

IMPLEMENTING A MANDATORY IN SCHOOL REMEDIATION BLOCK TO
INCREASE STUDENT ACHIEVEMENT AND BUILD STUDENT MORALE

by

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ABSTRACT

Mandatory in school remediation periods are becoming a necessity in high schools in order to ensure graduation and reduce dropout rates. They can raise test scores and improve student morale. This project looks at research of currently implemented remediation programs and character education programs, along with strategies teachers can use during this remediation block. This project uses that research to create a workable schedule and rosters for a mandatory remediation block for a High School in Virginia. Unit and lesson plans were also created for each Friday of the month to use as part of a character education/mentoring program. These lessons focus on topics that are relevant for high school students in today's world. With the appropriate staff training, this mandatory remediation block should prove to benefit those students who are in need of assistance.

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CHAPTER 1

PROBLEM STATEMENT

High school students in the United States today are at a higher risk of dropping out or graduating unprepared for life after high school than other generations in the past (Wise, 2008). Graduation requirements are increasing in states across the country and many students are unable to keep up with these demands. Yet, this is not surprising when “barely 30 percent of rising freshman can read at grade level” (Wise, 2008, p. 8). Something needs to be done, as today’s schools need to change and modify their schedules to strengthen their programs and increase students’ achievement levels.

One recent model that has been implemented in schools throughout the country is the idea of Response to Intervention, more commonly known as RTI. The first tier is universally applied to all students and it is during that point where students are designated “at-risk” and moved to tier two. Tier two requires supplemental instruction and targets the students who need it. After being monitored, if progress is still not made, students are moved to tier three, which is very intensive. It is at this point when students may be referred to special education (Ramaswami, 2010; Reeves, Bishop, & Filce, 2010). RTI is really aimed at preventing students from falling behind. Schools should not wait to intervene until the child has failed because it may be too late. Reeves et al. (2010) argue there is a “need to enhance the range and diversity of academic and

behavioral interventions” (p. 32), which would be part of tier one. One proposal to enhance intervening would be to build a mandatory remediation block into the school day. This remediation block could be used as part of the tier one intervention because it would be addressing all students universally. Simply put, an in-school remediation block or period is a short amount of time reserved throughout the school day to focus on remediating students in their core classes or on specific skills, like reading, writing or math concepts. This block or period should happen every day and be uninterrupted.

Many schools have remediation programs. Some programs are after school and others are during school. The problem with after school programs is many students will not stay after to get the help they need. This could be because they are involved in extra-curricular activities, they do not have a ride home, they have a job, or they just do not want to be in school any more than they are required to. This is why schools should implement a mandatory in school remediation block. This way, students are required to participate. A mandatory remediation period during the school day will increase achievement levels and skills, increase test scores and build student morale (Nagel, 2010). These remediation periods can be implemented in a variety of ways throughout the day and can use a variety of techniques and strategies to reach high school students. Further research needs to be done to compare and contrast the ways to implement a mandatory remediation block in high schools.

Purpose of the Project

This project consists of three parts. First, the project will look at different ways to implement a mandatory study block during the school day and the success of currently implemented programs. It will look at the scheduling aspects and the results of these

programs. Second, this study will look at strategies and techniques that can be used during the remediation block to ensure student success. This includes study groups, peer tutoring, individualized and student-centered instructional approaches. Third, this remediation block will also aim at improving student morale and behavior as mentoring and character education will be built in. Once this study is completed and the literature review is compiled, a sample mandatory in school remediation schedule will be presented, along with a roster for each teacher. A mentoring/character education guide with lesson plans to be used in this block will also be created. This will be done in hope of modifying an existing model already implemented at a High School in Virginia, along with encouraging other schools to adopt a program like the one proposed here.

Research Objectives:

The following objectives will guide this project:

- A mandatory in school remediation block will be designed and explained in detail, along with a schedule and rosters for all teachers.
- Mentoring/character education topics and lesson plans will be created for every Friday of the school year.

