

Session 1 — Unit Introduction:

Making It My Choice!

Navigating the Course - *Where are we in the course?*

OVERVIEW: This session provides students with an experience that introduces the unit's Key Concepts and Essential Questions. Students will also preview the key topics and milestone activities included in this unit.

Unit Concepts & Essential Questions Addressed in This Session

- How do I take ownership of my future?
- How do decisions I make today directly influence my future?
- How do I start career planning now?
- Why must I grow and develop college and career readiness skills?

Session Vitals – *What must I know to facilitate this session?*



Session 1 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Today's Choices	5 min.
3. Learning Activity: My Life by the Roll of the Dice!	30 min.
4. Teacher Led Discussion: Mapping Out Our Next Steps	5 min.
5. Teacher Led Discussion: Preview End of Unit 1 Milestone Project	5 min.
6. Review & Next Steps	5 min.
Estimated Time to Complete	50 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load the PowerPoint slides for today's session.

Estimated Time to Complete 20 min.

Materials Used

- ✓ Notebook
- ✓ One Pair of Dice for Every Four Students (e.g., Class of 20 = 5 Pair of Dice)
- ✓ Unit 1 Activity Sheets, Pages 1-4 (One Per Student)
- ✓ Unit 1: Session 1 PowerPoint Slides
- ✓ Student Maps Generated This Session

Room Set Up

- ✓ Post the following statement in the room: **By Choice or By Chance?**
- ✓ Secure an LCD projector.

Entry Points – How do I prime students for learning today?



Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

Snapshot of the Event:

Step 1: Ask students to create a list of significant events from their lifetime.

Step 2: Complete regular class routines while students work on the task.

Step 3: Transition to the next learning event.

Materials Used:

- Notebook

How this event might *look* and *sound*...

Step 1: Ask students to create a list of significant events from their lifetime.

You've lived a pretty interesting life and you're only [student's age]. I bet you've experienced some interesting events. If you created a list of big events that have occurred in your lifetime what would you include?

While we finish our regular class routines, create a list of 10 big events that have occurred in your lifetime. For example, you may include an especially memorable birthday party or trip with your family. Use a clean sheet of paper in your notebook.

Step 2: Complete regular class routines while students work on the task.

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

Step 3: Transition to the next learning event.

What events did you capture in your list?

Briefly discuss responses.



Those events have a lot to do with our topic for today. Keep the list nearby. We will explore that list further in just a bit.

You may have some events in your list that represent a time where you were presented with a choice. Let's further explore our choices through a quick discussion.

Interest Approach: Today's Choices – 5 mins

Students analyze prior experiences regarding the choices they make versus those made for them.

Snapshot of the Event:

Step 1: Hold a discussion about different kinds of choices we make daily.

Step 2: Wrap up the discussion and transition into the next learning event.

Materials Used:

- Notebook

How this event might look and sound...

Step 1: Hold a discussion about different kinds of choices we make daily.

To begin the discussion, say:



When I say "Choice!" quietly invest the next two minutes listing all of the choices you have made since you woke up this morning. They can be as simple as, "What should I eat for breakfast?" or as complex as "Which shirt goes with these pants?" Choice!

Allow two minutes for students to complete the task. Then ask for volunteers to share their list of choices. Be ready to share your own examples to get them started. Congratulate those who shared. After all willing students have shared, say:



Now let's expand on the question a little. What choices were made for you since you woke up this morning? Again, list as many as you can. You have another two minutes.

Again, ask for students to share their lists. Answers will vary from "My mom or dad chose what time I needed to get out of bed," to "My math teacher chose to give me homework." Continue the discussion with:



How does this list compare to your first list of choices? Are there more or less on this list?

Discuss responses.



Compare this to when you were in first grade. How did the choices you made compare to those made for you? Why do you think that change has occurred?

TEACHING TIP:

Use a "go" word when setting up instructions for students. This technique helps students filter and process the information in your instructions and tells them when to take action.

Discuss responses.

Step 2: Wrap up the discussion and transition into the next learning event.



You are at a critical age! You are moving from dependency on those around you to provide guidance on decisions to a state of independence. In the next 10 years of your life you will be making many more decisions for yourself and this can seem a little scary at first. By studying a few Key Concepts and gaining some new skills, you'll learn to make decisions about your future like a pro!

One of the biggest decisions you'll make is, "What should I do with the rest of my life?" During this session, you'll experience why you may want to make big decisions like this based upon your own choices rather than chance. We will also take a look at how the next few sessions will prepare you to take ownership over your future, especially your future career. This is your chance to Make It Your Choice!

Core Instruction – How do I facilitate instruction on the core topics?



Learning Activity: My Life by the Roll of the Dice! — 30 minutes

Students experience how their life might turn out if left entirely up to chance.

