Name:	
Date:	
Class/Section:	

Performance Task Description:

In order to achieve your personal and career **goals**, you need to reflect on your strengths and **values**. Accomplishing your **goals** requires a clear **vision** and an action plan. Nothing happens by itself. In this task, you will review your strengths and values to develop personal and career-related goal statements. You will also create a **vision** board that articulates those **goals** and the strengths and **values** that you will build upon to make those **goals** real. (A **vision** board is a personal collection of pictures/images, words, and artifacts that inspire positive emotions that represents your **vision** of your future self.)

Goals:

- Understand how your individual strengths and **values** influence your personal and career **goals**.
- See the importance of creating a **personal brand** and **vision** for the future.
- Learn that tools like a **vision** board will increase the chances of reaching your **vision.**

Essential Questions:

- How will I use my knowledge of self to take steps towards my personal growth?
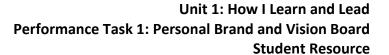
Directions:

Step 1: Take a Self-Assessment
1. Take the online self-assessment to help identify your personal strengths and **values**.
2. Reflect on your strengths and **values** and how those tools will help you accomplish your future **goals**.

Step 2: Create a Personal Goal Statement and a Career Goal Statement
1. Develop a personal goal statement and a career goal statement along with tools that would help you achieve those goals. Tips for goal setting
    o Be specific.
    o Do not limit your goals because you are unsure how you will achieve them.
    o Write the goal in the present tense.
    o Write goals for you—not others.
2. Develop an overarching vision statement that describes your future.

Step 3: Create a Vision Board
1. Create a vision board using artifacts from your self-assessment, personal brand exercise, learning styles exercise, leadership exercise, and other resources collected during the unit. These artifacts can include research on potential careers and personal interests and reflections on your strengths and values. You will include both your personal and career **goals** statements in the **vision** board and you may use pictures, images, quotes, or other artifacts that inspire you and/or help to represent your personal and career **goals.**
2. Identify people in your life that are inspirational in relation to your personal and career goals. You may also identify programs or projects that support your vision of your future self. Include these in your vision board.

Directions:
3. Include your personal and career **goal** statements, and you may add motivational "affirmation" words that represent who you want to become.   4. Present your personal and career **goal** statements to a small group of classmates and briefly discuss how your **vision** board represents those **goals.**
Resources:
• Rubric

Student Name: _____   Date: _____   Section #: _____

Teacher Rubric Unit 1 PT1

Unit 1 Performance Task 1: Personal Brand and Vision Board Rubric and Checklist

Prerequisite skills:

1. The vision board includes a personal goal.	Yes	No
2. The vision board includes a career goal.	Yes	No
3. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, values, etc.).	Yes	No

Relational skills and Personal Attributes:

4. The student demonstrates effective teamwork habits.	Yes	No
5. The student demonstrates a positive work ethic, including a positive attitude.	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The vision board demonstrates all of the requisite skills, including • critical thinking • creativity • ability to plan well • ability to organize ideas well	The vision board demonstrates some of the requisite skills, but does not demonstrate the skill checked: ☐ critical thinking ☐ creativity ☐ ability to plan well ☐ ability to organize ideas well	The vision board does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	
Career Navigation Skills	The vision board conveys a strong awareness of the student's personal strengths, skills, and opportunities for	The vision board conveys a developing awareness of the student's personal strengths, skills, and opportunities for	The vision board does not sufficiently convey awareness of the student's personal	

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Communication Skills	Student clearly demonstrates all of the following communication skills: • communicating verbally to complete the required tasks • through writing and design communicate the goals and the strengths and values that the students will build upon to make those goals real • present the vision board in a compelling manner to a small group of classmates skills, and opportunities for growth.	Student demonstrates some communication skills required for successful participation in a team, but does not demonstrate the following: ☐ communicating verbally to complete the required tasks ☐ through writing and design communicate the goals and the strengths and values that the students will build upon to make those goals real ☐ present the vision board in a compelling manner to a small group of classmates growth, but the board needs to better portray the student's self-awareness.	Student does not demonstrate enough of the requisite effective communication skills. strengths, skills, and opportunities for growth.

NOTES:

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Student Name: ___ Student Example 1 ___   Date: _____   Section #: _____

Unit 1 Performance Task 1: Personal Brand and Vision Board Rubric and Checklist

Prerequisite skills:

1. The vision board includes a personal goal.
2. The vision board includes a career goal.
3. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, values, etc.).

Relational skills and Personal Attributes:

4. The student demonstrates effective teamwork habits.
5. The student demonstrated a positive work ethic, including a positive attitude.

			Yes	No
			Yes	No
			Yes	No
			Yes	No
			Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The vision board demonstrates all of the requisite skills, including • critical thinking • creativity • ability to plan well • ability to organize ideas well	The vision board demonstrates some of the requisite skills, but does not demonstrate the skill checked: ☐ critical thinking ☐ creativity ☐ ability to plan well ☐ ability to organize ideas well	The vision board does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	The vision board demonstrates this student's requisite skills, but it is unclear which statement is the career goal and how this student plans to get there.
Career Navigation Skills	The vision board conveyed a strong awareness of the student's personal strengths, skills, and opportunities for growth.	The vision board conveyed a developing awareness of the student's personal strengths, skills, and opportunities for growth, but the board needs to better portray the student's self-awareness.	The vision board did not sufficiently convey awareness of the student's personal strengths, skills, and opportunities for growth.	The vision board conveys the student's interests, but her strengths and opportunities for growth are unclear.

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Communication Skills	Student clearly demonstrates all of the following communication skills required for successful participation in a team: • communicating verbally to complete the required tasks • through writing and design communicate the goals and the strengths and values that the students will build upon to make those goals real • present the vision board in a compelling manner to a small group of classmates	Student partially demonstrates the communication skills required for successful participation in a team by meeting the following indicators: ☐ communicating verbally to complete the required tasks ☐ through writing and design communicate the goals and communicate the goals and the strengths and values that the students will build upon to make those goals real ☐ present the vision board in a compelling manner to a small group of classmates	Student does not demonstrate enough of the requisite effective communication skills.	This student demonstrated strong communication skills throughout this project and during her presentation.

NOTES:

Overall, this is an example of a vision board from an 8th grade student. The vision board demonstrates this student's requisite skills, but it is unclear which statement is the career goal (does she want to be a professional dancer or in a profession that helps others?) and how this student plans to get there.

The vision board conveys the student's interests, but her strengths and opportunities for growth are unclear.

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Name:	
Date:	
Class/Section:	

Performance Task Description:

In order to achieve your personal and career **goals**, you need to reflect on your strengths and **values**. Accomplishing your **goals** requires a clear **vision** and an action plan. Nothing happens by itself. In this task, you will review your strengths and values to develop personal and career-related goal statements. You will also create a **student success plan** that articulates those **goals** and the action steps you will take to achieve your **goals**. (A **student success plan** is a planning tool that includes your **goal** statements, **action steps**, and the identification of obstacles and supports that you may encounter in reaching your **goals**.)

Goals:

- Understand how your individual strengths and **values** influence the **action steps** you will take to achieve your personal and career **goals**.
- See the importance of using a planning tool to take actions and identify obstacles and supports to help achieve your **goals**.
- Learn that tools like a **success plan** will allow you to be proactive in isolating the steps needed to reach your **goals.**

Essential Questions:

- How will I use my knowledge of self to take steps towards my personal growth?
- What do effective people do to identify and overcome obstacles in their personal life or career?
- How will I use my strengths and values to help shape my future self?
- What are my values and career aspirations?
- How do I learn best, and how can I apply these skills to improve my future self?
- What is my leadership style and how do my leadership characteristics help me to achieve my personal and career goals?

Directions:

Step 1: Complete Your Personal Goal Statement
1. Write your personal **goal** statement.
2. Identify at least three action steps that are required to achieve your personal **goal**; remember to be specific.
3. For each **action step**
    - Identify any potential obstacles that may prevent you from reaching your **goal**.
    - Identify any potential supports that you have in place to achieve this **goal.**
    - Write one or two sentences describing how you will resolve any potential barriers if the obstacle does arise.

Step 2: Complete Your Career Goal Statement
1. Write your career **goal** statement.
2. Identify at least three action **steps** that are required to achieve your career goal; remember to be specific.

Directions:

3. For each **action step**
   - Identify any potential obstacles that may prevent you from reaching your **goal**.
   - Identify any potential supports that you have in place to achieve this **goal.**
   - Write one or two sentences describing how you will resolve any potential barriers if the obstacle does arise.

