

MY LIFE BY THE ROLL OF THE DICE!

Instructions

1. When I say, "Go!" form groups of three or four and wait to receive your dice.
2. 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.
3. When all individuals in your group have their number, focus your attention on the front of the room to hear your outcome.
4. Write your outcome in the space provided.
5. We will continue that pattern for each Life Event!



Life Event	Number Rolled	Outcome
1. Gender (roll one dice)		
2. Ethnicity (roll two dice)		
3. Family Financial Status (roll two dice)		
4. Language Spoken at Home (roll two dice)		
5. Highest Level of Education Achieved (roll two dice)		
6. Current Job (roll two dice)		
7. Current Salary (determined by question five)		
8. Employment Status (roll one dice)		

“MY LIFE BY THE ROLL OF THE DICE!” OUTCOMES

Life Event	Number Rolled	Outcome
1. Gender (roll one dice)		Even Number = Female Odd Number = Male
2. Ethnicity (roll two dice)		2, 3, 4, 5, 6, 7, 8, 10 = White (Caucasian) 9 = Hispanic 11 = Black (African American) 12 = Asian
3. Family Financial Status (roll two dice)		5 = Born into Poverty All Other Numbers = Not Born into Poverty
4. Language Spoken at Home (roll two dice)		5 = Language Other Than English All Other Numbers = English
5. Highest Level of Education Achieved (roll two dice)		5 or 10 = Did Not Complete High School 6, 8, or 9 = High School Graduate 4 = Some College, No Degree 3 = Associate's Degree 7 = Bachelor's Degree 2 or 12 = Advanced Degree (Doctorate, Masters, etc.)
6. Current Job (roll two dice)		7 = Career in Business Management and Administration (15%) 8 = Career in Health Science (12%) 6 = Career in Agriculture, Food, and Natural Resources (11%) 9 = Career in Hospitality and Tourism (10%) 5 = Career in Marketing (10%) 10 = Career in Transportation, Distribution, and Logistics (8%) 4 = Career in Manufacturing (8%) 11 = Career in Architecture and Construction (7%) 3 = Career in Finance (7%) 12 = Career in Education and Training (3%) 2 = Career in Human Services (6%)
7. Current Salary (determined by question five)		Bachelor's Degree or Higher \$77,507 Associate's Degree \$48,969 Some college, No Degree \$44,567 High School Graduate \$37,684 Less Than a High School Diploma \$28,336
8. Employment Status (roll one dice)		* Refer to life event #5 Less Than a High School Degree – 4 Unemployed; All Others Employed High School Graduate Only – 3 Unemployed; All Others Employed Some College, No Degree – 3 Unemployed; All Others Employed Associate's Degree – 3 Unemployed; All Others Employed Bachelor's Degree – 12 Unemployed; All Others Employed Advanced Degree – All Employed

MAKING IT MY OWN!

Unit 1 Milestone Project: Create a personal mission statement.

What Is a Mission Statement?

You may be asking yourself, “A what?” According to Sean Covey in his book, *The 7 Habits of Highly Effective Teens*, “A personal mission statement is like a personal vision or motto that states what your life is about.” When you read your mission statement it should give you guidance, direction, and inspiration for making difficult decisions.

What Does a Mission Statement Look Like?

Mission statements come in a lot of different formats. Here are some different formats you may consider:

- A written document that fills about one typed page (short passage, poem, etc.)
- A short 4-5 slide PowerPoint or Prezi presentation
- A short 2-3 minute video or podcast
- A drawing, sketch, or painting with a short summary paragraph
- A collage of photographs or pictures with captions

Be creative! Your mission statement may involve different media. Pick a format that represents your interests/talents.

After Reading or Viewing Your Mission Statement Someone Else Should be Able to:

- ✓ Know at least one unique thing about you
- ✓ Understand more about at least one thing that inspires you
- ✓ Understand more about at least one thing you are passionate about
- ✓ Identify at least two key ideas, principles or rules you will use to make wise decisions
- ✓ Hear/see you communicate, in your own words, that you are ready to own your future

When Asked, You Should be Able to Explain:

- ✓ At least one example of a future decision you have the right to make on your own
- ✓ At least one example of a responsibility you must assume when making a decision
- ✓ At least one example showing us how you can use your mission statement to make a decision about your future that you currently must make
- ✓ At least three skills necessary to succeed in any career

Basic Steps for Creating Your Mission Statement:

- Step 1:** Look up some examples online or in a book. A great book to look at is *The 7 Habits of Highly Effective Teens* by Sean Covey.
- Step 2:** Determine what kind of media you think you will use to present your ideas.
- Step 3:** Gather resources that inspire you (e.g., quotes you enjoy, photos that inspire you, music lyrics that inspire you, etc.).
- Step 4:** Create a list of big ideas that you want to include in your mission statement (make sure you include the big ideas from this unit).
- Step 5:** Try creating a first draft of your statement (this will be different depending upon how you choose to present your statement).
- Step 6:** Create a second and third draft of your statement and test run it with others (use the items shown above and see if they can do those four things after reading/viewing your statement).
- Step 7:** Create a final draft to present to the class during the end of unit showcase.

MAKING IT MY OWN!

