

Session 11— Self-Directed Learning:

Topic 3-3: Today's Choices Matter

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

OVERVIEW: *Students have thoroughly explored the first two Essential Questions and are in the final two sessions of preparation prior to the Unit 3 Milestone Project creation. This session provides the opportunity to further explore the importance of making informed decisions concerning the future.*

Unit Concepts & Essential Questions Addressed in This Session

- How will my choices today affect my future?
- My activities, work experiences and courses have relevance in shaping my career path.
- Completing high school and post-secondary education are not my only goals; they are means to my real goal of being career-ready.

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 Expeditions and Providing Feedback	40 min.
4. 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. Load the PowerPoint slides for today's session.
3. Set up learning stations (see Room Set Up below).

Estimated Time to Complete 40 min.

Materials Used

- ✓ Unit 3: Session 11 PowerPoint Slides
- ✓ Learning Station Materials (See Room Set Up Below)
- ✓ Unit 3 Activity Sheets, Pages 3-5 and 28-33 (Used Previously)
- ✓ Learning Expedition Map: Unit 3 (Used Previously)
- ✓ Notebook
- ✓ “Wall List” Activity Posters (Created During Unit 3: Session 10)
- ✓ Markers

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Hang up the posters from the “Wall List” activity (Unit 3: Session 10) on the walls of the room.
- ✓ Learning Station for the “Show Me!” Expedition:
 - PowerPoint Slide #4
 - 25 Carpet Squares or Paper Plates
 - One Roll of Masking Tape
 - 10 Blind Folds
- ✓ Learning Station for the “Test Run!” Expedition:
 - Unit 3 Activity Sheets, pages 31-33 (one per student) placed in a pile at the front of the room.
 - School Activities Station:
 - Collection of brochures for student activities or a list of student organizations.
 - Work Experience Station:
 - Collection of newspaper employment ads, summer job listings, announcement from a career or community center about summer jobs or a job fair.
 - Courses Station:
 - Copy of the students’ high school’s four-year course plan (one per student).
 - Collection of courses and course descriptions from the student’s high school.
 - Recruit guest facilitators. If possible, contact an employer, counselor, or former student to assist at the “Work Experience” station. A guidance counselor, career center counselor, or instructor can assist at the “Courses” station. Invite one or two current high school students to help at the “School Activities” station.

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



Bell Work Activity – Time Varies

Students locate resources for the session and use three questions to prepare for the day.

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:

- PowerPoint Slide #2
- Unit 3 Activity Sheets, Pages 3 and 29-30

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

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

Show PowerPoint Slide #2.

- Locate the following:
 - Unit 3 Activity Sheets, Pages 3 and 29-30
 - “Get Started!” Expedition completed as homework
- Look at the Unit 3 Activity Sheet, page 30, and answer the following:
 - What is one thing I can do to make progress on my Unit 3 Milestone Project today?

Step 2: Guide students in getting started.

Today you have a choice about how to continue exploring the idea of “Today’s Choices Matter.” By the end of the day, you will have an example of how this idea influences people just like you and how you can apply the idea to your own life.

When I say, “Let’s start!” you’ll have some time to locate the items shown at the front. Work quickly to find those items so that you have plenty of time to look over the Unit 3 Activity Sheets, pages 29-30 and answer the question shown.

Let’s start!

Step 3: Complete regular class routines while students work on the task.

While students locate resources and answer the question posed, you may complete regular tasks such as taking roll, lunch count, etc.

Teacher Led Discussion: Reminders for Success – 5 mins

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: Summarize goals and release students to complete the activities.

Materials Used:

- PowerPoint Slide #3
- Unit 3 Activity Sheets, Pages 29-30

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

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

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

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 3 Milestone Project*

While I completed regular class routines, you pondered what progress you will make toward your Unit 3 Milestone Project. If you haven't already, write down a goal for making progress today.

Allow students a minute to write their goal in the Unit 3 Activity Sheet, page 30.

Point out any supplies students may need. Remind students of any ground rules for use of the materials and/or classroom resources.



What questions do you have about either of the Expeditions?

Answer questions students may have about the Expeditions.



After you complete an Expedition, I will review the product you created. Together, we will determine if you are on track!

Step 2: Summarize goals and release students to complete the activities.

Let's summarize what you are to complete by the end of today. By the end of today I will:

- *Complete a "Show Me!" Expedition*
- *Complete a "Test Run!" Expedition*
- *Make progress on my Unit 3 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 Feedback — 40 minutes

Students complete the self-directed Learning Expeditions planned for this session 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 the criteria provided.
- Students complete the “Show Me!” Learning Expedition.

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expedition.
- Students complete the “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 3 Milestone Project.
- After reviewing the “Test Run!” product, teacher reviews student progress on the Unit 3 Milestone Project.

Materials Used:

- Learning Stations (see Room Set Up)
- Learning Expedition Map: Unit 3
- Unit 3 Activity Sheets, Pages 3-5 and 29-33

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

NOTE: Students will need to be divided into groups of 8-10 for the “Show Me” Expedition.

Step 1: The following events occur simultaneously.

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

Providing Students with Feedback as They Complete the Expeditions.

As students work on the Learning Expeditions, you will want to move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track.” 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 3. If the student appears to be “off track” on the assignment, provide coaching and prompt them to get “on track.”