Importance of the Project

Potentially, this project can be used in high schools throughout the country. The outcome of this project is to create a workable schedule to implement a mandatory in school remediation block in a high school setting. It will also include topics and lessons to use on mentoring days to discuss important issues with teens and teach character education. This project is important because it will take an in-depth look at possible ways to implement a remediation program throughout the day and give ideas as to how it

should look. It will also provide strategies to use during this remediation block to ensure students' success.

This project is also important because this mandatory remediation block has the potential to help students' graduate high school on time. It could reduce the dropout rate and increase their skills over time. Also, the remediation block will hopefully boost student morale and make high schools a more inviting place to grow and learn.

CHAPTER 2

LITERATURE REVIEW

Response to Intervention

Much of the literature today report the same scary statistics, in that many high school students continue to drop out each day. Wise (2008) reports “more than 1.2 million U.S. high school students drop out every year - roughly 7,000 each school day” (p. 8). Those who graduate high school are not as prepared as past generations to be successful in college or in the workplace. Something needs to be done to strengthen high school programs and ensure success for today’s students. One model that is being used in schools is the Response to Intervention model, or RTI. Its intended use is to reduce the number of special education referrals and students who drop out by intervening early on. Wise (2008) reports reform is needed, as schools need to personalize learning and provide necessary supports. An individualized approach should be used to increase achievement.

Most RTI models include three tiers; the first is core instruction that is universally applied to all students, the second tier uses more supplemental instruction to help those students who are struggling, and the third tier is designed to provide intensive instruction to those that the second tier did not help. It is during the third tier when students are

usually referred to special education because the previous interventions did not work (Reeves et al., 2010). Progress is monitored throughout these tiers and teachers note what interventions work and which ones did not. One problem with RTI is that schools tend to “intervene only after the student has shown the inability to learn” (Ramaswami, 2010, p. 35). RTI needs to move from a response model to a prevention model. One way to ensure that happens is by requiring students to attend a mandatory in school remediation block.

In-School Remediation Programs Currently Implemented

Targeted Tutoring is just one program that can be implemented into the school day. At a school in Texas, their seven periods were shortened by five minutes, creating a thirty minute tutoring period before lunch. This program offered incentives to upper classmen because if they were in “good academic standing” they were allowed to skip this thirty minute session and were “rewarded with an hour lunch” (Roskosky, 2010, p. 68). All other students were required to attend the tutoring session right before lunch. This high school’s curriculum director was in charge of assigning students to a classroom, based on their grades and weaknesses that were determined by educators and assessments. Some students needed to attend tutoring in multiple subjects and were allowed to change classrooms each day. Others with only one problem area stayed in that subject every day (Roskosky, 2010).

This school used not only teachers to tutor, but they also tapped into local resources. Being that they were close to a university, they were able to solicit help from the college. The tutors were trained on the state’s standards and objectives, along with strategies to use with students (Roskosky, 2010). This school used the idea of targeted

tutoring to reach its students. This concept will be explored in a later section about strategies to use during this remediation block.

Another program researched is one currently implemented in charter schools in Buffalo, New York. These charter schools host some of the poorest children in the area, as “eighty-two percent qualify for free or reduced-price lunch” (Nagel, 2010, p. 66). Students who come from disadvantaged homes tend to be less successful in school. However, “In 2009, they posted a graduation rate of one hundred percent” (Nagel, 2010, p. 66). They claim the reason for this success is the required remediation period that the school has built into the day. These schools call their mandatory remediation block flex time. Flex time is “a forty-five minute period added to the end of the school day” (Nagel, 2010, p. 67). Students who lack skills or are behind in their classes are required to stay for flex time to get assistance. Daily and weekly lists are given to the teachers of students who need to stay for targeted instruction. They must stay with that teacher until they are caught up or the skill they lack is mastered. Students are tested during this flex time and the results of these tests are immediate. Teachers use these results to set goals for their students and plan interventions to use with them during flex time (Nagel, 2010).