Unit 1 Milestone Project Rubric

Evaluating the Artifact – <i>The artifact presented...</i>		
Criteria	Points Awarded/Available	Comments/Feedback
is in a format selected by the student based upon his or her interests and talents.	___ / 5	
shares... <ul style="list-style-type: none"> at least one unique attribute about the student at least one thing that inspires the student at least one subject or thing the student is passionate about 	___ / 15	
contains at least two key points, reminders, and/or principles that can assist a person in making a responsible choice about the future	___ / 10	
is neat, complete, and ready to present by the due date	___ / 5	
Total Score for the Artifact	___ / 30	

Evaluating the Verbal Explanation – <i>When asked, the student explanation discusses...</i>		
Criteria	Points Awarded/Available	Comments/Feedback
at least one significant future life decision they have the right to make independently (e.g., the right to choose a career, the right to continue their education, etc.)	___ / 5	
at least one or two responsibilities they must own when making big life decisions (e.g., responsibility to research the issues, responsibility to weigh out the alternatives, etc.)	___ / 5	
at least one example, possible or real, showing how the mission statement may be used to make a decision about their future (e.g., using the mission statement to evaluate summer job options)	___ / 5	
three college and career readiness skills used to create the mission statement	___ / 15	
Total Score for the Verbal Explanation	___ / 30	

THE CAR I ALWAYS WANTED

Step 1

My car is a: _____

The color of my car is: _____



Picture of My Car

Step 2

As the owner of this car, I accept the following rights and responsibilities:

Car Example		My Career Choice	
Rights		Responsibilities	
Rights		Responsibilities	

I accept the rights and responsibilities of ownership,

LISTENING TO HELPFUL INFLUENCES

List three to five influences (either inside you or around you) that you believe can assist and support you in whatever positive future you choose.

Filter the Influence

It takes practice to become really good at filtering the influences around you, but right now is an excellent time to start. Try your hand at evaluating the following statements from some common influences we have in our lives. First, try to determine if the message is trying to help you in discovering who you are and what you want to be or tell you who you are and what you want to do. Then pick a response from those listed that you think demonstrate you are ready to be responsible for the decision on your own.

A friend says, “College is too much work, you don’t want to do that.”

Is this influence helping you or telling you? _____

How can you show that you own the decision to determine if college is for you?

- ☐ Go and visit a college campus yourself to determine what you really think.
- ☐ Ask a couple other friends about their opinion on the subject.
- ☐ Listen to your friend; you’ve seen on TV that college is a lot of work.

A parent asks, “Have you thought about getting a job this summer?”

Is this influence helping you or telling you? _____

How can you show that you own the decision about a summer job?

- ☐ Look through the newspaper and find some job ads that interest you.
- ☐ Wait around and see if you can find a job the week before summer break.
- ☐ Find out what your friends are doing this summer and see if you can do the same.

Your school provides a course where you are asked to create a career plan.

Is this influence helping you or telling you? _____

How can you show that you own the decision to choose your career?

- ☐ Sign up for a course.
- ☐ Tease your friends who sign up for the course.
- ☐ Do research on career options.

LEARNING EXPEDITION – TOPIC 1: OWN MY FUTURE!

Get Started!

Select one of the Expeditions shown to complete as homework prior to the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

- 1) **“On My Own” vs. “With Others” Diagram** - Complete a chart that shows the different kinds of decisions you currently make. You should record this on a clean page in your notebook. Complete the diagram using personal examples.

Your diagram may look like this...

On My Own: Decisions I am Encouraged to Make On My Own	With Others: Decisions Made For Me By Others

For example, you may be encouraged to decide what kind of high school activities in which you want to participate. You would put this under the “On My Own” category.

- 2) **Interview with Self** - Create a journal/blog entry that answers the following two questions. You may create your journal entry in the form of a podcast, a written journal entry, a blog entry, or a YouTube video. If you choose to make a video, podcast, or blog entry, make sure to check with your teacher to determine if he or she is able to view your end product.

Questions to Answer:

- What kinds of decisions are you asked to make by yourself?
- What kinds of decisions are made for you?

- 3) **Illustrating my Decisions** - Create two drawings on the same page. On one half of the page, create a drawing that represents the kinds of decisions you make by yourself on a daily basis. On the other half of the page, create a drawing that represents the kinds of decisions others make for you.

LEARNING EXPEDITION – TOPIC 1: OWN MY FUTURE!

Show Me!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 20 minutes to complete.

- 1) **Read a Short Story** - Read a story about another person your age who is explaining how they feel about taking more responsibility and independence in the decisions they make. Complete a set of questions provided by the teacher after reading the story.
- 2) **Role Play a Script** - Work with two other individuals to assume the role of three characters having a dialogue about the issues they face when accepting more responsibility and independence. Complete a set of questions provided by the teacher.

Test Run!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

Imagine that someone your own age walked up and asked you the following questions:

- What are at least two big decisions about the future that I have the right to make on my own?
 - What are two ways I can show others I am ready to own big decisions about my future?
 - What are at least two examples of influences, internal or external, that might affect a big decision I make about my future?
- 1) **Author a Summary** – Author a short summary paragraph, story, or poem that summarizes your answers to the three questions.
 - 2) **Design an Image** – Create a set of three sketches, drawings, or icons to summarize your answers to the three questions.
 - 3) **Create a Song or Rap** – Write lyrics to a song or create a rap that summarizes your answers to the three questions.

Unit 1 Milestone Project Progress

By this point in the unit you should be forming ideas about your Unit 1 Milestone Project. Write down today's goal for your progress on the project.

HINT: Look back at the steps outlined on your Milestone Project Description: Unit 1 sheet.

My Goal for Today's Progress...

STORY SCENARIO

On a bright spring day near the end of April, students at Big Plans Middle School sat in the cafeteria for a short break in their busy school day. I.M. Notconcerned and Y.R. Jobssomuchwork were visiting about their busy schedules. With the weekend fast approaching, the student named I.M. Notconcerned only had one thing on their mind. It was no surprise when I.M. asked Y.R., “So are you going to the movie this weekend? It’s that new one that’s supposed to be pretty good—‘Summer Break’.”