Step 3: Develop a Course Goal Statement
1. Write a course **goal** statement that identifies what you hope to accomplish during this course to further your personal and career **goals.**
2. Identify at least three **action steps** that are required to achieve your course **goal;** remember to be specific.
3. For each **action step**
   - Identify any potential obstacles that may impact this **action step**.
   - Identify any potential supports that you have in place to achieve these **action steps.**
   - Write one or two sentences describing how you will resolve any potential barriers.

Step 4: Reflection
1. Write two or three sentences reflecting on how you will apply your skills (strengths, values, leadership) to accomplish your personal, career, and course **goals**.
2. Write two or three sentences reflecting on what in-school supports you have in place (courses, activities, networks) to accomplish your personal, career, and course **goals**.
3. Write two or three sentences reflecting on what out-of-school supports you have in place (programs, activities, networks) to accomplish your personal, career, and course **goals**.
4. Write two or three sentences reflecting on what social supports (family, peers, community) you have in place to accomplish your personal, career, and course **goals**.
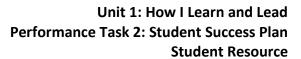
Resources:

- Rubric
- Student Success Plan Template

Student Success Plan Template

Personal Goal Statement #1:
Action Step #1:
Action Step #2:
Action Step #3:

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.			
2.			

3.		

Career Goal Statement #2:
Action Step #1:
Action Step #2:
Action Step #3:

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.			

2.			
3.			

Course Goal Statement #3:
Action Step #1:
Action Step #2:

Action Step #3:

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.			
2.			
3.			

What skills do I have that will help me accomplish my goals (strengths, values, leadership):

What activities/courses can I complete in-school to help me accomplish my goals:

What activities/programs can I join outside of school to help me accomplish my goals:

What supports do I have access to that will help me accomplish my goals (family, peers, community):

Student Name: _____   Date: _____   Section #: _____

Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

Deliverables:

1.	The student success plan included a personal goal statement.	Yes	No
2.	The student success plan included a career goal statement.	Yes	No
3.	The student success plan included a course goal statement.	Yes	No
4.	The student success plan included 2-3 sentences of reflection responses.	Yes	No

Relational skills and Personal Attributes:

5.	The student demonstrates effective independent work habits		
	a. Responsibility	Yes	No
	b. Self-discipline	Yes	No
	c. Adaptability	Yes	No
	d. Flexibility	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The Student Success Plan provides evidence that the student has the ability to do all of the following: • think critically • plan appropriately • organize effectively • act decisively • solve problems creatively • reason logically	The Student Success Plan demonstrates some of the requisite skills, but does not provide evidence of the items checked below: ❑ think critically ❑ plan appropriately ❑ organize effectively ❑ act decisively ❑ solve problems creatively ❑ reason logically	The Student Success Plan does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	

Career Navigation Skills: Self-awareness	The Student Success Plan demonstrates the student is very self-aware and able to determine effective means to overcome obstacles that could derail the achievement of established goals.	The Student Success Plan demonstrates the student is self-aware and able to determine some means to overcome obstacles that could derail the achievement of established goals, though additional self-awareness and analysis would be beneficial.	The Student Success Plan demonstrates insufficient self-awareness and the inability to determine means to overcome obstacles that could derail the student's achievement of goals.
Critique and Revision Skills	The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work product.	The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback.	The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.

NOTES:

QUEST for success

Student Name: _ Student Example 1 _ Date: _____   Section #: _____

Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

Deliverables:

1. The student success plan included a personal goal statement.	Yes	No
2. The student success plan included a career goal statement.	Yes	No
3. The student success plan included a course goal statement.	Yes	No
4. The student success plan included 2-3 sentences of reflection responses.	Yes	No

Relational skills and Personal Attributes:

5. The student success plan demonstrates effective independent work habits

a. Responsibility	Yes	No
b. Self-discipline	Yes	No
c. Adaptability	Yes	No
d. Flexibility	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The Student Success Plan provides evidence that the student has the ability do all of the following: • think critically • plan appropriately • organize effectively • act decisively • solve problems creatively • reason logically	The Student Success Plan demonstrates some of the requisite skills, but does not provide evidence of the items checked below: ☐ critical thinking ☐ creativity ☐ ability to make sound decisions ☐ ability to solve problems ☐ ability to reason logically ☐ ability to plan well ☐ ability to organize ideas well	The Student Success Plan does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	Student action steps, potential obstacles and solutions supports and solutions show evidence of critical thinking.
Career Navigation Skills:	The Student Success Plan	The Student Success Plan	The Student Success Plan	Student lists valid

Self-awareness	demonstrates the student is very self-aware and able to determine effective means to overcome obstacles that could derail the achievement of established goals.	demonstrates the student is self-aware and able to determine some means to overcome obstacles that could derail the achievement of established goals, though additional self-awareness and analysis would be beneficial.	demonstrates insufficient self-awareness and the inability to determine means to overcome obstacles that could derail the student's achievement of goals.	potential supports and solutions and demonstrates self-awareness of strengths, values and leadership qualities.
Critique and Revision Skills	The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work product.	The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback.	The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.	Student incorporated some feedback from peers and teacher, but I would have liked to see more detail included the reflection responses and full sentences throughout.

NOTES:

Overall, this is a strong example of a Student Success Plan from a 9th grade student. The student included each of the required deliverables and demonstrated responsibility and self-discipline while working on this task. No evidence of adaptability or flexibility was noted.

The student's goals and corresponding action steps, potential obstacles and supports and solutions show evidence of critical thinking.

The student lists valid potential supports and solutions to overcome obstacles and also demonstrates self-awareness of strengths, values and leadership qualities. Though, rather than listing the strengths, values, and leadership, I would have preferred the student write 2-3 sentences, as outlined in the directions, describing his/her skills. For example, the student lists "my learning style" as a strength, but does not indicate what his/her learning style is.

Student incorporated some feedback from peers and teacher, but I would have liked to see more detail included the reflection responses and full sentences throughout.
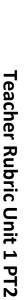
Teacher Rubric Unit 1 PT2

QUEST for success

Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

Deliverables:

1. The student success plan included a personal goal statement. Yes No
2. The student success plan included a career goal statement. Yes No
3. The student success plan included a course goal statement. Yes No
4. The student success plan included 2-3 sentences of reflection responses. Yes No

Relational skills and Personal Attributes:

5. The student demonstrates effective independent work habits
   a. Responsibility Yes No
   b. Self-discipline Yes No
   c. Adaptability Yes No
   d. Flexibility Yes No

Quality Indicators	Meets or Exceeds Expectations	Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The Student Success Plan provides evidence that the student has the ability do all of the following: • think critically • plan appropriately • organize effectively • act decisively • solve problems creatively • reason logically	The Student Success Plan demonstrates some of the requisite skills, but does not provide evidence of the items checked below: ❑ critical thinking ❑ creativity ❑ ability to make sound decisions ❑ ability to solve problems ❑ ability to reason logically ❑ ability to plan well ❑ ability to organize ideas well	The Student Success Plan does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	Student action steps, potential obstacles and solutions supports and solutions show evidence of critical thinking.
Career Navigation Skills:	The Student Success Plan	The Student Success Plan	The Student Success Plan	Student lists valid

QUEST for success

Self-awareness	demonstrates the student is very self-aware and able to determine effective means to overcome obstacles that could derail the achievement of established goals.	demonstrates the student is self-aware and able to determine some means to overcome obstacles that could derail the achievement of established goals, though additional self-awareness and analysis would be beneficial.	demonstrates insufficient self-awareness and the inability to determine means to overcome obstacles that could derail the student's achievement of goals.	potential supports and solutions and demonstrates self-awareness of strengths and values to help her meet her goals.
Critique and Revision Skills	The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work product.	The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback.	The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.	Student incorporated feedback from peers and teacher.

NOTES:

Overall, this is a strong example of a Student Success Plan from a 7-8th grade student. The student included each of the required deliverables and demonstrated responsibility and self-discipline while working on this task. No evidence of adaptability or flexibility was noted.

The student's goals and corresponding action steps, potential obstacles and supports and solutions show evidence of critical thinking.

Student lists valid potential supports and solutions and demonstrates self-awareness of strengths and values to help her meet her goals.

Student incorporated feedback from peers and teacher, though there were a handful of errors throughout that should have been corrected before submitting the assignment.