Snapshot of the Event:

- Step 1:** Introduce "My Life by the Roll of the Dice!"
- Step 2:** Deliver instructions for playing "My Life by the Roll of the Dice!"
- Step 3:** Guide students in playing "My Life by the Roll of the Dice!"
- Step 4:** Discuss the outcomes of the experience as a group.
- Step 5:** Conclude discussion with the key point.

Materials Used:

- One pair of dice for every four students
- *Unit 1 Activity Sheets, Pages 1-2*
- Chalkboard, Whiteboard, or PowerPoint Slide #2

How this event might look and sound...

Step 1: Introduce "My Life by the Roll of the Dice!"



The first step in approaching the question, "What should I do with my life?" is to determine if you want to let things happen or if you want to make them happen. Do you want your life to be decided by choice or by chance?

Ask for students to share their thoughts. Continue the discussion with:



For those of you willing to let fate decide, you're in luck! Today we will be playing the game of life. And it will be based on the roll of the dice. In the next 20 minutes, we will be recreating your past and predicting your future all based on chance.

Step 2: Deliver instructions for playing "My Life by the Roll of the Dice!"

Distribute Unit 1 Activity Sheet, pages 1-2. Review the instructions provided at the top of the activity sheet.



Let's take a look at how this will work. When I say, "Go!" form groups of three or four and wait to receive your dice.

Allow students to form groups of three or four. Assist in assigning remaining students, if any. Next, pass out dice to each group. Continue with:



When you have received your dice take turns rolling to receive a number for question one. In each case, make sure you read to determine if you need to roll one or both dice. When all individuals in your group have their number, focus your attention to the front of the room to hear your outcome.

Here, select a number and outcome to read to the class as an example:



For example, for the first question, if you roll a '1,' you are born a male.

Continue with instructions:



Write your outcome in the space provided. We will continue that pattern for each "Life Event." What can I clarify? You will have 30 seconds to get into groups of three or four and begin the activity.

Go!

Step 3: Guide students in playing "My Life by the Roll of the Dice!"

When students are ready with their numbers for the first question, refer to Unit 1 Activity Sheet, page 2, and announce the outcome.

For example, when all students have rolled a number for "Life Event 1," ask for those who rolled an even number to raise their hands. Congratulate them on being born a female. And congratulate those who rolled an odd number on being born male. Ask them to write their outcome in the space provided.

At this point, it would be good to explain that while the numbers they roll are purely random, each set of outcomes is based on United States Census Data providing real outcomes based on the probability of the numbers they might roll.

Instruct the students to continue on with "Life Event 2" to continue building their life. Continue this process through all eight questions.

Step 4: Discuss the outcomes of the experience as a group.

Wrap up the discussion with the following questions:



*Who was happy with their life? Why or why not?
Which of the items on the list are choices made for you and out of your control?*

Students should note that items 1-4 are all decisions that are out of their control.



Good job, let's circle those numbers representing things that are out of our control. Circle items 1-4. Does everyone agree that items 5-8 are items where you can choose your path?

Discuss if necessary.



That is correct; you can take control of the outcomes of items 5-8. Raise your hand if you now believe that you would rather choose your future instead of letting it happen by chance. If you raised your hand, invest 30 seconds getting ready to tell me why you believe you want to choose your future. Those of you who did not raise your hand will have the same amount of time to prepare their answer. Be ready to respond with your brilliant answer!

Go!

After 30 seconds, ask for volunteers to share their responses, alternating between students representing each side.

Step 5: Conclude the discussion with the key point.



Even if you did well in this scenario, odds are against you falling randomly into your preferred future. The only way to get what you want out of life is to do it by choice and not by chance.

Ask students to write the following statement in their notebooks as you write it on the board in the room or show PowerPoint Slide #2.



I will pursue my future by choice, not by chance! Let's start making this statement a reality!

Teacher Led Discussion: Mapping Out Our Next Steps! – 5 minutes

Students preview the upcoming sessions in the unit and discuss how the topics addressed can equip them with the aptitude and attitude necessary to live by choice, rather than by chance.

Snapshot of the Event:

Step 1: Display PowerPoint Slide #3.

Step 2: Discuss each objective for the unit while students capture them in their notebook.

Step 3: Guide students in elaborating upon the main unit concepts by creating a map to illustrate the relationships among the unit objectives.

Materials Used:

- Notebook
- PowerPoint Slide #3

How this event might look and sound...

Step 1: Display PowerPoint Slide #3.**Step 2: Discuss each objective for the unit while students capture them in their notebook.**

The next sessions are designed to prepare you to make the statement, “I will pursue my future by choice, not by chance,” a reality in your life. Through this part of our course you will start to answer the following questions:

- *How do I take ownership of my future?*
- *How do decisions I make today directly influence my future?*
- *How do I start career planning now?*
- *Why must I grow and develop college and career readiness?*

Ask students to capture each question in their notebook. Briefly discuss each question. Query students to find out their initial thoughts on each question.



By the end of this unit, you’ll be ready to demonstrate that you are ready to make your future your own!