The first year this program was implemented, students looked at flex time as a punishment for not knowing the material. After the program was modified, it is now thought of as an “opportunity to receive free time” (Nagel, 2010, p. 67). All students must attend flex time and only those students who are not behind in any classes and are considered proficient in subject standards and objectives are allowed to leave school early. To be identified as proficient, students must take an assessment during flex time

that covers a specific standard. If deemed proficient, the flex time at the end of the day is theirs.

This flex time added at the end of the school day has allowed students in these charter schools to increase the pass rate of the New York State Regents Exam by twenty percent or more in all subjects. “In 2009, ninety-two percent of students passed the exam in English and ninety-seven percent in algebra,” (Nagel, 2010, p. 67) which are two of the biggest problem areas in schools today. Obviously, this added flex time is doing more good than bad and programs like this should be considered necessary in other schools around the country.

A third program implemented was in a high school in Oklahoma. This school and others in the area had a period of twenty-five to thirty minutes right before lunch that they named Encore. They used this time for tutoring, remediation and make-up work. Students who were not required to attend could just enjoy a longer lunch period (Martin, 1997). This mandatory remediation program had some of the following guidelines:

- If a teacher assigns a student to Encore, it is mandatory. The student must stay there for the entire twenty-five minutes.
- If a student has a D or F, the student must attend Encore until his/her grade is above a D.
- A student can choose voluntarily to show up to a teacher’s Encore period. He/she is free to come and go as the student needs, but should let the teacher know in advance.
- Encore is also used to provide students with assistance when they were absent. They should come during the next Encore to get their make-up work.

- Students who are tardy must be assigned to the next Encore. If an Encore session is skipped, students receive In-School Suspension or Saturday Morning School (Martin, 1997, p. 5).

The last program researched was implemented in a middle school in Utah. It is called E-Time, which means enrichment/extra help time. This program was started because many teachers needed more time throughout the day to work with struggling students to get them to succeed. This school got rid of their Channel-One news broadcast and added a twenty-five minute remediation period. This remediation block was put between third and fourth periods. Students who have grades above a C- were allowed to go to enrichment activities. Students with grades at C- or below or any student who has not mastered an assignment/standard are required to attend remediation (Fawson & Peterson, 2011).

Each day, mini-progress reports are given to the students to indicate deficient grades. A secretary prints these reports off and distributes them to the third period teacher. It's a process that takes about an hour to do. If a student has one deficient grade, they go to that class/teacher during E-Time. If a student has multiple deficient grades, he or she can decide what subject to attend for remediation. If a student does not have a deficient grade, he/she can attend enrichment activities, which are posted around the school so students know where to go. Some of the enrichment activities include computer time, athletic activities, craft activities and movies (Fawson & Peterson, 2011).

This program works because the “consistent and immediate feedback” the students receive about their grades “seems to push them to achieve higher grades” (Fawson & Peterson, 2011, p. 50). Students want to obtain enrichment time so they work

hard to succeed and raise their grades. With the addition of E-Time, the percentage of failing students has decreased. There are a much lower number of students receiving D's and F's. There has also been a significant increase in students' GPA's. Being that this mandatory remediation program is the only real change this school has made in the past year, it is obvious that increased achievement can be contributed to E-Time (Fawson & Peterson, 2011). The school also reports that the "learning culture has changed, and student, teacher, and parent attitudes are more positive" (Fawson & Peterson, 2011, p. 52). These results conclude that a mandatory remediation period should be built into schools across the United States.