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Unit Overview

Introduction to the unit:

Unit 1 helps students develop **self-awareness** about their future selves and career aspirations. Students will examine their personal strengths as they develop a **personal brand**, design a **vision** board, and create a **student success plan**. These performance tasks will allow students to define personal and career **goals** and outline the steps needed to meet and exceed their stated **goals**.

Students Will Know and Be Able To...

- develop a personal and career goal that accurately reflects their self-interests, abilities, and talents;
- demonstrate their individual strengths and leadership style as they build a positive self-concept;
- apply their personal value system to develop a personal and career goal;
- apply their personal strengths to establish goals and define ways in which they can continuously improve by building on their strengths;
- identify their personal learning style and apply appropriate learning strategies to build self-awareness;
- define the characteristics of a leader and apply their personal leadership style to achieve a goal.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

1. **action step**: planned efforts that are made to reach a specific goal (created definition) (*PT 1.2, Teacher Guide, PT 1.1 Rubric*)
2. **auditory**: relating to or experienced through hearing (*Unit Plan, Teacher Guide, VARK Questionnaire*)
3. **ethics**: the principles of conduct governing an individual or a group (*Unit Plan, Teacher Guide*)
4. **goal:** the end toward which effort is aimed *(Unit Plan, PT 1.1, PT 1.2, PT 1.1 Rubric, Teacher Guide)*
5. **integrity**: the firm adherence to a code of moral values (*Unit Plan, Teacher Guide*)
6. **kinesthetic learning**: a learning style in which the individual learns through completing physical activity or movement (created definition) (*Unit Plan, Teacher Guide, VARK Questionnaire*)
7. **leadership**: the behavior of motivating another individual or group of people to act towards a common goal or change an attitude or belief (created definition) *(Unit Plan, PT 1.1, PT 1.2, Teacher Guide)*
8. **personal brand:** the depiction and marketing of one-self, which typically includes strengths and values as well as goal statements (created definition) *(Unit Plan, PT 1.1, Teacher Guide)*
9. **resilience**: the ability to recover from or adjust easily to misfortune or change (*Unit Plan, Teacher Guide*)
10. **self-awareness**: an awareness of one's own personality and individuality (*Unit Plan, Teacher Guide, PT 1.1 Rubric)*
11. **self-reflection**: a reflective examination of one's beliefs or motives *(Unit Plan)*
12. **student success plan:** an outline of action steps needed to achieve one's goals (created definition) *(Unit Plan, PT 1.1 Rubric, PT 1.2, Teacher Guide)*
13. **values**: a person's judgement of what is important in life (created definition) *(Unit Plan, PT 1.1, PT 1.2, Teacher Guide)*
14. **vision statement**: a description of what an individual would like to accomplish in the future (created definition) (*Unit Plan, PT 1.1, Teacher Guide*)

15. **visual**: done or executed by sight only (*Unit Plan, Teacher Guide, VARK Questionnaire*)

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a word-wall to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card "drills," and complete work sheets or quizzes generally "teach" vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- Internalization of Vocabulary Through the Use of a Word Map
- Grades 3-8 EngageNY ELA Appendix
- 15 Vocabulary Strategies in 15 Minutes
- 12 Vocabulary Activities and Mini-Lessons for High School Students
- 5 Brain-Based Vocabulary Activities for the Secondary Classroom

Lesson One: My Strengths and Values

Day 1: Students will be introduced to the unit, set norms for class discussion, and examine how to be respectful of others. Students will complete the paper plate icebreaker activity as a way to get to know their peers and to learn about the positive characteristics they bring to group activities. Students will reflect on the **values** displayed by their peers during a group activity.

Activity: Paper Plate Icebreaker

Time Frame: *15 minutes*

Class Configuration: small groups

Materials: *Paper plates (1 per student), each student will need something to write with.*

Description: Students will identify which **value** statements shared by their peers match their self-perception and which **value** statements do not. Students will take an online self-assessment and divide into groups based on their identified

domain. Student groups will discuss common characteristics identified during the self-assessment to build a list of strengths.

Tip: Before the activity, establish classroom norms for showing respect to one another. Discuss with students what appropriate compliments are and provide examples. You might also want to model ways of disagreeing without arguing, including how to ask follow up questions and explore versus dismiss differences in opinion.

1. Distribute one paper plate for each student and ask students to write his or her name in the middle of the plate.
2. Have students work in small groups, sitting in a circle. Students will pass their plate to the person to the left.
3. Each time a student receives a new plate they write a compliment about the person whose name is on the plate. The activity continues until all plates have made the circle and the owner of the plate has their original plate in hand.
4. Provide time at the end to allow students to read and reflect on the positive comments from their peers. Ask students which **value** statements shared by their peers match their self-perception and which **value** statements do not match their self-perception.

Activity: Personalities Self-Assessment

Time Frame: *30 minutes*

Class Configuration: *groups of four*

Materials: access to computers, four teacher-created posters – 1. Analysts: Logician, Commander, Debater; 2. Diplomats: Mediator, Protagonist, Campaigner; 3. Sentinels: Defender, Executive, Consul; 4. Explorers: Adventurer, Entrepreneur, Entertainer; link: NERIS Type Explorer®

Description: Students transition from reflecting on positive comments from others to a reflection on their own personal strengths. Student will take the online assessment NERIS Type Explorer®.

1. Have students take the online assessment (approximately 15 minutes). Provide enough time for students to reflect on their results. Post one of the four posters in each corner of the room and have students go to the corner with the poster that best represents their results. Ask students to discuss which subcategory they fall into and compare and contrast the characteristics found in that domain. The teacher may want to choose one of these optional assessments to best meet the needs of the students:
   - http://www.keirsey.com/sorter/register.aspx
   - http://www.myplan.com/assess/values.php
   - http://personality-testing.info/tests/IPIP-BFFM/
   - https://www.16personalities.com/
   - https://www.mynextmove.org/explore/ip
   - http://www.assessment.com/
   - https://www.truity.com/test/holland-code-career-test
   - http://www.predictiveindex.com/free-assessment-offer
   - http://kudernavigator.com/ (applicable for middle school and high school)
   - http://mycareerproject.org/test/personality-test/ (best for middle school)

Tip: The teacher should take the personalities self-assessment ahead of time.

2. Have each group share their primary and subdomains and discuss the main strengths for that area.

3. To assess whether students are **self-aware**, have each student complete an exit ticket with the following statement:

   "The self-assessment suggests that _____ is one of my strengths. I agree/disagree with this. For example, _____. One way this strength gets expressed in my daily life is _____."

Day 2: Students reflect on the ideas and topics discussed in the previous class and develop a common definition of the word **values**. Students will develop a list of their **values** and the priority those **values** have in their lives.

Activity: Values Word Association

Time Frame: *15 minutes*

Class Configuration: individual; pairs

Materials: self-stick notes

Description:
1. Have students think-pair-share ideas and topics discussed in the previous class. Specifically, ask students to reflect on their exit ticket and finalize their list of individual strengths.

2. Students briefly share their list of strengths with a classmate. Each student group shares strengths they had in common with the entire class.

3. Students write on a self-stick note the one defining word that comes to mind when they hear the word **value**. Students place their notes on the board and the teacher groups and tallies the responses. The class discusses the responses and the ways specific examples vary by individual. Students then collaborate to define the word **value**.

4. Students watch the video, "What are Your Values?" (2 minutes, 15 seconds). After the video, students discuss vocabulary such as **integrity** and **ethics**.

Tip: In effort to help students comprehend the video, consider playing it twice and during the second play stop the video at every point (happy/proud/fulfilled) and ask students to think of a time when they felt that way. This may support the discussion below.

5. Ask: "Does the class definition for **values** align with the ideas presented in the video?" Discuss.

6. Tell students: "When you define your personal **values**, you discover what's truly important to you. A good way to start doing this is to look back on your life and identify when you felt really good and really confident that you were making good choices." Then lead students through the exercise of defining their values as described in this article by mindtools.com. Teachers may also want to use this handout to help students define their values. (This should take about 25 minutes.)

7. Provide time for students to turn to a partner and to share some of their top-priority **values** and why these are important to the students.

8. To formatively assess whether students are **self-aware**, have each student complete an exit ticket that fills in the blanks in the following statement:

   "The self-assessment suggests that _____ is one of my strengths. I agree/disagree with this. For example, _____. One way this strength gets expressed in my daily life is _____."

Lesson Two: My Personal Brand and Vision

Day 1: Students will discuss how knowing their strengths and **values** and establishing **goal** statements are important to building their **personal brand**. Students will work independently to write a personal **goal** statement, a career **goal** statement, and a 30-second elevator pitch that defines their **personal brand**. Students will conduct mock interviews using sample interview questions to help their peers practice presenting their elevator pitch.