Step 3: Guide students in elaborating upon the main unit concepts by creating a map to illustrate the relationships among the unit objectives.

Now that you have seen what is ahead of you, it’s time to create your own map. Imagine that you are a cartographer. Who can tell me what a cartographer is?

Field answers from the students. Listen for an answer that identifies a cartographer as a person who makes maps.

TEACHING TIP:

Provide students with an opportunity to elaborate upon the material in order to facilitate the process of moving recently learned material from working memory to long-term memory. Techniques based upon students’ varying forms of intelligence add variety to the way you encourage elaboration.



When I say, “Map it!” turn the questions in your notebook into images on a map. Your map may look like an old treasure map or a map of a city. Make sure you show each of the questions as stops along the way to taking control of your future. Try to illustrate the kinds of ideas and things you think we will discuss for each question listed. Imagination and creativity will be important tools for this process.

You have five minutes to create your map. What can I clarify?

“Map it!”

When the students have completed their maps, ask for volunteers to share their maps with the class. Congratulate them on their creativity.

Teacher Led Discussion: Preview End of Unit 1 Milestone Project – 5 minutes

Students preview the Unit 1 Milestone Project and options.

Snapshot of the Event:

Step 1: Explain the concept of the Milestone Project.

Step 2: Review the Unit 1 Milestone Project requirements.

Materials Used:

- Unit 1 Activity Sheets, Pages 3-4

How this event might *look* and *sound*...

Step 1: Explain the concept of the Milestone Project.



Who knows what the word “milestone” means?

Elicit responses.



That’s right! A milestone is an event that usually involves an important accomplishment or achievement. For example, becoming a teenager is a milestone. Winning a medal at a track meet might be a milestone, too!

We will work toward a Milestone Project at the end of each unit. Think of the Milestone Project as a small but important achievement on your way to a bigger goal. Your big goal in this course is to prepare yourselves for your own future and create a plan for future career exploration and personal development.

Your Unit 1 Milestone Project is all about showing others that you are ready to take ownership and guide your own futures – especially with your chosen career path. People who take ownership of their future often write a mission statement.

You may insert names of individuals who students know have personal mission statements.



Let’s take a look at the specifics of this unique project.

MILESTONE PROJECT

Projects designed to encourage reflection, integration, and synthesis of the skills and content in each unit. Students set goals and monitor progress as they develop an artifact during the unit.

Teachers provide periodic feedback regarding student progress. At the end of the unit the class holds a showcase where they share their work and the teacher completes a final assessment using **Milestone Project Rubric: Unit 1**.

Also use this rubric to provide targeted feedback to the student as they work on the artifact throughout the unit.

Step 2: Review Unit 1 Milestone Project requirements.

Hand out Milestone Project Description: Unit 1 and Milestone Project Rubric: Unit 1 (Unit 1 Activity Sheets, pages 3-4). Guide students through the documents.

Highlight the following:

- What is a mission statement?
- What does a mission statement look like?

- Criteria for evaluating mission statements.
- Steps for creating a mission statement.



It's okay that you don't know exactly how to create a mission statement right now. We will work on the mission statements together throughout the unit. As we discover answers to the big questions we discussed earlier, we will gather some food for thought to help you complete this project. One step at a time and you'll start to see progress. Before you know it, you will achieve a major milestone!

Keep this sheet in your notebook. You'll use it many times as we complete the first unit.

Turn to a neighbor and give them a high-five. You're on your way to achieving something great!

Bring Closure & Look Ahead – How do I conclude the session?



Teacher Led Discussion: Call Back Review & Next Steps! – 5 minutes

Reinforce the Key Concept from the session and look ahead to the next topic.

Snapshot of the Event:

Step 1: Use a call back to review the unit's Key Concept.

Step 2: Thank students for their work today and identify the next session's topic.

Materials Used:

- Student maps completed earlier in the session

How this event might look and sound...

Step 1: Use a call back to review the unit's Key Concept.



Let's make sure we all remember the one key thought of the day. I will say the first few words, then you to say the word that followed. Ready? I will pursue my future by (they say "choice"), not by (they say "chance").

Repeat the phrase until all students are participating!

Step 2: Thank students for their work today and identify the next session's topic.



Thank you for your hard work today! I look forward to tomorrow's session. Let's take a look at your map. Who can remind me of our destination for the next session? You are correct. We are going to work to understand that we each have the capacity and opportunity to choose our own career path.

Assessment – *How do I assess student work from the session?*



OPTIONAL: Scoring Participation Using Maps – After the Session

Use the following scale as a simple rubric for assessing student participation today.

Snapshot of the Event:

Step 1: Collect student maps.

Step 2: Score student work on the following scale.

Materials Used:

- Student maps completed earlier in the session.

How this event might *look* and *sound*...

Step 1: Collect student maps.

Step 2: Score student work on the following scale:

Neatness	10
Completion (start, finish, and all required items)	10
Total	20