When Y.R. Jobssomuchwork discovered the title of the movie, the conversation went straight to the thing EVERY student in school was talking about...summer jobs. Y.R. Jobssomuchwork said disgustedly, “Oh please! Don’t even mention summer break! Those two words translate into two other words...SUMMER JOB!!!”

I.M. reacted with, “What??? Did you find a summer job?”

Y.R.’s response was, “Ha! My question is why should we even have to get a summer job? Besides, every time I ask my parents to help me find a job, they keep telling me that nobody will hire someone my age with my grades.”

Just about this time, a third student, and a great friend of I.M. and Y.R., by the name of G.O. Getem came strutting down the hallway into the cafeteria. G.O. was carrying a tall stack of papers. Anyone who walked by could see the stack contained newspapers with red circles indicating potential job sites, applications waiting to be filled out, job descriptions and, of course, a resume or two.

Upon entering the cafeteria, G.O. Getem suddenly tripped, dropping the entire large stack of papers. Y.R. squealed, “Whoa! What’s all of this?!”

G.O. calmly replied, “Oh, it’s all of the summer job applications I’ve picked up and the newspapers I’m still looking through for job descriptions and other options.”

G.O. began chuckling and stated, “I don’t know how I’ll ever get a job though when I can’t even keep track of my own two feet!”

G.O. had been working to research the jobs available. G.O. used newspapers, the Internet, and even recommendations from others to find something interesting. I.M. and Y.R. were having quite a different experience. Y.R. just couldn’t understand why students even needed a summer job. I.M., who was very annoyed, said, “You too? What’s with both of you and your summer jobs?!”

Shocked at I.M.’s lack of concern, G.O. asked, “Why? Aren’t you looking for one?”

To reinforce the lack of concern, I.M. said calmly, “Nah...I’m just going to let it happen...or not. My older brother and sister never had summer jobs, so I don’t plan on getting one either!”

Y.R. was getting more stressed with every second that the conversation persisted. “Well I don’t know about you two, but I HAVE to get a summer job. I have this little thing called a ‘car fund’ that needs a major financial contribution. There just isn’t anything that I really want to do though. Why can’t a first car just be free?”

G.O. chuckled at Y.R.'s thought process. "You're a dreamer, Y.R.! Ha-Ha! We can't expect everything to just be given to us though—It's our responsibility to earn what we have. Surely there is something you love to do that you can get paid for. In Mrs. Encouragement's class, we learned that we should do something we love to do, and then the work we do is actually fun! You like cool cars, don't you? Maybe you should check out the car dealership downtown. I have a blank application from them right here if you want it."

G.O. began searching through the pile of papers that had fallen. "Hold on, they aren't alphabetized anymore since I dropped them."

I.M. and Y.R. rolled their eyes and sighed at how organized G.O. was. Just then, G.O. found the application for the car dealership and handed it over to Y.R. Y.R.'s response wasn't exactly what G.O. was betting on, "\$7.50 an hour? That's it?!? Seriously, I'd have to work 20 hours a day every single day to make anything close to what I need for my car! I've got to make at least twelve bucks an hour. Nothing pays enough, and I don't want to have to struggle all through life."

Now with all this talk about summer jobs and what everyone else was doing, you would have thought that I.M. would at least have been THINKING about the subject. The truth was, however, that the only thing on I.M.'s mind was the new "Summer Break" movie coming to theatres that weekend. So I.M. asked, "Speaking of money, do either of you remember how much it costs to see the 7:30 show on Saturday nights? I haven't gone in a while."

G.O. couldn't believe it. "How do you have time to go to a movie? Summer is less than a month away! Don't you have some interviews lined up for this weekend?"

But I.M. said, assuringly, "No, no, no. It's really not that big of deal. There's plenty of time."

By this time, Y.R. was getting even more stressed out about the entire situation and commented, "Yeah. Plenty of time for all of the good jobs to get snatched up by people like you, G.O., who has been applying since last summer! Man, this is stressing me out! How can I focus on homework, my track meets, studying for tests, planning my summer vacation and trying to find a silly job? There's just way too much going on!"

To this, I.M. excitedly shared a bit of advice. "Listen, why don't you just take a breather and come to the movie with me. Who knows...maybe they'll just offer you a job with a sign-on bonus for being such a good patron. Then I'll continue not worrying about getting a job because you can give me the employee discount, Y.R.!"

As the students' break neared an end, G.O. offered a little encouragement and a few ideas to both Y.R. and I.M., "Well Y.R., I'm not exactly sure what type of work you're looking for, but I'm going to read through these job descriptions I picked up again this afternoon. If you want to meet me in the library after school, you can read through them with me. Maybe you'll find something that's actually of interest to you."

Of course, I.M.'s response was, "You know, it really sounds to me like somebody should be paying you for applying. I think choosing a summer job seems like more work than the actual job might be!"

Y.R. and G.O. laughed at I.M.'s reasoning. Y.R. said, "Okay, well I have to get to class. G.O., maybe I'll see you in the library after school, and then I can stop being so stressed out."

And to lighten the mood, Y.R. left G.O. and I.M. with a slight joke, "Maybe you can get paid for a pre-summer job by helping people find summer jobs. Ha-Ha!"



G.O. saw the humor and chuckled, “Ha-Ha—I’d like that! And I.M., you should come to the library, too. Seriously, someday there won’t be other people for you to rely on...then what will you do? Living isn’t cheap!”

But of course, I.M. said, “Yeah, yeah. I’m just going to enjoy my freedom and not get a job until I absolutely have to. Catch ya later!”

With that, I.M. walked away as carefree as ever, and kept thinking, “I can’t wait to see ‘Summer Break!’”