Possible Strategies and Techniques to Use in Remediation Blocks

While there are a variety of different strategies and techniques that can be used during the remediation block to ensure student success, this section will focus on study groups, peer tutoring, and individualized and student-centered instructional approaches. Study groups can be used during this remediation block because each student has different strengths and weaknesses. If the students "recognize that everyone brings value to a group" and are aware not to make "assumptions or judgments," then these groups can be very successful (Springer, Stanne, & Donovan, 1999, p. 21). The most diverse groups are usually the best because they have different levels of organizational skills, knowledge, cultural perspective, points of view, life experiences, and abilities (Springer et al., 1999). Study groups can be implemented in remediation blocks because many of the students would be working on the same course work or concepts. If they work together, the students can learn and teach the material in new and different ways, resulting in an increase in student achievement and in student morale. By working

together, students began to trust one another and the classroom becomes a more inviting place to learn and grow.

Peer tutoring is another strategy that has been successful in a variety of educational settings. It is cost effective and works with students of all ages. It works with students with or without disabilities. Peer tutoring is so effective because it “increases the time students spend actively engaged with academic tasks” (Dufrene et al., 2010, p. 242). The tutor and the tutee both spend their time working on the academic concept so it helps reinforce the concepts for the tutor and helps the tutee learn the concepts. Schools are full of capable tutors and teachers should be using them to provide individualized instruction. Demands are so high on educators today that it is hard for them to provide one-on-one instruction. That is why peer tutoring should be utilized. A good place to do that would be in a remediation block. The teacher may be working with a student or group of students on a certain concept, leaving other students in need of help without someone to assist them. If a peer tutor is used, he/she can fill the void.

A study done by Dufrene et al. (2010) proves that peer tutoring can be implemented successfully because students can be counted on to provide interventions with integrity. Tutors should have some sort of training provided to them from the school so they know what they are expected to do. Modeling the correct procedures and allowing the tutors to practice seemed to ensure success (Dufrene et al., 2010). This study proves that peer tutoring can work, as reading performances improved. Peer tutoring can be used in any subject, as long as the tutor is trained and knows the material fairly well.

Another technique that can be used during the remediation block is one that has been proven successful in nursing programs. It is a student-centered approach that has a multi-step process. This process can easily be reproduced by educators in high school remediation blocks. The first step that educators would have to complete is the “identification of student’s learning needs” (Lynn & Twigg, 2011, p. 173). This is critical because the teachers need to know what areas the student is struggling in, in order to assist them. This is something that effective teachers should already know. Also, students should know what areas they struggle with and can give their own input. The next step is developing individualized lesson plans. All students have different strengths and weaknesses so it only makes sense for students to be working on different concepts. The reason why this technique is so student-centered is because the “lesson plan is created based on students’ perceived areas of deficiency and performance” (Lynn & Twigg, 2011, p. 174). The plan and activities are essentially created by the student, while the learning goals need to be agreed on by the teacher and students. This should empower the student and make him/her want to complete the lesson plan and activities. It is the student’s ideas, not someone else’s. The next step is the completion of the lesson plan. It is the teacher’s job to provide “necessary background information and content to assist students in the completion of the lesson plan” (Lynn & Twigg, 2011, p. 174). The teacher should also monitor progress and evaluate how he/she is doing. This also ties into the idea of targeted tutoring, which was discussed earlier. Roskosky (2010) believes tutoring must be “specific and targeted” (p. 68). Students’ individual needs will not be met unless this happens. That is why these individual lesson plans could really work. Roskosky (2010) argues, “Using generic materials for all students in a tutoring session is

a waste of time, effort, and money” (p. 68). Each student must be considered as an individual so that his/her educational needs can be met. These student-centered approaches should be used during the remediation period.

