

Session 13 — Self-Directed Learning:

Topic 3-3: Personal Learning Plan

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

OVERVIEW: Session 13 is the final Learning Expedition of the unit. Students explore the final concept of Essential Question 3. They reflect on the importance of having a plan and challenging themselves to grow and become career-ready.

Unit Concepts & Essential Questions Addressed in This Session

- How will my choices today affect my future?
- Completing high school and post-secondary education are not my only goals: they are the 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	38 min.
4. Review	5 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	20 min.
-----------------------------------	----------------

Materials Used

- ✓ Unit 3: Session 13 PowerPoint Slides
- ✓ Learning Station Materials (See Room Set Up Below)
- ✓ Unit 3 Activity Sheets, Pages 3 and 36-37 (Used Previously)
- ✓ Unit 3 Activity Sheet, Page 38
- ✓ Learning Expedition Map: Unit 3 (Used Previously)
- ✓ Large Piece of Paper
- ✓ Markers

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up for the “Show Me!” Expedition
 - Write the following on the board:
 - Describe the differences in Travis and Todd’s financial decisions.
 - Who are some adults who could help you plan for your future?
 - What are some benefits of taking challenging courses in high school?
 - What can you do to find the right fit in a post-secondary choice and career?
 - What can you do to make post-secondary education affordable?
 - Students are instructed to view a video from Education Quest. This video may be viewed online individually, in pairs, small groups or as entire class. Choose the delivery method that works best for your classroom:
 - “College Doesn’t Just Happen” video from Education Quest
https://www.educationquest.org/resources/videos/?v=0_rcvt5r50&f=KH2G
- ✓ • Learning Station Set Up for the “Test Run!” Expedition
 - Place copies of Unit 3 Activity Sheet, page 38 (one per student), at the front.
 - Collection of magazines, newspapers and other college materials.
 - 2-3 Pairs of Scissors
 - 2-3 Glue Sticks
 - 2-3 Rolls of Tape
 - Stack of Blank Paper

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:

- PowerPoint Slide #2
- Unit 3 Activity Sheets, Pages 3 and 36-37

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 36-37
 - "Get Started!" Expedition completed as homework
- Look at the Unit 3 Activity Sheet, page 37, 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 our choices that affect life after high school and beyond.

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 and answer the question shown.

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 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 available Learning Expedition resources.

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

Materials Used:

- PowerPoint Slide #3
- Unit 3 Activity Sheets, Pages 36-37

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

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

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 in the Learning Expedition Guide 3-3: Part 2. 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 activities.



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.

Review the list at the front.



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?*



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: 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 Station Materials
- Learning Expedition Map: Unit 3
- Unit 3 Activity Sheets, Pages 36-38

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

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 they 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 reviews student responses to the “Show Me!” Learning Expedition.
- Students complete the “Test Run!” Learning Expedition.

Evaluating the “Show Me!” Expedition

Review student products for the following:

Student...	Off Track	On Track
Identifies adults who can help plan for the future.	Responses identify less than one adult who can help them plan for the future.	Responses identify at least one adult who can help them plan for the future. For example: <ul style="list-style-type: none"> • Guidance counselor, employer, youth group sponsor, etc.
Identifies benefits of taking challenging courses.	Responses identify less than one benefit of taking challenging courses in school.	Responses identify at least one benefit of taking challenging courses. For example: <ul style="list-style-type: none"> • Post-secondary admission requirements, preparation for assessments, preparation for post-secondary courses, etc.
Identifies ways to find the right fit in post-secondary education and career.	Responses identify less than one way to find the right fit in post-secondary education or a career.	Responses identify at least one way to find the right fit in post-secondary education or a career. For example: <ul style="list-style-type: none"> • Visit post-secondary institutions, take interest and skills assessments, job shadow, etc.
Identifies ways to make post-secondary education affordable.	Responses identify less than one way to make post-secondary education affordable.	Responses identify at least one way to make post-secondary education affordable. For example: <ul style="list-style-type: none"> • Part-time job savings, scholarships, financial aid grants, etc.