G.O. said, “Bye!”

Y.R. walked away stressed out and sighing, “Later.”

G.O. smiled and started re-organizing the papers that were dropped earlier.

ROLE PLAY SCENARIO

Try out your acting skills! Find three other individuals interested in conducting a short role-play. Role-play the following scene using the script provided below. Then answer the reflection questions posted in the room.

Narrator: On a bright spring day near the end of April, students at Big Plans Middle School sat in the cafeteria for a short break in their busy school day. I.M. Notconcerned and Y.R. Jobssomuchwork were visiting about their busy schedules. With the weekend fast approaching, the student named I.M. Notconcerned only had one thing on their mind.

I.M.: So are you going to the movie this weekend? It's that new one that's supposed to be pretty good—"Summer Break."

Narrator: When Y.R. Jobssomuchwork discovered the title of the movie, the conversation went straight to the thing EVERY student in school was talking about...summer jobs.

Y.R.: Oh please! Don't even mention summer break! Those two words translate into two other words...SUMMER JOB!!!

I.M.: What??? Did you find a summer job?

Y.R.: Ha! My question is why should we even have to get a summer job? Besides, every time I ask my parents to help me find a job, they keep telling me that nobody will hire someone my age with my grades.

Narrator: Just about this time, a third student, and a great friend of I.M. and Y.R., by the name of G.O. Getem came strutting down the hallway into the cafeteria. G.O. was carrying a tall stack of papers. Anyone who walked by could see the stack contained newspapers with red circles indicating potential job sites, applications waiting to be filled out, job descriptions and, of course, a resume or two.

Upon entering the cafeteria, G.O. Getem suddenly tripped, dropping the entire large stack of papers.

Y.R.: Whoa! What's all of this?!?

G.O.: Oh, it's all of the summer job applications I've picked up and the newspapers I'm still looking through for job descriptions and other options. (Laughs.) I don't know how I'll ever get a job, though, when I can't even keep track of my own two feet!

Narrator: G.O. had been working to research the jobs available. G.O. used newspapers, the Internet, and even recommendations from others to find something interesting.

I.M. and Y.R. were having quite a different experience. Y.R. just couldn't understand why students even needed a summer job.

I.M.: You too? What's with you two and your summer jobs?!?

G.O.: Why? Aren't you looking for one?

I. M.: Nah...I'm just going to let it happen...or not. My older brother and sister never had summer jobs, so I don't plan on getting one either!

Y.R.: Well, I don't know about you two, but I HAVE to get a summer job. I have this little thing called a "car fund" that needs a major financial contribution. There just isn't anything that I really want to do though. Why can't a first car just be free?

G.O.: You're a dreamer, Y.R.! (Laughs.) We can't expect everything to just be given to us though. It's our responsibility to earn what we have. Surely there is something you love to do that you can get paid for. In Mrs. Encouragement's class, we learned that we should do something we love to do, and then the work we do is actually fun! You like cool cars, don't you? Maybe you should check out the car dealership downtown. I have a blank application from them right here if you want it.

Narrator: I.M. and Y.R. rolled their eyes and sighed at how organized G.O. was. Just then, G.O. found the application for the car dealership and handed it over to Y.R.

Y.R.: \$7.75 an hour? That's it?!? Seriously, I'd have to work 20 hours a day every single day to make anything close to what I need for my car! I've got to make at least 12 bucks an hour! Nothing pays enough, and I don't want to have to struggle all through life!

Narrator: To this, I.M. excitedly shared a bit of advice...

I.M.: Listen, why don't you just take a breather and come to the movie with me. Who knows...maybe they'll just offer you a job with a sign-on bonus for being such a good patron. Then I'll continue not worrying about getting a job because you can give me the employee discount, Y.R.!

Y.R.: While you're waiting around, I.M., there will be plenty of time for all of the good jobs to get snatched up by people like you, G.O., who have been filling out applications since last summer. This is stressing me out! How can I focus on homework, my track meets, studying for tests, planning my summer vacation, and trying to find a silly job? There's just way too much going on!

Narrator: As the students' break neared an end, G.O. offered a little encouragement and a few ideas to both Y.R. and I.M.

G. O.: Well, Y.R., I'm not exactly sure what type of work you're looking for, but I'm going to read through these job descriptions I picked up again this afternoon. If you want to meet me in the library after school, you can read through them with me. Maybe you'll find something that's actually of interest to you.

I. M.: You know, it really sounds to me like somebody should be paying you for applying! I think choosing a summer job seems like more work than the actual job might be!

Y.R. & G.O.: (Laughing.)

Y.R.: Okay well, I have to get to class. G.O. maybe I'll see you in the library after school, and then I can stop being so stressed out. (Jokingly.) Maybe you can get paid for a pre-summer job by helping people find summer jobs—ha-ha!

G.O.: Ha-ha! I'd like that! And I.M., you should come to the library, too. Seriously, someday there won't be other people for you to rely on...then what will you do? Living isn't cheap!

I.M.: Yeah, yeah. I'm just going to enjoy my freedom and not get a job until I absolutely have to. Catch ya later!"

G.O.: Bye!

Y.R.: Later. (Walks away stressed out and sighing.)

Narrator: G.O. smiled and started re-organizing the papers that were dropped earlier. This was going to be a summer to remember.

SHORT AND LONG TERM OUTCOMES

<i>Decision Made</i>	<i>Short Term Outcomes</i>	<i>Long Term Outcomes</i>
1. Your friend asks you to cover for him when he skips 6th period. You say, "No."		
2. You choose to attend a concert with your friends, breaking a commitment to help your parents with holiday decorating.		
3. You decide not to run for a class office.		
4. You were talking to your friend during passing period and ended up with your third tardy of the semester.		
5. Your Recent Decision		
6. Your Recent Decision		

LEARNING EXPEDITION – TOPIC 2: MAKE IT COUNT!