Another student-centered approach that was looked at is the idea of guided instruction versus structured instruction. While it is similar to the above-mentioned student-centered approach, it does have some differences. A study by Kroesbergen and Van Luit (2002) looked at the benefits of guided instruction for all students, including those with special needs. Guided instruction “gives students the ‘guided’ opportunity to ‘re-invent’” education and provides “students with problem situations that they can clearly imagine and make real in their minds” (Kroesbergen & Van Luit, 2002, p. 361). The students are the ones creating experiences and strategies to use to solve problems, not being handed them by the teacher. They are actively participating and involved in their education. In guided instruction, the teacher’s job is to “structure interaction in such a manner that the students discover new knowledge” (Kroesbergen & Van Luit, 2002, p. 362). The teacher poses problems and asks probing questions to guide the students. Ultimately, it is the students who are in charge of their education. This research shows that guided instruction gets better results than direct and traditional instruction. Students who were provided guided instruction did better on tests of automaticity and problem-solving skills. This can be contributed to the fact that guided instruction challenges the students to actively think and come up with their own strategies to solve problems. This is why guided instruction should be used in the mandatory remediation block. Instead of individually structuring instruction for students, guiding them to find the answers themselves has more long-term positive effects. Using the thirty minute block to pose

problems and ask the students' questions will be more beneficial because the student is at the center of the learning.

Mentoring and Character Education

In addition to remediating students academically during the mandatory remediation block, some schools include one day a week to mentor students and teach them character education. This section will focus on the research of both concepts. The mandatory remediation block should be “more than teaching the subject in which the student is deficient. Students need help in developing study, note taking and time management skills” (Stuart, 2009, p. 16). This block could be used to do just that. There really is not any other time of the day where this can be done. It could be implemented in the mandatory block. That way, students are set up to succeed. This block can also serve as a way to foster inviting relationships between students and teachers. When students have someone they can look up to and count on, they tend to have a more positive experience in high school. When students are part of a “mentoring relationship, [they] feel more competent in school and are less likely to abuse drugs or alcohol and to skip school” (Watts, 2012, p. 32). Relationships are more positive with teachers, friends and family when mentoring is provided in schools. Student morale is higher when students feel like they have an adult in their lives that will advocate for them. Each student can use his/her assigned teacher for the mandatory remediation block as his/her mentor. One school in Florida, who implemented a mentoring program, saw a decrease in referrals and negative behavior. The students developed confidence and self-esteem (Watts, 2012). This is something that many high school students are missing.

Character education is also something that can be built in to the mandatory remediation program. Character education teaches students to “behave responsibly, respect other people’s diversities, accept what is fair and just, and show concern for the common good by helping others” (Richardson, Tolson, Huang, & Lee, 2009, p. 71). Not too many people can argue that the above-mentioned intentions of character education would hurt. However, it is hard to make the time to do so in core classes because of the rigid standards that must be taught to pass standardized tests. Teachers and administrators do not want to take time away from class. Shields (2011) argues that schools “have too often equated excellence with the quantity of content learned, rather than with the quality of the *character* the person develops” (p. 49). That is why schools should encourage both academics and character. Plus, “character education programs have a positive effect on achievement, classroom behaviors, and long-term test scores. They also reduce risk factors associated with school failure” (Brannon, 2008, p. 56). Altogether, the students are much more respectful of each other. The relationships formed with peers are much closer.

Shields (2011) believes that “education should develop intellectual character, moral character, civic character, and performance character” (p. 49). Intellectual character is more than just being able to recall information and facts. Intellectual character is the ability to be open-minded and strategic. It includes being curious, reflective and truth-seeking. If one has intellectual character, he/she would be able to generalize and use the knowledge he/she has across different domains. Moral character is the “basic desire for goodness” (Shields, 2011, p. 50). One would have moral character if he/she sets out to do the right thing and seeks what is good. Civic character requires the

“passion for public good,” meaning the student has the “knowledge, skills, virtues, and commitments necessary for engaged and responsible citizenship” (Shields, 2011, p. 51). Students with civic character will graduate with the ability to make informed decisions about the future of their country. Lastly, is performance character. In essence, it includes the qualities of “perseverance, diligence, courage, resilience, optimism, initiative, attention to detail, and loyalty” (Shields, 2011, p. 52). These skills should be acquired before graduation and character education would aim at doing that.

