

Session 5 — Self Directed Learning:

Topic 1-2: Make It Count!

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

OVERVIEW: During the previous session, students explored the decision-making process and the concept that every decision has consequences. The present session provides a forum for students to complete a layer of self-directed learning activities designed to extend and integrate the concepts discussed regarding Make it Count! in their lives.

Unit Concepts & Essential Questions Addressed in This Session

- How do decisions I make today directly influence my future?
 - Personal and lifestyle choices made now and during high school lead to both opportunities and consequences regarding my future career options.
 - Effective career planning at my age involves establishing personal guidelines for making reasonable choices and conducting exploration of a variety of careers.
 - It is my responsibility to make academic and extracurricular activity choices relevant aspects of my career-planning efforts.
 - I can consistently utilize a set of decision-making steps to make sound decisions about my future.

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



Session 1 Snapshot

- | | |
|--|-------------|
| 1. Suggested Bell Work Activity | Time Varies |
| 2. Teacher-Led Discussion: Reminders for Success | 5 min. |
| 3. Facilitating Learning Expedition and Providing Feedback | 40 min. |
| 4. Word Linking Review Activity | 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 5 PowerPoint Slides (See the Resource Section)
- ✓ Notebook
- ✓ Learning Expedition Map: Unit 1 (Used Previously)
- ✓ Unit 1 Activity Sheets, Pages 16-22 (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up
 - Set up the room with learning stations for the “Show Me!” Expeditions described in the Unit 1 Activity Sheet, page 17.
 - Learning Station 1: Set up a reading station with limited copies of Unit 1 Activity Sheets, pages 18-19.
 - Learning Station 2: Set up a reading station with limited copies of Unit 1 Activity Sheets, pages 20-21.
- ✓ Post questions for the “Show Me!” Expeditions:
 - Write the following statements on the board or show PowerPoint Slide #4.
 - What decisions have you made that are similar to this one?
 - Which of the six steps for making good decisions did you see or hear in the interview?
 - What are the possible consequences of the decision I. Mustdecide made?
 - What do you predict will happen?
 - If this were your decision to make, what would you have decided?

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.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

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

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

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

Locate the following:

- Unit 1 Activity Sheets, pages 16-17
- “Get Started!” Expedition completed as homework

Look at the the Unit 1 Activity Sheet, page 17, 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 outline or first draft 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 day you'll have an example of how this idea influences people just like you and apply the idea 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 Unit 1 Activity Sheet, page 17, 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 locate resources and answer the questions posed, you may complete regular tasks such as taking roll, lunch count, etc.

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:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #3
- Unit 1 Activity Sheets, Pages 3 and 17

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

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

Write the following statements on the board or show PowerPoint Slide #3. By the end of today I will:

- Complete one “Show Me!” Expedition
- Complete one “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 or on PowerPoint Slide #3.



While I completed regular class routines you pondered your options for each of these three tasks. Go ahead and place a star by 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 Sheet, page 17.

Point out the 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.

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

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



As you work throughout 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 work on your Unit 1 Milestone Project.

Share examples of what students might accomplish today.



Several of you did a nice job setting a goal for progress on your Unit 1 Milestone Project last session. Let's look at what you have already accomplished and 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 17.

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 posted on the board or PowerPoint Slide #3.



By the end of today I will:

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

Now that you've made some decisions about what you're going to accomplish today, let's get to it!

Release students to work on self-directed activities.

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



Facilitating Learning Expedition and Providing Feedback – 40 minutes

Students complete the self-directed Learning Expedition 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 a “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, teacher reviews student progress on the Unit 1 Milestone Project.

Materials Used:

- Learning Expedition Map: Unit 1
- Unit 1 Activity Sheets, Pages 17-22
- PowerPoint Slide #4

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

Step 1: The following events occur simultaneously:

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

Providing Feedback As Students 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,” provide coaching and prompts to get them “on-track.”

TEACHING TIP:

One of the keys to facilitating effective self-directed learning is student accountability. A quick method to check for accountability on student learning, and to make grading easy for you, is to implement an oral defense policy. Before signing off on an assignment, ask a student a couple of questions to assess their learning. If you're satisfied, sign off. If not, students may only earn partial credit or have the choice to study up and try again.