Activity: Personal Brand

Time Frame: *10 minutes*
Class Configuration: *individual, groups*
Materials: *article about building personal brand*
Description:

1. Show students different brands that they may recognize such as Nike, Apple, Adidas, Beats by Dre, or McDonalds. Ask the students: What do you think of when you see these brands? What imagines come to your mind? How do they make you feel?

2. Have students read an article about building a personal brand. Possible articles include:
   ● Entrepreneur Magazine, 5 Steps to Building Your Personal Brand
   ● Forbes Magazine, 7 Things to Build and Awesome Personal Brand

3. Organize students in small groups, where they will discuss how knowing their strengths and **values** and establishing **goal** statements are essential to defining their **personal brand**.

4. Ask: How do your strengths and **values** help to define who you are as a person?

5. Ask: How does establishing **goals** help to determine who you become as an adult?

Activity: Personal and Career Goal Statements

Time Frame: *15 minutes*
Class Configuration: *individual, pairs*
Materials: *paper and pencil, computer*
Description:
1. Model writing a career goal statement for students

2. Allow students to work independently to write a personal **goal** statement and a career **goal** statement that incorporates their strengths and **values**.

3. Have students work in pairs to share their personal **goal** statements and career **goal** statements, capturing feedback from their peers to further develop their **goal** statements.

Activity: Elevator Pitch and Mock Interviews

Time Frame: *25 minutes*
Class Configuration: *individual, pairs*
Materials: *paper and pencil, computer*
Description:

1. Students will work independently to write a 30-second elevator pitch that defines their personal and career **goals** as part of their **personal brand**. An elevator pitch is a brief, persuasive speech that succinctly sparks interest in what you are doing. The elevator pitch should last the length of an elevator trip. Have student imagine that they only have the length of an elevator ride to convince someone of their personal and career goals. That is how long an elevator pitch should be.

Tip: Provide opportunities for students to reflect and edit their elevator pitches between mock interviews. The teacher may also want to model the elevator pitch before having students work on their own.

2. Assign interview questions and/or have students review commonly asked interview questions to determine two questions to ask their partners.

3. Allow students to work in pairs to conduct mock interviews. One student will act as the interviewer, while the other student uses his/her elevator speech to respond to the interview questions. Provide time for feedback between student interviews.

4. Instruct students to switch roles. Provide opportunities for students to reflect and edit their elevator pitch between mock interviews if more than one interview is conducted.

5. Have students finalize their personal **goal** statements and career **goal** statements during class or as homework.

6. Ask: During an interview, how does a person showcase their strengths and **values**?

7. Ask: How does practicing your elevator pitch help to prepare you for interviews and future jobs?

Optional Additional Assessments:
- [Top Resume Magazine, 5 Tips for Delivering the Perfect Elevator Pitch](#)
- [Monster.com, 100 Potential Interview Questions](#)

Day 2: Students will share their final personal **goal** statements and career **goal** statements with a peer. As a whole group, students will discuss the importance of having clear **goal** statements and setting **goals**. Students will work independently to begin the creation of a **vision** board that defines their personal **goal** statement and career **goal** statement.

Performance Task 1: Vision Board

Time Frame: 50 minutes

Class Configuration: individual

Materials: PT 1 Student Resource, materials for paper or electronic vision board (see options below)

Description: Students will develop a personal **goal** statement and a career **goal** statement. Students will create a **vision statement** based on their personal and career **goals**. Students will create a **vision** board based on what their personal and career **goals** look like when they are achieved. Explain that a **vision** board is created by an individual to illustrate what he or she wants in life—what he/she aspires to. A **vision** board is a personal collection of individual desires and no restrictions are placed on the images or words displayed on the board. (Depending on the maturity and norms of the class, you may want to review what appropriate classroom language and content is.)

*Tip: Share your own **vision statement** as an example. (Be sure to include diverse representations of potential role models and sources of inspiration, here and throughout the course.) The following resources can be used by both the teachers and the students to complete the **vision** board.*

Readings:
- Vision Board — A Powerful Tool to Manifest Your Life Desires *Audio available
- 3 Powerful Benefits of Creating a Vision Board
- Women of Power: How to Make a Vision Board
- How to Create an Empowering Vision Board
- The Reason Vision Boards Work and How to Make One

Videos
- How to Make a Vision Board that ACTUALLY Works!

1. Share with students the following tips for **goal** setting:
   - Be specific.
   - Do not limit your **goals** because you are unsure how they will manifest.
   - Always write the **goal** in the present tense.
   - Write **goals** for you—not others.

2. Explain to students that they will
   - Create a **vision** board using artifacts from their self-assessment, **personal brand** exercise, learning styles exercise, **leadership** exercise, and other resources collected during the unit which can include research on potential careers and personal interests and reflections on their strengths and **values.**
   - Include in the **vision** board both their personal and career **goals** statements, and inspirational quotes. They should choose artifacts that reflect their strengths and ways in which they will apply their strengths to overcome obstacles to achieve their personal and career **goals**.
   - Identify people in their lives who are inspirational in relation to their personal and career **goals** and identify programs or projects that are in life or that support their **visions** of their future selves.
   - Add motivational, affirming words that represent who they want to become and/or your personal and career **goal** statements.
   - Reflect on why they chose these artifacts and explain those reasons to their peers.

Also explain that the **vision** board should only use words and images that best represent the student's purpose, their ideal future, and words that inspire positive emotions. Remind students there is beauty in simplicity and clarity and too many images and too much information may be distracting and harder to understand.

3. Ask: How might a **vision/goal** board help a person achieve their **goals**?

4. Ask: What is different about the **vision/goal** board compared to just writing our **goals**?

5. Share and review the rubric/checklist for scoring the **vision** board.

6. Have students present the **vision** board in small peer groups, emphasizing choices they made in creating their board. Students will provide **vision** board feedback on classmate work, using the student rubric in a revision cycle. (Depending on the "readiness" of your students, you may wish to provide a set of sample question prompts to help guide their small-group discussions. Ask for example: What was most difficult about completing your vision board? How did your goals develop or evolve during the process? What did you like most about your vision board? or I'm most curious about why you chose to include…

Vision Board Materials and Options:

Paper:
1. mixed media
2. markers, crayons colored pencils
3. poster board or large sheets of construction paper
4. scissors
5. tape and/or glue sticks
6. plain white paper

Electronic version:
1. Computer-Based: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint
2. Apps: Subliminal ($4.99); Hay House (Free); Wishboard ($3.99); Dream Vision (Free)
3. Web-Based: Pinterest; DreamItAlive.com; Google Document; Google Presentation

Lesson Three: How I Learn

Day 1: Students will complete a learning style exercise that defines **visual**, **auditory**, **kinesthetic**, and tactile learning. Students will reflect on the learning style that best matches their own personal style and discuss how different learning strategies can be incorporated into their personal and career **goal** statements. Students will write a two-to-three-sentence narrative about their learning styles and how they can incorporate them into achieving their personal and career **goals**. Students will then incorporate the narrative and other artifacts into to their **vision** board. (Throughout, the teacher should emphasize that this is only about their learning style preference—the way they like to or are most comfortable learning—not the only way they can or should learn and/or express themselves. They should be encouraged to identify examples of their own learning and success in each style. Be cautious about reinforcing students' own self-doubts or stereotypes about specific groups or suggesting that specific disciplines or careers fit specific styles.)

Activity: Learning Style Memory Exercise

Time Frame: 20 minutes
Class Configuration: whole class
Materials: word lists—both **visual** and **auditory**—plus ten similar artifacts/objects placed in a box
Description: Explain to students that this is an activity to introduce the idea of learning styles.

1. To begin, briefly introduce the concepts of **visual**, **auditory**, **kinesthetic**, and tactile learning.

2. To display **visual** learning, generate a list of ten words on a piece of paper or a slide deck. Words should be themed, for example "nighttime"—bed, blanket, pillow, pajamas, clock, night, moon, slippers, dark, and sleep. Provide limited instruction to students, a series of words will be displayed for 30 seconds, and students write down all the words they remember on a piece of paper. Display the words for 30 seconds. Ask students to record their responses. Check to see if students were able to record the ten words.

3. To display **auditory** learning, recite a list of ten words. Words should be themed, for example "the beach"—beach, bucket, towel, sun, shovel, sand, ball, waves, ocean, and water. Provide limited instruction to students, a series of words will be verbalized twice, and students write down all the words they remember on a piece of paper. Repeat the series of words twice. Ask students to record their responses. Check to see if students were able to record the 10 words.

