

Session 3 — Self-Directed Learning:

Topic 1-1: Own My Future!

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

OVERVIEW: During the previous session, students completed a teacher-guided exploration of key issues surrounding the idea that they must begin acting independently to own their future. The present session provides a forum for students to complete a layer of self-directed learning activities designed to extend and integrate the concepts regarding owning their futures.

Unit Concepts & Essential Questions Addressed in This Session

- How do I take ownership of my future?
 - Individuals at my age begin assuming increasing levels of independence.
 - It is my right to independently explore Career Pathways that best fit my personal interests, aptitudes, and aspirations.
 - There are many influences, both internal and external, that may impact my perceptions and how I make decisions.

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



Session 2 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
4. Toss-N-Review	3 min.
5. End-of-Class Announcements	2 min.
Estimated Time to Complete	50 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Set up Learning Stations (see Room Set Up below).

Estimated Time to Complete 30 min.

Materials Used

- ✓ Unit 1: Session 3 PowerPoint Slides (See the Resource Section)
- ✓ Unit 1 Activity Sheets, Pages 3, 7-14
- ✓ Notebook
- ✓ Soft Ball

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up for the “Show Me!” Expeditions
 - Station 1: Provide stations with a limited number of copies of Unit 1 Activity Sheet, page 8.
 - Station 2: Set up reading stations with copies of Unit 1 Activity Sheets, pages 9-11 and 12-14.
- ✓ Write the following statements on the board or show PowerPoint Slide #4.
 - Who do you think most owns their right to choose a summer job? Why?
 - What does this person do to show ownership of the decision to get a job?
 - What is one internal influence demonstrated in this short scene?
 - What is one external influence demonstrated in this short scene?
 - How are you similar to and different from the individuals in this scene?

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:** Summarize resources to locate and questions to ponder.
- Step 2:** Guide students in getting started.
- Step 3:** Complete regular class routines while students work on the task.
- Step 4:** Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2
- Unit 1 Activity Sheets, Pages 3, 7-8

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

Step 1: Summarize resources to locate and questions to ponder.

Write the following on the board or show PowerPoint Slide #2.



Locate the following:

- *Unit 1 Activity Sheets, pages 3 and 7-8*
- *“Get Started!” Expedition completed as homework*

Look at the Unit 1 Activity Sheets, pages 7-8, and answer the following:

- *Which “Show-Me!” Expedition will I complete today?*
- *Which “Test Run!” Expedition will I complete today?*
- *What is one thing I can do to make progress on my Unit 1 Milestone Project today?*

Step 2: Guide students in getting started.



Today you have a choice about how to continue exploring the idea of owning your future. By the end of the session, you’ll have an example of how this idea influences people just like you and can be applied to your own life.

When I say, “Let’s start!” you’ll have some time to locate the three items shown at the front. Work quickly to find those items so that you have plenty of time to look over the Learning Expedition Guide 1-1 and answer the three questions shown. In the end, you will have three achievable goals for the day.

Let’s start!

Step 3: 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 4: Transition to the next learning event.

Teacher-Led Discussion: Reminders for Success – 5 minutes

Prepare students for the self-directed learning activities with a short pep talk and instructions.

Snapshot of the Event:

Step 1: Review the goals for the day and the Learning Expedition resources available.

Step 2: Help students establish a goal for progress on their Unit 1 Milestone Project.

Step 3: Summarize goals and release students to complete the activities.

Materials Used:

- Unit 1 Activity Sheets, Pages 3, 7-8
- PowerPoint Slide #3

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

Step 1: Review the goals for the day and the Learning Expedition resources available.

Write the following list of goals on the board or show PowerPoint Slide #3.



By the end of today I will...

- Complete a “Show Me!” Expedition
- Complete a “Test Run!” Expedition
- Make progress on my Unit 1 Milestone Project

Let’s begin our day with the end in mind. There are three things to do before the end of this session.

Review the list posted on the board.



While I completed regular class routines, you pondered your options for each of these three tasks. Go ahead and place a star by the one “Show Me!” and one “Test Run!” Expedition that most interests you. It’s okay if you change your mind later.

Allow students a minute to mark their choices in the Unit 1 Activity Sheets, pages 7-8.

Point out learning stations prepared for the students. Remind students of any ground rules for use of the materials and or classroom resources.



What questions do you have about any of the Expeditions?

Answer questions students may have about the activities.



After you complete an Expedition, I will review the product you created. For example, I’ll review your entry after completing the “Show Me!” Expedition with you. Together we will determine if you are on track.

Step 2: Help students establish a goal for progress on their Unit 1 Milestone Project.

Students received a copy of the Milestone Project Description: Unit 1 during the first session. By this session, students should know which format they will use to represent what they know for Unit 1 in the Milestone Project. For today, have students consider a small goal to accomplish on the Unit 1 Milestone Project.



As you complete the day, you may find a point when I am busy or one of the stations is full. This is a great time for you to begin your Unit 1 Milestone Project.

Share examples of what students might accomplish today.