Get Started!

Select one of the expeditions shown to complete as homework prior to the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

1) Scale of Choices

Complete a chart that shows 20 choices you will make throughout your lifetime. Rank each choice by how difficult you think it is (or will be) to make. Use three stars for decisions you think are most difficult, two stars for decisions you think will be fairly easy to make and one star for decisions where you think the right choice is obvious. You should record this on a blank page in your notebook.

Your diagram may look like this...

Difficulty Rating 3 stars: Difficult 2 stars: Average/Fairly Easy 1 star: Obvious/Very Easy	Choices Choices that had to, or will have to, be made throughout my lifetime.
*	What toy will I play with today?
**	Should I go to Carla's birthday party or to visit my grandma?
***	Where will I go to college?

2) Interview with Self

Create a journal/blog entry that answers the three questions shown below. You may create your journal entry in the form of a podcast, a written journal entry, a blog entry, or a YouTube video. If you choose to make a video, podcast, or blog entry, make sure to check with your teacher to determine if he or she is able to view your end product.

Questions to answer...

- Up to this point, what is one of the most difficult choices you've had to make?
- What were some of the things you thought about as you made this choice?
What did you ask yourself as you made the choice?
- Knowing what you know now, would you have made the same choice?
What would you change?

3) Thought Bubbles

Draw or paste a picture of yourself from when you were younger onto one piece of paper. Draw or paste a picture of yourself from either this year or of you in the next five years onto another piece of paper. Around the picture, draw thought bubbles to illustrate the kinds of decisions you were/are/will be thinking about. You can either write out your thoughts in each bubble or draw a picture to represent them. For example, a picture of you when you were age three might have a thought bubble showing a picture of a toy representing the choice of which toy to play with.

Show Me!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 20 minutes to complete.

- 1) **Read a Short Story** – Read about an interview with a student explaining a tough decision they've had to make. Complete a set of questions provided by the teacher after reading the interview.
- 2) **Role Play a Script** – Work with one other individual to role play an interview about decision-making. Complete a set of questions provided by the teacher after role playing the scene.

Test Run!

Select one of the Expeditions shown to complete during the next scheduled session. This expedition should take you about 10-15 minutes to complete.

- 1) **Who Would You Hire?** – Imagine that you are going to hire someone to help you make key decisions for the next year. Examine the information provided about the job candidate. Compare this person's decision-making process with the six steps from class. What do they currently use? Which steps do they need to consider in the future?
- 2) **Create a Cartoon** – Design a stick figure cartoon strip that shows yourself or someone else going through the six steps of making good decisions. Use either the provided cartoon strips or design your own.
- 3) **Write a Rap** – Write a rap that describes someone carrying out the six steps of making a good decision. Be sure to include the consequence(s) of the decision made.

Unit 1 Milestone Project Progress

Write down a goal for your progress on the project today. HINT: Look back at the steps outlined on your Milestone Project Description: Unit 1.

My Goal for Today's Progress...

STORY SCENARIO

Hi readers! Have you ever had a tough decision to make? It seems like I have tough decisions to make every day. Recently I had the opportunity to conduct an interview with someone who has some ideas to share about how to make great decisions. I. Mustdecide agreed to do the interview. He has had the same group of close friends for quite some time; they all used to enjoy hanging out at each other's homes to play games, watch movies and work on their homework. I. Mustdecide keeps hearing about activities in school that he would like to join. The clubs and organizations take a lot of time after school, and I. Mustdecide's friends may not be too fond of him spending time with other people. I. Mustdecide is having a difficult time determining if getting involved at school is worth the risk of disappointing friends. The rest of the interview shares some of his insights on making decisions.

Just Wondering: Middle and high school students today are faced with many difficult decisions. What is one that you're facing right now?

I. Mustdecide: I have this group of friends who I've known for quite a while and we're all really close. We used to all hang out at each other's homes to play games, watch movies and do our homework. Lately though, some other kids have been talking to me about things like Yearbook Club, some of the athletic teams, and a couple of cool volunteer groups.

Just Wondering: Wow, so do you want to get involved in some of those organizations?

I. Mustdecide: Yeah, I'd like to check them out. I'm not sure what to do though, because I've heard they take a lot of time, and I don't want to upset my friends if I can't spend as much time with them. I just don't know.

Just Wondering: It sounds like you really value your friends. What else is really important to you?

I. Mustdecide: Well, my parents always encourage me to take advantage of opportunities. It's also really important that I get to learn and know as much as I can, help other people, and have lots of fun! Of course, my friends are really important, too.

Just Wondering: What are your hopes and goals for the future?

I. Mustdecide: I hope my friends and I can keep having lots of fun and get to know each other better. It would be really cool if I could have some of the same friends in high school. I also hope that I can find a way to learn some new skills....besides learning from my books in school. I want to do something nice for others.

Just Wondering: So, how will this decision affect your goals?

I. Mustdecide: If I join an organization, I'd get to meet a lot of people and learn tons. It would be great to do some of the volunteer activities I've heard about, too. My friendships might not be as strong though if I don't

spend as much time with them. And, my friends and I know how to have fun together, you know? What if no one wants to really get to know me in these clubs, and then I have no friends at all? I know there are lots of upperclassmen in the organizations too, so that's a little scary. I wouldn't want to let any of them down if I wasn't very good at being involved in their activities.

Just Wondering: It seems like you've certainly thought about the risks and benefits. Do you see any way you can make your decision work to accomplish all of your goals?