Coaching on the “Get Started!” Homework

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

- The goal of the “Get Started!” Expedition is for students to activate prior knowledge regarding two keys they have learned and questions that require clarification.
- There is no right or wrong answer to this Expedition.

- Make positive and encouraging comments about elements of their vision.
- If the student did the task, provide sign off on the Learning Expedition Map: Unit 3 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 review student responses to the “Show Me!” Learning Expedition.
- Students complete the “Test Run!” Learning Expedition.

Coaching the “Show Me!” Expedition

Review student products for the following:

The Student...	Off Track	On Track
Draws parallels to real-life experiences.	<i>Responses identify less than one similarity between the activity and real-life experiences.</i>	<p><i>Responses identify at least one similarity between the activity and real-life experiences. For example:</i></p> <ul style="list-style-type: none"> • <i>The limitations on carpet squares, hindrance of the blindfold, and loss of limb use decreased the opportunities available.</i> • <i>Greater options allow for individuals to reach goals more efficiently.</i>
Identifies similarities and differences between the activity and Key Concept 1: My activities, work experiences, and courses have relevance in shaping my career path.	<p><i>Responses identify less than one similarity between the activity and the concept.</i></p> <p><i>Responses identify less than one difference between the activity and the concept.</i></p>	<p><i>Responses identify at least one similarity between the activity and the concept. For example:</i></p> <ul style="list-style-type: none"> • <i>They had to take specific steps to keep options open. Taking steps toward career planning opens options for the future.</i> <p><i>Responses identify at least one difference between the activity and Key Concept. For example:</i></p> <ul style="list-style-type: none"> • <i>All team members started out with the same resources. All people do not start out with equal resources in life and adjustments must be made.</i>

Step 3: The following events occur simultaneously:

- Teacher reviews student product for the “Test Run!” Learning Expedition.
- Students begin working on the Unit 3 Milestone Project.
- After reviewing the “Test Run!” product, teacher reviews student progress on the Unit 3 Milestone Project.

Evaluating the “Test Run!” Expedition

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

	Off Track	On Track
All questions on Activity Sheet 11-1 are complete with thoughtful responses.	<i>Responses to each question are superficial or do not demonstrate that the student took the task seriously.</i>	<i>Responses to each question are thoughtful and demonstrate active, serious reflection on the topic of the future.</i>

Evaluating Unit 3 Milestone Project Progress

Review the goal the student set and the progress they have made on the Unit 3 Milestone Project using the following criteria.

The Student...	Off Track	On Track
Has a clear goal for making progress on the Unit 3 Milestone Project.	<i>Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 3 Milestone Project today.</i>	<i>Student has a clear and reasonable goal for making small, but significant, progress on the Unit 3 Milestone Project during the class period.</i>
Demonstrates observable progress on the Unit 3 Milestone Project.	<i>Student has not started to make any progress on the project. Student may be stalling or procrastinating with off-task behavior.</i>	<i>Student has clearly started on the project and has observable results.</i>

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



Review – 3 minutes

Students reflect on the content of the Learning Expedition.

Snapshot of the Event:

Step 1: Show PowerPoint Slide #5.

Step 2: Students complete the review activity.

Step 3: Students share responses.

Materials Used:

- PowerPoint Slide #5
- Notebook
- “Wall List” Activity Posters

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

Step 1: Show PowerPoint Slide #5.



- *Identify at least one thing you are currently doing that will increase your career options.*
- *Identify at least one school activity, one work opportunity, or one course you can take that will improve your career options.*

Take 90 seconds to respond to these prompts in your notebook. Then using a marker and the wall charts we created in the last session, make a star beside the activity, experience or course that you listed as one that will improve your career options. If your choice is not already on the wall chart, add it.

Step 2: Students complete the review activity.

Monitor student progress.

Step 3: Students share responses.

If time allows, have students share their responses either with a partner or the entire class.

End-of-Class Announcements – 3 minutes

Students are reminded about homework 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 completion due date for the Unit 3 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 this session will be due at the beginning of the next scheduled session.

Step 2: Remind students about the completion due date for the Unit 3 Milestone Project.

Remind students of the Unit 3 Milestone Project due date. Congratulate them on progressing with the project in class today. Note any feedback, appropriate for the whole class, on the project based upon your observations during the day.

Step 3: Set Context for the next session.



Congratulations on applying yourself to the challenges today. I hope you have gained specific information that will help you create your Unit 3 Milestone Project.

In our next session, you will focus on creating a Personal Learning Plan that includes all classes you are required to take as well as those you deem relevant for your career goal.

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



OPTIONAL: Scoring Unit 3 Activity Sheets, Pages 31-33 – After the Session

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

Snapshot of the Event:

Step 1: Collect Unit 3 Activity Sheets, pages 31-33, responses.

Step 2: Score student work on the following scale.

Materials Used:

- Completed Unit 3 Activity Sheets, Pages 31-33

How to implement the assessment...

Step 1: Collect completed Unit 3 Activity Sheets, pages 31-33, responses.

Step 2: Score student work on the following scale:

Neatness	10
Completion of tasks at all stations:	
1. School Activities	10
2. Work Experience	10
3. Courses	10
Total	40