4. To display **kinesthetic** learning bring ten related items to class. Items should be themed, for example "sports"—Frisbee, tennis ball, ping pong ball, baseball, football, toys, board games, video games, helmet, and bean bags. Provide limited instruction to students, a series of items will be passed around the room, and they may keep an item for no more than five seconds before passing it along. When prompted they will write down all the items they remember on a piece of paper. Ask students to record their responses. Check to see if students were able to record the 10 words.

5. Ask students the following questions:
    a. What did you forget and why?
    b. How did you remember the items?
    c. Did it help you to remember the items if you could touch them? See them? Hear them?
    d. How many of you think you are **kinesthetic** learners? **Auditory** learners? Visual learners?
    e. Was it more difficult to remember unfamiliar items such as the Spanish castanets?
    f. How does your culture influence the items you remember?

Encourage discussion about learning styles in the above exercise. Many students realize that they are **kinesthetic** and/or tactile learners and can apply learning techniques related to this style.

Activity: Learning Style Inventory

Time Frame: *20 minutes*
Class Size: *Individual*
Materials: *Learning Style Inventory*

Description: Students will take a learning styles inventory as a way to consider the types of learning activities that feel most comfortable for them.

Tip: The teacher should take the learning styles inventory ahead of time.

1. Review the learning categories and define each for students—**visual**, **auditory**, and **kinesthetic**. Review the learning style study strategies.

2. Have students take a learning style inventory and follow the scoring instructions (if applicable) and review their results. Possible inventories include
   ● The VARK Questionnaire: How Do I Learn Best?
   ● What's Your Learning Style?

3. Have students write a two- to three-sentence narrative about their learning styles and how that information might help them achieve their personal and career **goals**. Students will then incorporate the narrative and other artifacts into to their **vision** board.

Lesson Four: How I Lead

Day 1: Students will watch a video and identify the ways in which people become leaders and the types of character strengths leaders display. Students will write about their own **leadership** styles and how they can incorporate **leadership** into the achievement of their personal and career **goal** statements. Students will then incorporate the narrative and other artifacts into to their **vision** board. Students will complete their **vision** boards and present their personal and career **goal** statements and **vision** boards to a small group of students.

Activity: Leadership Video

Time Frame: 10 minutes
Class Configuration: individual, whole class
Materials: Video
Description: Students explore the concept of leadership.

1. Explain to students that the next step in self-awareness is understanding their personal leadership styles. Explain that as the class moves into the next unit on the power of teams, the need for knowing how to lead a group will become important and that while most leaders have a mix of styles and strategies that they can use if different situations—like tools in a tool belt, they have dominant styles—ones they lean on more often than others.

2. Watch the video Leadership Lessons from the Dancing Guy (3 minutes). Discuss with students the role of leader versus the role of the first follower. Ask for example: What was special about the first follower? Was the dancer a good leader? If so, why? Ask them to give examples of both.

3. Discuss with students how people become leaders. Broad categories such as the following can be used to illustrate how people attain **leadership** positions.
   a. *Qualified:* Often people become leaders because they obtain the certification or credentials that a position requires. A superior may first establish criteria for a position, and if a person meets the established criteria, they would be considered qualified for the position.

    b. *Merited:* Often people become leaders through diligent and capable participation and performance over time.

    c. *Captured:* Often people become leaders by campaigning for a position or making moves in a political manner so as to obtain the position.

    d. *Identified:* Often people become leaders because they possess personal qualities that are recognized as valuable to the position. These qualities may also be professional qualities that have been identified as necessary for a particular project.

    e. *Defaulted:* Often people become leaders because other team members are unwilling or unable to step up and assume the position or the responsibility.

4. Explain that, regardless of how a person becomes a leader, there are some common characteristics that leaders share. The next activity will give students the opportunity to explore these characteristics.

Activity: Leader Identification

Time Frame: *20 minutes*
Class Configuration: *individual, pairs, whole class*
Materials: *vision board materials*
Description: *Students will further explore the concept of leadership.*

1. Individually, students identify a person they regard as a great (effective) leader. (This leader may or may not be someone they know.) Students write down the qualities/characteristics and skills/abilities they believe have made this person an effective leader.

2. Working with a partner, students take turns talking about the leader they identified and his or her attributes. Each pair selects the top five to ten qualities/characteristics or skills/abilities of an effective leader.

3. Ask pairs to take turns sharing the attributes they selected until all lists have been exhausted.

4. Have whole class determine their overall top five to ten qualities and abilities of an effective leader.

5. Have students write a two to three sentence narrative reflecting on their **leadership** styles and how they can incorporate **leadership** into the achievement of their personal and career **goals**.

6. Provide students with time to complete their **vision** boards with additional information about how they lead; check for student work product and reflection.

7. Allow students to work independently on their **vision** boards. Once students have added their personal and career goal statements to their boards, they should form groups of four or five and present their personal and career **goal** statements.

8. Have students review their personal and career **goal** statements and make projections about how this course will help to support their **goals**.

Lesson 5: Student Success Plan

Day 1: As a whole class, students will discuss how they can begin to take steps to achieve their personal and career **goals** and the obstacles that could impede achieving them. Students will work independently to create a **student success plan** that lists opportunities for in-school and out-of-school learning, defines potential challenges to meeting their stated **goals**, maps their support network to help overcome obstacles, and demonstrates how students will apply their strengths to overcoming potential challenges.

1. Discuss with students the obstacles that could interfere with them achieving their **vision** for personal growth.

2. Discuss with students how they overcome these obstacles.

3. Introduce the concept of **resilience** and the meaning of the word. Be prepared with examples of resilience from your own experience, relevant celebrities and historical figures. Ask: What does **resilience** look like? Possible responses might include statements indicating that **resilient** people are those who
   - work hard and study because they enjoy it and want to achieve
   - react in optimistic ways
   - see problems and difficult situations as challenges
   - take positive risks and actions
   - think of changes as natural
   - go with the flow
   - have a high self-esteem, self-confidence, self-concept
   - thrive under challenging situations
   - believe they can influence events and control their reactions to events
   - recognize that with good stress comes growth
   - have hope for their future
   - overcome obstacles with confidence
   - create **goals** and work at accomplishing them
   - possess a keen sense of control over their life
   - bounce back from disappointments

4. Ask students to consider their own **resilience**. Tell students, "Start by thinking about a time in your school life that was particularly challenging or demanding. Think about how you handled the situation and eventually came through on the other side." Have students answer the following questions on a piece of paper. (Remind them that there are no wrong answers.)
   - What was your goal?
   - What was the outcome?
   - What obstacles did you have to overcome?
   - What unpleasant feelings and thoughts do you remember having?
   - Who, if anyone, gave you external help and support?
   - What specific attitudes and skills helped you cope with the situation?
   - How would you rate your resilience in that situation?
   - Based on your experience how might you advise someone else to cope with a similar situation in the future?

5. Explain to students that they will create a plan to ensure their personal growth **goals** are met.

Performance Task 2: Student Success Plan

Time Frame: *50 minutes*
Class Configuration: *individual*
Materials: *Student Success Plan*
Description: Students will learn that obstacles can keep them from achieving their **goals** and that the key to success is foreseeing obstacles and developing a plan to avoid or overcome them. Students will be introduced to the idea of a **resiliency** plan.

Tip: The teacher should model how to use the sample plan.

1. Share the **student success plan** template and discuss the components of the plan. Define the term **action step**.

2. Have students review their **vision** plan and their personal and career **goals** and reflect on what obstacles could keep them from achieving these **goals**. Have students list the steps they can take to avoid these obstacles and discuss how to create a plan to overcome these obstacles should they happen.

3. Tell students: "Fill out the **student success plan** template by writing out your **action steps** toward achieving each of your **goals**. Using what you know about yourself and your future, imagine the most likely possible scenarios which could throw you off course. Complete the plan to still reach your **goal**. Be specific and realistic."

Tip: Encourage students to write realistic and specific action steps. For example, if a student's career goal is to become a pediatrician, rather than an action step of "getting good grades" or "graduating from high school" (which both are necessary) help the student consider "successfully complete AP Biology in high school" or "interview and shadow a local pediatrician to learn more about the profession".

4. Share the **student success plan** rubric/checklist.

Days 2-4: Students will complete their **vision** board and **student success plan**. Students will present their **vision** boards and success plan to their peers.

Tip: If students are struggling to find desired pictures, challenge their critical thinking skills by asking them to find other ways to depict their goals.