Coaching on “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 decisions, consequences, and the steps in decision-making.
- There is no right or wrong answer to this Learning Expedition.
- Make positive and encouraging comments about past, present, and future decisions the students identify.
- If the students 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 of three “Test Run!” Learning Expeditions.**

Coaching the “Show Me!” Expedition

Review student responses for the following:

- *What decisions have you made that are similar to this one?*
- *Which of the six steps for making good decisions did you see or hear in the interview?*
- *What are the possible consequences of the decision I. Mustdecide made?*
- *What do you predict will happen?*
- *If this were your decision to make, what would you have decided?*

Student...	Off Track	On Track
Identifies all six steps for good decision making.	Response identifies less than five of the six steps.	Response identifies at least five of the six steps.
Identifies possible consequences.	Response identifies only insignificant or irrelevant consequences.	Response identifies significant and relevant consequences that could occur as a result of the decision.
Provides a thoughtful response regarding the decision that they would have made.	Response is vague and/or does not explain the student's reasoning behind their decision.	Response demonstrates that the student has reflected upon the decision they would make and explains the student's reasons for making the decision using elements of the six-step model for good decisions.

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, teacher reviews student progress on the Unit 1 Milestone Project.

Evaluating the “Test Run!” Expedition

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

Answers the question...	Off Track	On Track
What details did I provide to show my understanding of the six steps in the decision-making process?	Responses are vague and do not show application and understanding of the six good decision-making steps (e.g., choosing a college only because it is close to the ocean is not acceptable, etc.).	Responses accurately show application and understanding of the six decision-making steps (e.g., choosing a college based on values, what it offers, area of study, location, and the financial impact to you and family, etc.).
What is an example of a consequence caused by a decision?	Responses are vague or do not demonstrate the significant consequence(s) of a decision (e.g., If I play baseball, I'll be “cool,” etc.).	Responses accurately demonstrate consequence(s) of a decision (e.g., choosing to play on the baseball team will help keep me in shape, will require that I do my homework later at night, will require me to keep my grades up to remain eligible, etc.).

Evaluating the Unit 1 Milestone Project Progress

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

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 made reasonable progress on the Unit 1 Milestone Project. Student may be stalling or procrastinating with off-task behavior.	Student has clearly made progress on the project and has observable results (e.g., student has researched examples of mission statements and brainstormed some key ideas to include in their personal mission statement, etc.).

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



Word Linking Review Activity – 3 minutes

Students choose words related to the material and write them in a crossword style fashion.

Snapshot of the Event:

Step 1: Prime students' thinking.

Step 2: Explain the word-linking activity.

Step 3: Complete the review activity.

Materials Used:

- Chalkboard/Whiteboard

How this event might look and sound...

Step 1: Prime students' thinking



One of the purposes of a mission statement is to serve as a guide when you have tough decisions to make. Your mission statement should help you think through how well a choice aligns with your values and goals. Think back to the brainstorming you've done on your Unit 1 Milestone Project. Maybe even look at some of the things you've written down so far.

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

Step 2: Explain the word-linking activity.



Your task is to choose five to eight key words that relate to your mission statement. These might be descriptor words that will be in your mission statement or they might be words that describe what your mission statement will sound like. Start by writing one word in the center of your paper and use the letters to link it to your other words like you would see in a crossword puzzle.

Draw the following on the board;

L
E
C A R I N G
D
E
R



Here is an example using the words "leader" and "caring."

Step 3: Complete the review activity.

Give students approximately one minute to complete the activity. If time permits, it may be helpful for students to hear the context behind what other students were thinking for some of their words.

End of Class Announcements – 2 minutes



Students are reminded about homework, Unit 1 Milestone Project, and look to the next session

Snapshot of the Event:

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

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

Step 3: Set context for the next session.

Materials Used:

- Unit 1 Activity Sheet, Page 17

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 them 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.

Who's ready to get in motion? Our next session is all about how to pick up momentum as you start to think about the future. It's exciting to think that soon you'll be ready to confidently take on your future and make excellent decisions. In our next session, we will take a look at how we can apply the decisions we make now to our future career options.

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



OPTIONAL: Scoring Learning Expedition Work – After 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 students' scores in your grade tracking system.

Materials Used:

- Learning Expedition Map: Unit 1

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.

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 students' 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.