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:

Option A: Collage	Option B: News Article
<p>Using the materials available, such as magazines, paper and scissors, create a collage that finishes the statement, “Completing high school will enable me to become...”.</p> <p>Collage should include:</p> <ul style="list-style-type: none"> ✓ The words “Completing high school will enable me to become...”. ✓ Cut out pictures and/or words used to illustrate your real goal of being career-ready. 	<p>Using your mind and creative writing skills, create a one-page news article that finishes the statement, “Completing high school will enable me to become...”.</p> <p>News Article should include:</p> <ul style="list-style-type: none"> ✓ The words “Completing high school will enable me to become...”. ✓ A one-page written report to explain your real goal of being career-ready.

	Off Track	On Track
Activity Sheet 13-1 is used as a guideline for creation of the collage or news article.	Responses to each question are superficial or do not demonstrate that the student took the task seriously.	<p>Collage should include:</p> <ul style="list-style-type: none"> ✓ The words “Completing high school will enable me to become...”. ✓ Cut out pictures and/or words used to illustrate your real goal of being career-ready. <p>News Article should include:</p> <ul style="list-style-type: none"> ✓ The words “Completing high school will enable me to become...”. ✓ A one-page written report to explain your real goal of being career-ready.

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.

The student...	Off Track	On Track
Has a clear goal for making progress on the Unit 3 Milestone Project.	Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 3 Milestone Project today.	Student has a clear and reasonable goal for making small, but significant, progress on the Unit 3 Milestone Project during the class period.
Demonstrates observable progress on the Unit 3 Milestone Project.	Student has not started to make any progress on the 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?*



Review: Fill in the Blanks – 3 minutes

Reinforce the main ideas from the session.

Snapshot of the Event:

Step 1: Post a large piece of paper on the wall.

Step 2: Students complete the phrase.

Materials Used:

- Large Piece of Paper
- PowerPoint Slide #4
- Markers

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

Step 1: Post a large piece of paper on the wall.

Show PowerPoint Slide #5. Write the prompt on the large piece of paper.



Completing high school will enable me to become...

Step 2: Students complete the phrase.



Finish the phrase and write your words on the paper using a marker. You have 90 seconds.

Monitor student work and be sure all students add their words to the paper. If time allows, read aloud the words.

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 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 any unfinished work today will be due at the beginning of the next 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 on 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 that you have gained useful insight that will help you create your Unit 3 Milestone Project.

In our next two sessions, we will be completing your Unit 3 Milestone Projects. Be sure to bring all materials with you to the next session including your Unit 3 Activity Sheets, pages 3-5.

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



OPTIONAL: Scoring the “Test Run!” Expedition – After the Session

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

Snapshot of the Event:

Step 1: Collect completed “Test Run!” Expeditions.

Step 2: Score student work on the following scale.

Materials Used:

- Completed “Test Run!” Expeditions

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

Step 1: Collect completed “Test Run!” Expeditions.**Step 2: Score student work on the following scale:****Option A: Collage**

Using the materials available, such as magazines, paper and scissors, create a collage that finishes the statement, “Completing high school will enable me to become...”.

Collage should include:

- ✓ The words “Completing high school will enable me to become...” ____/10 pts
- ✓ Cut out pictures and/or words used to illustrate the student’s real goal of being career-ready. ____/20pts
- ✓ Creativity ____/10pts
- ✓ Total ____/40pts

Option B: News Article

Using your mind and creative writing skills, create a one-page news article that finishes the statement, “Completing high school will enable me to become...”.

News Article should include:

- ✓ *The words “Completing high school will enable me to become...” ____/10pts*
- ✓ *A one-page written report to explain the student’s real goal of being career-ready. ____/20pts*
- ✓ *Creativity ____/10pts*
- ✓ *Total ____/40pts*