earn a certificate of completion and green honor cord.
3. Students will gain an understanding of the Academy course curriculum, Job Skills, and Career Experiences, Career Options, Job Outlook, and Post-Secondary Programs by completing the Q & A activity.

Time Frame: 50 minutes

Materials:

- [Bridges Academy Fact Sheet, 2-page/2-sided handout](#)
(download & copy from your high school Bridges web page)
- [Bridges Video: What Do You Want to Be When You Grow Up?](#) (2:17 minutes)
- Group-Work Evaluation form, page 3

Directions/Procedure:

1. **PRIOR to the day of the LESSON:** Distribute the Academy Fact sheet to each student as a reading assignment **BEFORE** the class meets next. Direct students to read through both sides/pages of the handout. Have students create five different questions, with five correct answers, from the Academy Fact sheet. Students should be noting key factors of the Academy. Encourage them to create well-developed questions. The questions, along with answers, should be written down on notepaper. Students must bring this assignment to the next class.
2. **Day of the Lesson:** Briefly introduce Bridges Academies to the students either by viewing the Bridges Video (if you have not already), OR by your creating your own intro.
3. After the intro, ask students to take out their Academy Fact sheet, along with their questions/answer on notepaper. Put students in groups of four and have them quiz each other within their groups. Let them know that you will be soliciting some of their questions in a bit, so they should be ready with 1-3 from the group. Assign each group a number—this will be needed for the activity closure.

4. Once groups have completed #3, call on each group to have them toss out a question from their group to the whole class, to get their responses. Work your way around the classroom and be sure to get a variety of questions flowing, making sure each group has contributed at least 1-2 times. Be sure to add your own commentary about your Academy, maybe adding some success stories or experiences of past or current students. Clarify any questions or misleading information as the student's questions are answered.
5. Lastly, collect all the student's questions and answers (by group numbers) and evaluate them accordingly.
6. In the last 5-10 minutes of the class, ask each of the students to complete the Group-Work Evaluation form. Students must complete and submit to you before they are excused. Use this evaluation to gauge students' ability to work as a team.

Resources & References:

- [Bridges Academy Fact Sheet, 2-page/2-sided handout](#)
(download & copy from your high school Bridges web page)
- [Bridges Video: What Do You Want to Be When You Grow Up?](#) (2:17 minutes)
- Lesson plan, Group-Work Evaluation form created by Betsy Picciano

Assessment/Evaluation:

1. Students completed questions/answers to Academy Fact sheet (assign points)
2. Group and class discussions (participation points, group evaluation form)

Extended Assignments:

- Bridges Intro Lessons 1 & 3



Group-Work Evaluation

Name _____

Group # _____

1. Overall, how effectively did your group work together on this assignment?

Poorly Adequately Well Very Well

2. Out of the four group members, how many participated actively most of the time?

None One Two Three All Four

3. Out of the four group members, how many were fully prepared for the activity?

None One Two Three All Four

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.