1. As a closing activity for the unit, have students review their strengths, **values**, **goals**, **vision**, learning styles, and **leadership** characteristics. Students will share their completed **vision** boards and success plans with small groups or the whole class.

2. Explain that the information they have gathered and activities they have completed thus far will continue to be important as they move into each unit and that students will be revising their vision boards at the end of the course.

Website Links Referenced in Unit 1

- http://www.readwritethink.org/classroom-resources/lesson-plans/internalization-vocabulary-through-word-307.html
- https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources
- http://learningtasks.weebly.com/vocabulary-strategies.html
- https://k12.thoughtfullearning.com/blogpost/12-vocabulary-activities-high-school
- http://www.readingrockets.org/content/pdfs/World_Walls_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf
- https://www.readingandwritinghaven.com/5-brain-based-vocabulary-activities-for-the-secondary-classroom/
- https://www.16personalities.com/free-personality-test
- http://www.keirsey.com/sorter/register.aspx
- http://www.myplan.com/assess/values.php
- http://personality-testing.info/tests/IPIP-BFFM/
- https://www.16personalities.com/
- https://www.mynextmove.org/explore/ip
- http://www.assessment.com/
- https://www.truity.com/test/holland-code-career-test
- http://www.predictiveindex.com/free-assessment-offer
- http://kudernavigator.com/
- http://mycareerproject.org/test/personality-test/
- https://www.youtube.com/watch?v=Kz__qGJmTMY
- http://info.wartburg.edu/Portals/0/Pathways/Vocation/What%20are%20Your%20Values.pdf
- https://www.entrepreneur.com/article/298513
- https://carleton.ca/mentoring/wp-content/uploads/Values-Assessment-Community-College-of-Vermont.pdf
- https://www.forbes.com/sites/shamahyder/2014/08/18/7-things-you-can-do-to-build-an-awesome-personal-brand/#4839abe93c3a
- https://www.topresume.com/career-advice/5-tips-for-delivering-the-perfect-elevator-pitch
- https://www.monster.com/career-advice/article/100-potential-interview-questions
- https://blog.mindvalley.com/vision-board/?utm_source=google
- http://www.synettacrispin.com/blog/2016/10/25/3-powerful-benefits-of-creating-a-vision-board
- https://www.blackenterprise.com/women-power-how-make-vision-board/
- https://www.jackcanfield.com/blog/how-to-create-an-empowering-vision-book/
- https://www.huffpost.com/entry/the-scientific-reason-why_n_6392274?ec_carp=3451031774549360948
- https://www.youtube.com/watch?v=oF0C61yLZ-s
- http://vark-learn.com/the-vark-questionnaire/
- http://www.educationplanner.org/students/self-assessments/learning-styles.shtml
- https://www.youtube.com/watch?v=hO8MwBZl-Vc

Unit Focus:

Unit 1 helps students develop **self-awareness** about their future selves and career aspirations. Students will examine their personal strengths as they develop a **personal brand**, design a **vision** board, and create a **student success plan**. These performance tasks will allow students to define personal and career **goals** and outline the steps needed to meet and exceed their stated **goals**.

Stage 1: Desired Results (both skills-based and concept-based)

Big Ideas:

Self-reflection, an important habit of mind, supports the overall growth and happiness of the individual.

Essential Questions:

- How will I use my knowledge of self to take steps toward my personal growth?
- What do effective people do to identify and overcome obstacles in their personal life and/or career?
- How will I use my strengths and **values** to help shape my future self?
- What are my **values** and career aspirations?
- How do I learn best?
- How can I apply my skills to improve my future self?
- What is my **leadership** style?
- How do my **leadership** characteristics help me achieve my personal and professional **goals**?

Students Will Know and Be Able To...

- develop a personal and career **goal** that accurately reflects their interests, abilities, and talents.
- demonstrate their individual strengths and **leadership** style as they build a positive self-concept.
- apply their personal **value** system to develop personal and career **goals.**
- use their personal strengths to establish **goals** and define ways they can continuously improve by building on their strengths.
- identify their personal learning style and apply appropriate learning strategies to build **self-awareness.**
- define the characteristics of a leader and apply their personal **leadership** style to achieve a **goal.**

Unit 1: How I Learn and Lead
Suggested Timeline: 10 Days

Goals

College, Career, and Life Readiness Competencies:

1. *Applied Knowledge*
- **Critical Thinking skills:** thinking critically, thinking creatively, making sound decisions, solving problems, reasoning, planning and organizing.
  Career Navigation Skills: maintaining knowledge of industry sectors and pathways

2. *Relation Skills and Personal Attributes*
- **Interpersonal Skills:** working well with others, exercising leadership, resolving conflict through negotiation, and respecting individual differences
- **Personal Qualities:** demonstrating responsibility and self-discipline, adapting and showing flexibility, working independently, and displaying a positive attitude and sense of self-worth

3. *Executive and Communication Skills*

4. *Career Navigation Skills*
- **Developing self-awareness:** demonstrating ability to understand personal skills, strengths, and weaknesses and to determine effective means to overcome obstacles that could derail the achievement of established goals.

Additional Competency(s):
Critique and Revision

Supports for Diverse Learners:
- Provide notes and readings ahead of time that include additional details and background information. Highlight any key points or topics and make notations to provide background information.
- Provide additional support for vocabulary
  - Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.
  - Write these words and phrases on the board and have students write them in their notebooks or on index cards.
  - Use **visuals**, acting, translation or synonyms to relay the meaning of the word to the students.

Louisiana K-12 Student Standards English Language Arts

Speaking and Listening Standards, Grade 8
SL.8.1: Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Reading Standards for Informational Text, Grade 8
RI 8.1: Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Speaking and Listening Standards, Grades 9-10
SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Reading Standards for Informational Text, Grades 9-10
RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Targeted Career Cluster(s):

Goals
• Model directions and use gestures to support their understanding.
○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.
• Use checklist for modifying lesson plans.
Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed.

Stage 2: Assessment/Evidence of and for Student Learning

Curriculum-embedded Performance Task(s)/Project(s) Description:	Formative Checkpoints:
Performance Task 1: Personal Brand and Vision Board Students will • complete an online **self-assessment** to help identify and build upon their personal strengths; • develop their own personal and career **goal** statements; • develop a **personal brand**, which includes identification of their strengths and active steps they will take to achieve personal and career **goals**; • create a **vision** board that synthesizes their personal and career **goal** statements and includes artifacts collected during the unit, including research on potential careers, personal interests, and reflections on their strengths and **values**; • incorporate quotes, people, programs, projects, and/or images into the **vision** board that reflect the ways they will apply their strengths to overcome obstacles; • articulate to their peers why they chose their artifacts; • present their **goal** statements and **vision** boards to a small group of peers; • provide feedback to peers using the performance task rubric as a guide. **Performance Task 2: Student Success Plan** Students will • apply their personal and career **goal** statements to create a **student success plan**; • identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career **goals**; • identify and map their support network to help overcome obstacles and define potential challenges; • apply their strengths to overcome potential challenges.	• **Class Discussion**—class discussions throughout unit • **Teacher Observation**—student progress on performance tasks • **Self-Awareness Assessments**—identification of strengths and interests • **Exit Ticket(s)**—reflections on the identification of strengths and **values** in relation to the course competencies; demonstration of their engagement in class discussion • **Question Responses**—student response to questions to develop their personal **value** system; responses to teacher's questions in mock interviews and elevator pitches, on the **vision** board, and about resiliency • **Personal Career and Goal Statements**—**personal brand** includes both a personal **goal** statement and a career **goal** statement • **Peer Feedback**—feedback on **vision** board, classmate work, mock interviews, and **personal brand** statements • **Reflection Paragraph(s)**—personal and career **goal** statements

