

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 in 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
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