Setting goals and monitoring our progress is important as you begin showing others that you are ready to be independent. Let's practice setting a small goal to make progress on your Unit 1 Milestone Projects. Take a look at the steps outlined on the bottom of the Milestone Project Description: Unit 1. If you have 10 minutes today to make some progress on your project, what is one thing you will accomplish?

Have students capture their goal in the space provided on the Unit 1 Activity Sheet, page 8.

Step 3: Summarize goals and release students to complete the activities.

Let's summarize what you are to complete by the end of today.

Review the list of goals shown at the front or PowerPoint Slide #3.



By the end of today I will...

- *Complete a "Show Me!" Expedition*
- *Complete a "Test Run!" Expedition*
- *Make progress on my Unit 1 Milestone Project*

Acting responsibly and making wise choices is an important part of being independent. Exercise responsibility and wisdom in your choices as you complete your work today!

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



Facilitating Learning Expeditions and Providing Feedback – 40 minutes

Students complete the self-directed Learning Expeditions planned for today while the teacher provides feedback and guidance.

Snapshot of the Event:

Step 1: The following events occur simultaneously:

- Teacher reviews the “Get Started!” homework using criteria provided.
- Students complete a “Show Me!” Learning Expedition and related reflection questions.

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.
- Students complete one “Test Run!” Learning Expedition.

Step 3: The following events occur simultaneously:

- Teacher reviews student product for the “Test Run!” Learning Expedition.
- Students begin working on the Unit 1 Milestone Project.
- After reviewing the “Test Run!” products, the teacher reviews student progress on the Unit 1 Milestone Project.

Materials Used:

- Learning Expedition Map: Unit 1
- Unit 1 Activity Sheets, Pages 9-14
- PowerPoint Slide #4

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

Step 1: The following events occur simultaneously:

- **Teacher reviews the “Get Started!” homework using criteria provided.**
- **Students complete a “Show Me!” Learning Expedition and related reflection questions.**

Providing Students with Feedback As They Complete the Expeditions:

As students work on the Learning Expeditions, move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track” using the criteria provided on the following pages. If a student is demonstrating that they are “on track,” provide your sign-off in the space provided for that student on the Learning Expedition Map: Unit 1. If the student appears to be “off track” on the assignment, then provide coaching and prompts to get the student back “on track.”

TEACHING TIP:

Two keys to successful self-directed learning are accessibility and time management. Be accessible to all students by moving around the room and checking in with students as they work. Manage your time. You’ll only be able to spend a couple of minutes with each student so be targeted with your feedback using the criteria provided.

Coaching on the “Get Started!” Homework

Review the “Get Started!” products created as homework using the following criteria:

- The goal of the “Get Started!” activity is for students to activate prior knowledge regarding the level of independence they assume in making decisions.
- There are no right or wrong answers to this Expedition.
- Make positive and encouraging comments about decisions students identify as being important to their future.
- If they did the task, provide sign-off on the Learning Expedition Map: Unit 1 for each student.
- Briefly discuss your feedback on the homework with the student as you move around the room.

Step 2: The following events occur simultaneously:

- **Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.**
- **Students complete one “Test Run!” Learning Expedition.**

Coaching the “Show Me!” Expedition

Review student responses for the following:

- Who do you think most owns their right to choose a summer job? Why?
- What does this person do to show ownership of the decision to get a job?
- What is one internal influence demonstrated in this short scene?
- What is one external influence demonstrated in this short scene?
- How are you similar to and different from the individuals in this scene?

The Student...	Off Track	On Track
Identifies that G.O. most demonstrates ownership of his or her future.	Responses identify Y.R. or I.M. as the character demonstrating ownership of his or her future.	Response identifies G.O. as the character demonstrating ownership of his or her future because they are assuming responsibility for taking action
Identifies responsible actions.	Responses identify actions from the story characters, but the actions do not reflect those of an individual who is responsible for his or her future.	Responses identify actions from the story characters. The actions clearly reflect those of an individual who is responsible for his or her future.
Identifies one internal and one external influence on owning their future.	Responses do not accurately identify an internal or external influence from the story.	Responses accurately identify both an internal and external influence demonstrated in the story.
Provides a thoughtful response regarding how they are similar to and different from the characters.	Response is vague and/or only represents surface similarities or differences such as such as I.M. wants to make more money and so do I; or Y.R. doesn't like work, but I do.	Response demonstrates that the student has reflected upon how they are similar to and different from the characters with regard to taking ownership of his or her future.