Stage 3: Learning Plan Overview

Lessons	Lessons Overview
Lesson One: My Strengths and Values 2 days	**Day 1:** Students set norms for class discussion, and examine how to be respectful of others. Students complete an icebreaker activity to know their peers and about the positive characteristics they bring to group activities. Students reflect on the **values** displayed by their peers and identify which **value** statements shared by their peers match their self-perception and which **value** statements do not match theirs. Students take an online **self-assessment** and divide into groups of three or four based on their identified domain. Student groups discuss common characteristics identified during the **self-assessment** to build a list of strengths and document their strengths on an exit ticket. **Day 2:** Students reflect on and share their list of strengths with a classmate. Students develop a common definition of the word **values** and discuss how specific examples vary by student. Students watch a video about values and establish the priority their **values** have in their lives. Students will discuss their responses to the stated questions and share their **values** list with a partner.
Lesson Two: My Personal Brand and Vision 2 days	**Day 1:** Students read an article on building their **personal brand** and discuss how their strengths and **values** are important to building their **personal brand** and how establishing **goal** statements is essential to defining a **personal brand.** Students work independently to write personal and career **goal** statements and capture feedback from peers on how to edit them. Students work independently to write a 30-second elevator pitch that defines their personal and career **goals** as part of their **personal brand** and conduct mock interviews to help their peers practice presenting their elevator pitch. Students finalize their personal and career **goal** statements. **Day 2:** Students share their final personal and career **goal** statements with a peer. As a whole group, students discuss the importance of setting **goals** and having clear **goal** statements. Students work independently to begin the creation of a **vision** board that defines their personal **goal** statement and career **goal** statement.
Lesson Three: How I Learn 1 Day	**Day 1:** Students complete a learning style exercise that defines **visual, auditory, kinesthetic,** and tactile learning. Students reflect on the different learning styles and which learning style best matches their own personal style. Students identify the activity best suited to their own personal style and why. Students discuss how different learning strategies can be incorporated into their personal and career **goal** statements and write a reflection on their learning styles and how they can incorporate learning styles into the achievement of their personal and career **goal** statements. Students add the narrative and other artifacts into to their **vision** board.
Lesson Four: How I Lead 1 Day	**Day 1:** Students watch a video and discuss characteristics of a leader and the first follower. Students identify common characteristics of leaders and match those characteristics with their stated strengths. Students write a reflection on their **leadership** styles and how they can incorporate **leadership** into the achievement of their personal and career **goal** statements. Students present their personal and career **goals** statements and how their **vision** board reflects those **goals** to a small group of students. In small groups, students use a student rubric to provide feedback to their peers.
Lesson Five: Student Success Plan	**Day 1:** Students discuss how they can begin to take steps to achieve their personal and career **goals** and identify obstacles that could impede achieving them. Students work independently to create a **student success plan.**

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Stage 3: Learning Plan Overview

4 Days	**Days 2-4**: Students complete their **vision** board and **student success plan**. Students present their **vision** boards and success plan in another small group setting.

Learning Plan: My Strengths and Values

Brief Synopsis:

Students will be introduced to the unit on understanding self. Students will take an online personality **self-assessment**. They will define the term **values** and become aware of their own personal **value** system.

Addresses Essential Questions:
• How will my strengths and **values** help to shape my future?

Assessed Career and Life Readiness Competencies:

Thinks critically by demonstrating awareness of their personal strengths and values.

Thinks critically by synthesizing their responses to questions to create a comprehensive list of their personal values.

Reasons by demonstrating understanding of how their personal strengths and values are expressed in their daily life.

Work with others by sharing and responding to peer feedback to refine their personal brands.

Works independently by completing the online assessment.

Displays a positive attitude and a sense of self-worth by sharing their strengths verbally with others.

Uses information from the online assessment by identifying strengths.

Suggested Texts and Resources:

Text/Resources:

- NERIS Type Explorer®
- What are Your Values?
- Values Assessment Worksheet

New Academic Vocabulary for the Learning Plan:

- Ethics
- Integrity
- Self-awareness
- Self-reflection
- Values

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to apply their personal **value** system to develop a personal and career **goal**.
	Formative Assessment:

Learning Plan: My Strengths and Values

- Teacher observation of class discussion and student independent online assessment work.
- Teacher review of responses to values questions.
- Teacher review of exit tickets.

Materials/Resources:

- paper plates (one per student)
- access to technology
- NERIS Type Explorer®
- four teacher-created posters— 1. Analysts: Logician, Commander, Debater. 2. Diplomats: Mediator, Protagonist, Campaigner. 3. Sentinels: Defender, Executive, Consul. 4. Explorers: Adventurer, Entrepreneur, Entertainer

Day 2

Students will know and be able to apply their personal **value** system to develop a personal and career **goal.**

Formative Assessment:

- teacher observation of class discussion and student independent online assessment work
- teacher review of responses to **values** questions
- teacher review of exit tickets

Materials/Resources:

- self-stick notes
- **values** video

Learning Plan: My Personal Brand and Vision

Addresses Essential Question(s):

- How will I use my knowledge of self to propel my next steps towards personal growth?
- What are my **values** and career aspirations?

Brief Synopsis:

Students will understand the importance of having a **vision** for the future. Students will develop **goals** and a **vision statement.** Students will create a **personal brand** and **vision** board which describes their personal and career **goals.**

Assessed Career and Life Readiness Competencies:

*Thinks critically by developing personal career and **goal** statements.*

*Thinks critically by reflecting on personal and career **goals** to develop a **personal brand** statement.*

Thinks critically by responding to questions on the mock interview and elevator pitches.

*Thinks creatively by responding to questions about the **vision** board and by creating a **vision** board to represent their personal and career **goals.***

*Plans and organizes a variety of materials (pictures, images, affirmation words) to represent their personal and career **goals.***

*Works independently by creating a **vision** board.*

*Develops an awareness of skills and strengths by connecting personal and career **goals** to a vison board.*

*Critiques and revises **vision board** by applying feedback to improve peer work product.*

Suggested Texts and Resources:

Text/Resources:

- **Personal brand** articles
  - Entrepreneur Magazine, 5 Steps to Building Your Personal Brand
  - Forbes Magazine, 7 Things to Build and Awesome Personal Brand
- Elevator pitch articles
  - Forbes Magazine, Elevator Pitch Tips
  - Top Resume Magazine, 5 Tips for Delivering the Perfect Elevator Pitch
- Interview tips article
  - Monster.com, 100 Potential Interview Questions
- PT 1.1: Student Resource
- PT 1.1: Rubric
- Readings for Vision Boards
  - Vision Board — A Powerful Tool to Manifest Your Life Desires *Audio available
  - 3 Powerful Benefits of Creating a Vision Board
  - Women of Power: How to Make a Vision Board
  - How to Create an Empowering Vision Board
  - The Reason Vision Boards Work and How to Make One
- Videos for Vision Boards
  - How to Make a Vision Board that ACTUALLY Works!
- Online **vision** board options:
  - Computer-Based: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint
  - Apps: Subliminal ($4.99); Hay House (Free); Wishboard ($3.99); Dream Vision (Free)
  - Web-Based: Pinterest; DreamItAlive.com

New Academic Vocabulary for the Learning Plan:

- Goals
- Self-reflection
- Vision
- Vision Statement

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to
	• develop a personal and career **goal** that accurately reflects their self-interests, abilities, and talents.

	• apply their personal **value** system to develop a personal and career **goal**.
	Formative Assessment:
	• teacher observation of class discussion and students' mock interviews and elevator pitches
	• teacher review of responses to questions on mock interviews and elevator pitches
	• teacher review of personal and career **goal** statements
	• teacher review of peer feedback
	• teacher review of reflection paragraphs
	Materials/Resources:
	• **personal brand** articles
	• elevator pitch articles
	• interview tips article
Day 2	Students will know and be able to apply their personal strengths to establish **goals** and define ways in which they can build on their strengths to continuously improve.
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of student **vision** board work
	Materials/Resources:
	• PT 1.1: student resource
	• PT 1.1: rubric
	• Supplies for **vision** board
	--paper
	--mixed media
	--markers, crayons or colored pencils
	--poster board or large sheets of construction paper
	--scissors
	--tape and/or glue sticks
	--plain white paper

Learning Plan: How I Learn

Brief Synopsis:	**Addresses Essential Question:**
Students will take a personal learning inventory which will help them to determine their personal learning style. Students will learn strategies to match	• How do I learn best and how can I apply these skills to improve my future self?

their learning style and understand these strategies will help them to achieve success in school and careers.

Assessed Career and Life Readiness Competencies:

Develops an awareness of personal temperament, skills, and strengths by completing a learning inventory and by writing a reflection paragraph demonstrating awareness of those skills and strengths.

Suggested Texts and Resources:

Resources:

Links to Resources:

- Learning Style Inventory; options include
  - The VARK Questionnaire: How Do I Learn Best?
  - What's Your Learning Style?

New Academic Vocabulary for the Learning Plan:

- Auditory
- Kinesthetic
- Visual

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to apply their personal learning style and appropriate learning strategies to build **self-awareness**.
	Formative Assessment
	- teacher observation of class discussion
	- teacher review of the personal learning inventories
	- teacher review of the reflection exercise
	Materials/Resources:
	- word lists
	- ten random objects placed in a box
	- learning style inventory

Learning Plan: How I Lead

Brief Synopsis: Students will understand how people can become leaders and the characteristics of a leader.	**Addresses Essential Question:** • What is my **leadership** style and how do my **leadership** characteristics help me to achieve my personal and career **goals**?