I. Mustdecide: If I could convince my friends to join a club with me, that would be cool! But then I don't think I'd meet very many new people if I had a friend there who I already knew. I think that if I just join one club to start with, my friends and I can still hang out enough.

Just Wondering: That would be cool, huh? Is that your plan?

I. Mustdecide: Yeah, I think so. If I don't try it, then I'll never know if it will work or not. If it doesn't work and I don't like how everything is going, then I'll have to figure something else out. But I think I'm going to try it.

Just Wondering: That sounds like a great plan! I can't wait to hear how everything turns out for you. Best wishes!

ROLE PLAY SCENARIO

Try out your acting skills! Find one partner interested in conducting a short role play. Role play the following scene using the script provided below. Then answer the reflection questions posted in the room.

Narrator: I. Mustdecide has had the same group of close friends for quite some time. They all used to enjoy hanging out at each other's homes to play games, watch movies, and work on their homework. I. Mustdecide keeps hearing about activities in school that they would like to get involved in. The clubs and organizations take a lot of time after school and I. Mustdecide's friends may not be too fond of them spending time with other people. I. Mustdecide is having a difficult time determining if getting involved at school is worth the risk of disappointing friends. A writer from a local newspaper is doing a story on middle school students and the decisions they're making. I. Mustdecide has been chosen to complete the interview and is sharing thoughts about making decisions.

Just Wondering: Middle and high school students today are faced with many difficult decisions. What is one that you're facing right now?

I. Mustdecide: I have this group of friends who I've known for quite a while and we're all really close. We used to all hang out at each other's homes to play games, watch movies and do our homework. Lately though, some other kids have been talking to me about things like Yearbook Club, some of the athletic teams, and a couple of cool volunteer groups.

Just Wondering: Wow, so do you want to get involved in some of those organizations?

I. Mustdecide: Yeah, I'd like to check them out. I'm not sure what to do though, because I've heard they take a lot of time and I don't want to upset my friends if I can't spend as much time with them. I just don't know.

Just Wondering: It sounds like you really value your friends. What else is really important to you?

I. Mustdecide: Well, my parents always encourage me to take advantage of opportunities. It's also really important that I get to learn and know as much as I can, help other people, and have lots of fun! Of course, my friends are really important, too.

Just Wondering: What are your hopes and goals for the future?

I. Mustdecide: I hope my friends and I can keep having lots of fun and get to know each other better. It would be really cool if I could have some of the same friends in high school. I also hope that I



can find a way to learn some new skills...besides learning from my books in school. I want to do something nice for others.

Just Wondering: So, how will this decision affect your goals?

I. Mustdecide: If I join an organization, I'd get to meet a lot of people and learn tons. It would be great to do some of the volunteer activities I've heard about, too. My friendships might not be as strong though if I don't spend as much time with them. And, my friends and I know how to have fun together, you know? What if no one wants to really get to know me in these clubs, and then I have no friends at all? I know there are lots of upperclassmen in the organizations, too, so that's a little scary. I wouldn't want to let any of them down if I wasn't very good at being involved in their activities.

Just Wondering: It seems like you've certainly thought about the risks and benefits. Do you see any way you can make your decision work to accomplish all of your goals?

I. Mustdecide: If I could convince my friends to join a club with me, that would be cool! But then I don't think I'd meet very many new people if I had a friend there who I already knew. I think that if I just join one club to start with, my friends and I can still hang out enough.

Just Wondering: That would be cool, huh? Is that your plan?

I. Mustdecide: Yeah, I think so. If I don't try it, then I'll never know if it will work or not. If it doesn't work and I don't like how everything is going, then I'll have to figure something else out. But I think I'm going to try it.

Just Wondering: That sounds like a great plan! I can't wait to hear how everything turns out for you. Best wishes!

I. Mustdecide: Thank you.

APPLICANT INFORMATION (TEST RUN! OPTION 1)

Friend A

Everyone wants to hang out with friend A; she is fun in any setting. Friend A is quick to make sure no one is left out. Over the past three years, Friend A has really found her place in the school's Future Business Leaders of America (FBLA) organization. She is currently the chapter secretary. Friend A has goals of someday owning her own business.

Friend A has recently had to make a very big decision: Which college to attend? She has narrowed it down to two schools.

- Friend A has an older sister who attends college at prestigious college, the same one Friend A's parents both graduated from. The college campus is two blocks from a beautiful beach. The college is known primarily for its science programs and prides itself on a very high acceptance rate of its graduates into medical school. However, they do not offer a business degree. Friend A's best friend is pretty sure they are going to attend this college. Friend A applied and was accepted to the college as well.
- Last year, while competing in a FBLA competition, Friend A got to tour the state university and really liked the atmosphere. The state university is known for having an excellent business college and Friend A has been offered a scholarship within the business department.

In the end, Friend A chose the prestigious college and is set to be roommates with their best friend for the fall. Her primary fear was not knowing anyone at the university. She loved the idea of being so close to the beach as well as pleasing her parents by carrying on a family tradition.



STAGES OF CAREER EXPLORATION

Instructions

Put the appropriate action step below under the correct stage of career exploration.

Discover!

Focus!

Engage!

- Select courses and opportunities that take me closer to my goal
- Understand the basics of decision-making
- Create an action plan to set and achieve goals
- Understand the relationships between the six career fields, 16 Career Clusters, and 79 Career Pathways
- Continue development of college and career readiness skills
- Select the path that fits my interests and aptitudes
- Understand my abilities and interests
- Design a plan for a seamless transition to postsecondary education/opportunities
- Understand the career opportunities available in the world of work
- See the relationship between career goals and educational requirements
- Explore college and career readiness skills necessary for success in any career

DID YOU KNOW?