Step 3: The following events occur simultaneously:

- **Teacher reviews student product for the “Test Run!” Learning Expedition.**
- **Students begin working on the Unit 1 Milestone Project.**
- **After reviewing the “Test Run!” products, the teacher reviews student progress on the Unit 1 Milestone Project.**

Evaluating the “Test Run!” Expedition

Review the student product created for the “Test Run!” Expedition using the following:

Answers the Question...	Off Track	On Track
What types of big decisions about your future do you have the right to make on your own?	Responses are vague and do not summarize at least two significant decisions individuals have the right to make about their future (e.g., the type of gaming system to purchase when I have my own money is not acceptable).	Responses succinctly summarize at least two decisions individuals have the right to make about their future independently (e.g., what kind of career to have and what kind of lifestyle they want to live).
What are two ways you can show others you are ready to own big decisions about your future?	Responses are vague or do not summarize at least two ways to demonstrate responsibility (e.g., listen to my friends, do what my friends do, watch a TV show about the decision, etc.).	Responses accurately identify two ways to demonstrate responsibility in owning big decisions. (e.g., doing research, weighing out the benefits, looking at alternatives, asking for advice, etc.).
What are at least two examples of influences that might affect a big decision you make about your future?	Responses are vague and do not state two appropriate examples of influences that may affect the decision-making process (e.g., how much TV I watch, the number of things I own or have access to, etc.).	Responses identify at least two appropriate examples of influences that may affect our decision-making process (e.g., what our parents jobs are, our future personal goals, the kinds of talents we possess, etc.).

Evaluating Unit 1 Milestone Project Progress

Review the goal the student set and the progress they have made on the Unit 1 Milestone Project using the following criteria.

The Student...	Off Track	On Track
Has a clear goal for making progress on the Unit 1 Milestone Project.	Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 1 Milestone Project today.	Student has a clear and reasonable goal for making small, but significant, progress on the Unit 1 Milestone Project during the class period.
Demonstrates observable progress on the Unit 1 Milestone Project.	Student has not started to make any progress on the Unit 1 Milestone Project. Student may be stalling or procrastinating with off-task behavior.	Student has clearly started on the project and has observable results.

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

Toss-N-Review Activity – 3 minutes

Students toss an object to share control of the floor as they review the big ideas.

Snapshot of the Event:

Step 1: Prime students' thinking.

Step 2: Explain the "Toss-N-Review" activity.

Step 3: Complete the activity.

Materials Used:

- Soft Ball

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

Step 1: Prime students' thinking.



Think of one "A-ha" moment you've had over the past two days as we've explored the topic of owning our future.

Allow a moment of silence for students to ponder the request.

Step 2: Explain the "Toss-N-Review" activity.



This ball brings with it great power! When you are holding the ball you may share a nugget of your wisdom on the topic of owning our future with the rest of us. I will toss the ball to someone in the room and he or she will share their nugget of wisdom. They will toss the ball to another person who expresses he or she is ready with a thumbs-up gesture. Keep your thumb up until you receive the ball and get to share. Who will go first?

At the halfway point, alert students to the fact that they should be halfway done with their project.

At the three-minute point, students should be finished with their drawings. Move on to the next step.

Step 3: Complete the activity

Continue passing the ball around until time runs out or the sharing slows down considerably.

End of Class Announcements – 2 minutes

Students are reminded about homework and look to the next session.

Snapshot of the Event:

- **Step 1: Remind students of work that is uncompleted. Expeditions must be completed as homework.**
- **Step 2: Remind students of the due date for the Unit 1 Milestone Project.**
- **Step 3: Set context for the next session.**

Materials Used:

- None

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

Step 1: Remind students that uncompleted Expeditions must be completed as homework.

Remind students that unfinished work from today will be due at the beginning of the next class period.

Step 2: Remind students about the due date for the Unit 1 Milestone Project.

Remind students of the Unit 1 Milestone Project due date. Congratulate students on getting started with the project in class today. Note any initial feedback, appropriate for the whole class, on the project based upon your observations during the day.

Step 3: Set context for the next session.



During our next session, we will build upon the idea of owning our future by thinking about how to make good decisions. This is an important skill as we think about planning for our future careers.

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



Use the Learning Expedition Map: Unit 1 to assess student participation today.

Snapshot of the Event:

- **Step 1:** Use the Learning Expedition Map: Unit 1 to record student scores in your grade tracking system.
- **Step 2:** Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign off on the Learning Expedition Map: Unit 1.

Materials Used:

- Learning Expedition Map: Unit 1

How to implement the assessment

Step 1: Use the Learning Expedition Map: Unit 1 to record student scores in your grade tracking system.

The Learning Expedition Map: Unit 1 is provided as a tool to help facilitate ease of tracking student progress. Rather than collecting each student's individual work, use the map as a way to track completion of the projects.

Step 2: Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign off on the Learning Expedition Map: Unit 1.



Student Progress on the Unit 1 Learning Expeditions

Instructions: Use this table to track all students' progress on the Learning Expeditions completed throughout Unit 1. When a student meets the "on track" criteria for the Learning Expedition, as outlined in the session plan, place a mark in the appropriate cell on this table to indicate completion. You may wish to use a point value such as 5 points per project completed.

	<i>Student Names</i>																											
Unit 1 Learning Expeditions																												
Topic 1-1: Own My Future!																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 1 Milestone Progress																												
Topic 1-2: Make It Count!																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 1 Milestone Progress																												
Topic 1-3: Where Do I Start?																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 1 Milestone Progress																												