Assessed Career and Life Readiness Competencies:

Develops an awareness of personal temperament, skills, and strengths identifying the characteristics of a leader and by reflecting on their personal personal leadership style.

Suggested Texts and Resources:

	Notes
Text/Resources: • Video o [Leadership Lessons from the Dancing Guy](#)	

New Academic Vocabulary for the Learning Plan:

Leadership

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to: • define the characteristics of a leader and apply their personal **leadership** style to achieve a **goal**. • present their **goal** statements and **vision** boards to a small group of peers. • provide feedback to peers using the performance task rubric as a guide. **Formative Assessment:** • teacher observation of class discussion, to formative assess students' understanding of the traits of a leader, listen carefully to the discussions • teacher review of students' lists and make note of students who seem not yet able to identify key qualities/characteristics or skills/abilities of an effective leader • teacher review of the reflection exercise **Materials/Resources:** • **leadership** video • PT 1.1: Student Resource • PT 1.1: Rubric

Learning Plan: Student Success Plan

Addresses Essential Question:
• What do effective people do to identify and overcome obstacles in their personal life and/or career?

Brief Synopsis:
Students will discuss the obstacles that could interfere with their ability to achieve their **vision** for personal growth. Students will understand the idea of **resiliency** and will create a plan to avoid or provide solutions to obstacles.

Assessed Career and Life Readiness Competencies:

*Thinks critically about obstacles to their personal and career **goals**.*

*Thinks creatively to complete a **student success plan**.*

Makes sound decisions as demonstrated through plans to overcome obstacles.

*Solves obstacles to their personal and career **goals***

*Reasons through steps to achieve their personal and career **goals**.*

*Plans and organizes a **student success plan***

Demonstrates responsibility and self-discipline

Adapts and shows flexibility

Works independently

Develops an awareness of personal temperament, skills, and strengths through reflecting on a resiliency plan

Suggested Texts and Resources:

	Links to Resources:
Text/Resource:	
• PT 1.2: Student Resource	
• PT 1.2: Rubric	

New Academic Vocabulary for the Learning Plan:
• Resilience

Learning Events and Formative Checkpoints:

Day 1	**Learning Objectives: Students will know and be able to:**
	• demonstrate their individual strengths and leadership style as they build a positive self-concept.
	• apply their personal learning style and appropriate learning strategies to build self-awareness.
	• identify and map their support network to help overcome obstacles and define potential challenges.
	Formative Assessment:
	• Teacher observation of class discussion
	• Teacher review of students' responses to resiliency questions.
	Materials/Resources:
	• PBT 1.2: Student Resource
	• **Student Success Plan** Rubric

Learning Plan: Student Success Plan

Days 2-4	Students will know and be able to
	• demonstrate their individual strengths and **leadership** style as they build a positive self-concept.
	• apply their personal learning style and appropriate learning strategies to build **self-awareness.**
	• apply their knowledge about their learning style, leadership style, strengths and **values** to complete their vision board and **student success plan.**
	• identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career **goals.**
	• articulate to their peers why they chose their artifacts for their **vision** board.
	• provide feedback to peers using the performance task rubric as a guide.
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of student's presentations
	Materials/Resources:
	• PT 1.2: Student Resource
	• PT 1.2: Rubric

Student Success Plan Student Example 1

Personal Goal Statement #1: I want to be successful in everything I do.
Action Step #1: I will do the best I can do.
Action Step #2: Get good grades up until I'm in college.
Action Step #3: Get a good job and keep moving on in life.

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	Parents + friends	Myself	Doing whats best for both of us.
2.	Teachers	My brain	Always studying
3.	Colledge report	Good reasime	Making sure I have a clean record

Career Goal Statement #2: I want to be a neurosurgeon.
Action Step #1: Make good grades in school.
Action Step #2: Get into a good colledge.
Action Step #3: Stay in colledge for 9 years.

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	My learning habits.	My teachers	Always trying my best and studying hard.
2.	My high school report card	My teachers again	Studying hard all 9 years
3.	Family matter	My parents	Staying on task and always get to class early.

Course Goal Statement #3: I hope to learn about business and social class.
Action Step #1: Listen to the teacher
Action Step #2: Stay on task during teaching time
Action Step #3: Getting to the end of the year with 4.0 average.

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	My friends	Other quiet people	The teacher tellg them to be quiet
2.	Distractions / sounds	No interruptions from other teachers	My teacher taking care of what the others wont quickl
3.	My grades	Everyone I communicate with at school	Doing the best at what I do. "Learning"

What skills do I have that will help me accomplish my goals (strengths, values, leadership):

Strengths

- my learning style
- my ability to take in information

Values

- success
- fame
- learning
- wealth
- curiosity

leadership Qualities

- Good listener
- Smart
- Honest
- Happy
- Confident
- dicepline

What activities/courses can I complete in-school to help me accomplish my goals:

I can go to school to take my resedency to become a doctor. That is only one of many that I have to complete.

What activities/programs can I join outside of school to help me accomplish my goals:

I can join tennis which can get me a scholorship into college.

What supports do I have access to that will help me accomplish my goals (family, peers, community):

- My mom
- My Dad
- My grandparents
- My Little Brother

Student Success Plan Student Example 2

Personal Goal Statement #1: Run 2 miles in 18 minutes
Action Step #1: Build stamina
Action Step #2: Build muscles in legs
Action Step #3: Practice

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	Lungs can't provide me with enough oxygen	Water and breaks during running	Challenge myself doing sprints
2.	Lack of protein	Protein bars; health meals	Stay on a healthy diet
3.	Bad weather	Determination	But the proper attire

Career Goal Statement #2: Serve 20yrs in the Army
Action Step #1: Graduate Basic Training
Action Step #2: Keep myself in shape
Action Step #3: Stay focused and determined for more

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	Getting into some type of major trouble with the sergeants	Battle Buddy	Doing some disciplinary exercises
2.	Becoming too lazy to exercise	Personal Trainer	Make it a priority
3.	Taking on more duties than I can handle	Family	Finish one task then move on to the next

Course Goal Statement #3: Graduate High School

Action Step #1: Study to make goods grades and pass my classes

Action Step #2: Don't give up, stay determined

Action Step #3: Thing about the advantages that comes with a high school diploma

Action Step #	Potential Obstacle	Potential Support(s)	Potential Solution
1.	Insufficient time and a job	Mother and my child	With the job to focus on school
2.	Stress and anxiety	Music and Exercise	Make it a priority to graduate instead of a choice
3.	Negativity	Grandmother	Ignore what people say

What skills do I have that will help me accomplish my goals (strengths, values, leadership):
A couple of strengths I have that will help me accomplish my goal is being consistent and determined. I value the act of being better, doing better, and pushing yourself to do challenging activities.

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What activities/courses can I complete in-school to help me accomplish my goals:

There's a step term over here and i hear that a step team is a good extracurricular to participate in if you are considering going to the military. It gets you shape and disciplines you really well. I might consider joining it, although I was already on it before.

What activities/programs can I join outside of school to help me accomplish my goals:

I need to participate in going to drill one weekend a month. It is supposed to prepare me for basic training. It's training for basic training. We run, do push ups, sit ups, and mountain climbers, that's not even half of what we do. Drill is basically basic training on a lower level.

What supports do I have access to that will help me accomplish my goals (family, peers, community):

Well military wise, i have my recruiter. She's very inspiring and has been there every step of the way from taking the asvab to enlistment and now drill. My mother gives me courage to run my miles and exercise everyday. She is pretty much a drill sergeant at home that i can take with me everywhere i go. Last but not least, my daughter is my biggest inspiration of all time. If it wasn't for her i probably wouldn't be doing any of this. She's the reason i want to live and strive for greatest.

Hair

BLACK ENTERPRISE

- I wanna smile just like all 3 of them :)

CAPRICORN
Dec 22–Jan 19
Aug: As Mars moves into your sign on the 12th, you'll get the urge to reassess your priorities and set a serious new goal. Sep: When you step out of your comfort zone on the 2nd, everyone at school will be cheering you on. You'll ace that, Cap!

- I would love for my dancing to be perfected like this by the time I'm 18!

Helping others is your passion. Advancing your career is ours.

-Helping others is my passion-