In your group, determine possible causes and possible solutions to your assigned statistic.

1. One out of four teens does not complete high school.
Possible Cause of Problem: _____
Possible Solution: _____
2. Four out of 10 high school graduates finish high school with no plans for further education or training.
Possible Cause of Problem: _____
Possible Solution: _____
3. According to National Center for Public Policy and Higher Education, 75% of all college-bound students need remediation (reteaching) in English, math, or both.
Possible Cause of Problem: _____
Possible Solution: _____
4. Across all states, only 59% of first-time college students completed their college degrees within six years.
Possible Cause of Problem: _____
Possible Solution: _____
5. In a 2010 survey of managers, more than 70% said recently hired high school students proved to be deficient in academic skills such as grammar, spelling, and written communications.
Possible Cause of Problem: _____
Possible Solution: _____

COLLEGE AND CAREER READINESS SKILLS

Copy this sheet and cut along the lines to create 11 skill-name and 11 definition cards.

Applies appropriate academic and technical skills.	Academic skills and technical skills complement one another. Through academic and technical skill development, a career-ready individual accomplishes these skills in a strategic manner to complete workplace tasks.
Communicates effectively and appropriately.	Expressing ideas, providing instruction, informing others, sharing knowledge, and providing customer service are critical in a career.
Contributes to employer and community success.	Career-ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic, and community actions.
Makes sense of problems and perseveres in solving them.	From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career-ready individual to solve problems in the workplace.
Uses critical thinking.	Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.
Demonstrates innovation and creativity.	The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.
Models ethical leadership and effective management.	The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.
Works productively in teams and demonstrates cultural competency.	The career-ready individual is prepared to collaborate with colleagues representing various backgrounds.
Utilizes technology.	The career-ready individual has an understanding of how to use technology and apply it successfully in the workplace.
Manages personal career development.	Each person is responsible for creating and maintaining their own career, including understanding and meeting the expectations for workplace behaviors.
Attends to personal and financial well-being.	The career-ready individual recognizes the benefits of physical, mental, social, and financial well-being to be successful in a career.

COLLEGE AND CAREER READINESS SKILLS:

Essential Skills in Becoming a Career-Ready Person

Skill	Definition	See It in Action!	Practice Makes Perfect!
	Academic skills and technical skills complement one another. Through academic and technical skill development, a career-ready individual accomplishes these skills in a strategic manner to complete workplace tasks.		
	Expressing ideas, providing instruction, informing others, sharing knowledge, and providing customer service are critical in a career.		
	Career-ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic, and community actions.		
	From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career-ready individual to solve problems in the workplace.		
	Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.		
	The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.		
	The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.		
	The career-ready individual is prepared to collaborate with colleagues representing various backgrounds.		
	The career-ready individual has an understanding of how to use technology and apply it successfully in the workplace.		
	Each person is responsible for creating and maintaining their own career, including understanding and meeting the expectations for workplace behaviors.		
	The career-ready individual recognizes the benefits of physical, mental, social and financial well-being to be successful in a career.		

LEARNING EXPEDITION - TOPIC 1-3: WHERE DO I START?

College and Career Readiness Skills

Get Started!

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 20-30 minutes to complete.

1) Thinking about where to start...

Part 1 - Complete a chart that shows at least three experiences you've had with career planning. Your experiences may be something you did as part of an organization, as a student, on your own, or with a family member. Use your notes from today to determine if the experience falls under Discover! Focus! or Engage! It's okay if you don't fill in each of the three categories. All of your experiences may be in only one of the three categories or only two of the three categories.

The chart you complete may look like this...

Discover!	Focus!	Engage!

For example, you may have experienced an assessment that helped you identify your interests or talents through an organization you belong to (e.g., Boys/Girls club, YMCA, Girl/Boy scouts, 4-H, a sports team, etc.). Since this is an experience that helped you understand your abilities or interests, you would put this experience in the Discover! category.

Part 2 – Identify two of the college and career readiness skills you think you do really well. Next, pick out two of the college and career readiness skills you think are important to your future, but you feel need more practice. Use Activity Sheet 7-1 and complete the following:

Step 1 - Place an icon that represents success to you by the three skill areas in which you're really great (e.g., a checkmark, a smiley face, a blue ribbon, etc.).

Step 2 - Place an icon that represents a work in progress next to the skill areas in which you think you need to grow and practice a great deal (e.g., an arrow pointing up, a sign with a phrase on it, etc.).

Step 3 - Write your reasoning for each of the skills you've marked. For example, if you marked a skill area as something you do really well, then explain in a sentence or two why you think that.

Step 4 - Have a conversation with your parent or guardian to see if they think you're on target with the skills you've marked. After you talk with them, consider if there are other skills you should mark as something you do well or other areas you should target for growth. Mark them using similar icons as before and explain why.

Show Me!

Everyone will complete the following Expedition during one of the next two scheduled sessions.

This Expedition should take you about 35-40 minutes to complete.

Watch a Video – What is it like to be in the midst of a career? Go to: <http://www.necareertours.com/> to learn more about different careers found in Nebraska. You will be responsible for watching three different industry videos and completing Activity Sheet 8-1, which is located near the computers.

Test Run!

Select one of the following Expeditions to complete during the next scheduled session. This Expedition should take you about 20-30 minutes to complete.

Imagine someone your own age walked up to you and asked you how to start planning and preparing for his or her career. What would you tell them to do? In your response make sure you let them know your answer to the following:

- What is one action that happens at each of the three different stages of career exploration?
- What kinds of skills do they need to develop? (Mention at least three.)
- What personal advice, from your experiences, do you have for them?
- How does owning your future and making good decisions fit into your career planning?

- 1) Author a Summary** – Author a short summary paragraph, story, or poem that summarizes your answer to all the questions.
- 2) Design an Image** – Create a set of four sketches, drawings, or icons to summarize your answer to the questions.
- 3) Create a Diagram or Timeline** – Create a diagram, flowchart, or timeline that shows your answer to all four questions.

Unit 1 Milestone Project Progress

By this point in the unit, you should have an outline of your Unit 1 Milestone Project ready. Write down an outline or a first draft of your mission statement today.

My Unit 1 Milestone Project Outline or First Draft...

LETTER TO PARENTS/GUARDIANS

<INSERT SCHOOL INFORMATION>

<INSERT DATE>

Dear Parent or Guardian,

Our exploration of career opportunities is certainly in motion. As discussed in a previous letter, your child is currently exploring a number of Essential Questions as he or she begins to consider the future. During our last two sessions we have focused mostly on answering the following two questions:

- How do I start career planning now?
- Why must I grow and develop college and career readiness skills?

Two important pieces of information taught in this part of the unit:

The Stages of Career Exploration

The following list provides some starting places for students in grades 7-9. It is suggested that students in grades 7-9 place most emphasis on the tasks under "Discover!" and "Focus!" Tasks under "Engage!" are more appropriate for high school and beyond.

Discover!

- Understand my abilities and interests.
- Understand the career opportunities available in the world of work.
- Understand the basics of decision-making.

Focus!

- Understand the relationships between the six career fields, 16 Career Clusters, and 79 Career Pathways.
- Explore college and career readiness skills necessary for success in any career.
- See the relationship between career goals and educational requirements.
- Create an action plan to set and achieve goals.

Engage!

- Select the path that fits my interests and aptitudes.
- Select courses and opportunities that take me closer to my goal.
- Continue development of college and career readiness skills.
- Design a plan for seamless transition to postsecondary education or other opportunities.

College and Career Readiness Skills

This is a list of 11 industry-validated skills for success in 21st century careers. Your child has a listing of these skills on Activity Sheet 7-2, which he or she received today in class. If you would like another copy, please contact me and I will be glad to send you one for reference.

With these two pieces of information and your wealth of experiences, you can be a resource for your child. Here are some questions to consider discussing with your child.

- When looking at the stages in career exploration, what are some tasks you would like my help with?
- Which of the college and career readiness skills listed do you think you do really well?
- Which of the college and career readiness skills listed do you think you need to practice?
- How can I help you practice those skills?

Thank you in advance for taking a vested interest in helping guide your child through the career exploration process.

Sincerely,

<INSERT NAME & TITLE>

NEBRASKA CAREER INDUSTRY TOURS

Explore online videos available to help you in your career planning efforts!

Your goal is to select three videos to watch from <http://www.necareertours.com/> and answer career planning questions, provided below, for each video. What industry videos will you watch?

Video #1: _____

Video #2: _____

Video #3: _____

Video #1: _____

- What industry was highlighted in the video?
- What careers were discussed?
- What are three college and career readiness skills necessary for a career in this industry?
- What is one step you can take to get moving in this career path? What career planning step (Discover! Focus! Engage!) does this step fall under for you?
- Name one individual who can help you with your career plans in this area.

Video #2:

- What industry was highlighted in the video?
- What careers were discussed?
- What are three college and career readiness skills necessary for a career in this industry?
- What is one step you can take to get moving in this career path? What career planning step (Discover! Focus! Engage!) does this step fall under for you?
- Name one individual who can help you with your career plans in this area.

Video #3:

- What industry was highlighted in the video?
- What careers were discussed?
- What are three college and career readiness skills necessary for a career in this industry?
- What is one step you can take to get moving in this career path? What career planning step (Discover! Focus! Engage!) does this step fall under for you?
- Name one individual who can help you with your career plans in this area.

END-OF-UNIT 1 EXAM (35 POINTS)

Short Answer: Read each question carefully and answer in complete sentences.

At the beginning of the unit, we discussed that with ownership of our future come certain rights and responsibilities.

What is one right you have in the future? (2 points)

What is one responsibility you have as you select a future career? (2 points)

There are two kinds of influences on your decisions: influences inside you and influences around you. Look at the following list of things that may influence our decisions. Label whether the influence is "inside me" or "around me." (4 points)

Example: My talents – inside me

- My parents _____
- My past choices _____
- TV, Radio, Media _____
- My interests _____

During the unit, you learned six steps to take when making a decision. The steps are listed below, but each step has at least one word left blank. Use the word bank provided to fill in the blanks. (7 points)

Word Bank

<i>Benefits</i>	<i>Decision</i>	<i>Evaluate</i>	<i>Goals</i>	<i>Responsibility</i>	<i>Risks</i>	<i>Values</i>
-----------------	-----------------	-----------------	--------------	-----------------------	--------------	---------------

- Step 1: Consider the decision with your _____
- Step 2: Consider the decision with your _____
- Step 3: Consider the _____
- Step 4: Consider the _____
- Step 5: Make the _____
- Step 6: Accept _____ and _____

In three to five sentences describe a decision you made. Tell how you completed two of the steps above to make this decision. (3 points)



There are three stages to career exploration. They are: Discover! Focus! and Engage! Pick one of the three stages. Describe what happens during that stage. (6 points)

Name and describe one college and career readiness skill. (2 points)

Describe two things you can do to improve this skill. (2 points)

In three to five sentences, summarize your mission statement. (2 points)

In three to five sentences, describe how you plan to use your mission statement in the future? (5 points)