There are many different character education programs that are used in schools today. Character education can be taught by direct instruction, modeling the correct behaviors and by using teachable moments. Activities should include role-playing and cooperative learning (Brannon, 2008; Richardson et al., 2009). This way, students are actively participating in learning how to become a better person.

One character education program, *Connecting with Others*, is a curriculum with thirty lessons on six different skill areas. It focuses on the “concept of self and others, socialization, problem solving/conflict solution, communication, sharing, and caring/empathy” (Richardson et al., 2009, p. 72). Results have proven that this curriculum improves relationships in students with and without disabilities. Any character education program can be used or any combination of programs can be used. The program used is not as important as the ideas behind it. As long as character education is being taught in high schools, student morale and achievement will improve.

Summary

After reviewing the literature, it is obvious that something needs to be implemented in high schools across the country to improve achievement levels and

student morale. Mandatory remediation blocks can be used as part of the Response to Intervention process. This section looked at four different programs currently implemented. While they have many similarities, they also have some key differences. Different strategies and teaching methods that can be used during these mandatory remediation periods were also reviewed. Lastly, mentoring and character education programs were studied. This review is important so that the ideas researched here can be implemented into the mandatory remediation period.

CHAPTER 3

METHODOLOGY

Description of the Project

This project created a schedule that can be used at a High School in Virginia and other high schools that are on a block schedule. It built the mandatory remediation block into the school day. It also took the student body of about four hundred students and created rosters for each remediation teacher. The project explains a check in and check out system that will be used for remediation, as attendance still needs to be taken. The past schedule at this High School used Friday's for mentoring days. This project also includes units to focus on for each month and lesson plans to use each Friday. These units are on topics that are important to high school students. These lesson plans focus on character education and the bettering of students enrolled at this High School.

Population/Setting

The population that this project is created for is the student body at a High School. This is about four hundred students, about fifty percent male and fifty percent female. This school's ethnicity is about seventy percent Caucasian, twenty-five percent African-American and the last five percent is unknown. It is a very rural county. This school is also on a four-by-four block schedule, meaning students have four classes per day that

are a little under ninety minutes apiece. This project could also be used in other high schools, but to use the same schedule, they would have to be on this block schedule. The other high schools would also have to be smaller schools if they wanted to use the same type of rosters. This project and its lesson plans can be used in any high school, they would just have to be modified according to enrollment numbers and schedule.

Process of Creating the Project

The first step for creating this project was to review literature on mandatory remediation programs. Strengths and weaknesses of other programs were looked at to create a program that will be successful. The next step was to create a schedule that fit into the block schedule currently implemented at this High School. Once the schedule was created, rosters were generated, splitting students into classrooms where a teacher is present to take attendance and oversee students. The project also designated places students can go who are not in need of remediation, along with places to go where teachers are present for remediation. Once the mandatory remediation schedule and rosters were made, the last step was to create topics of discussion for Friday's mentoring days. The topics were then subdivided into individual lesson plans to use.

Timeline of the Project

- Summer 2012- The project's purpose and objectives will be explained and created. A literature review will be conducted to look at existing programs and their strengths and weaknesses. Character education will also be reviewed, as it will be an integral part of the mentoring days. The methodology will also be planned.

- Fall 2012- The above-mentioned information will be discussed with the principal and assistance principal at this High School. The discussion will also include why the current program should be revised and how this project will aim at improving the remediation block currently in place.
- Spring 2013 and Summer 2013- The project will be designed. The schedule, rosters and lesson plans will be created, with the input of colleagues and the research that was reviewed.
- Fall 2013 and Spring 2014- The project will be disseminated to the principal and assistant principal for approval. If approval from administration is not granted, then the project will be modified with their help. Hopefully, the schedule will be implemented the next school year, along with the lesson plans that have been created. It is important to note that this project will not evaluate the success of the implemented remediation block.

Goals

There are a few goals that are the focus of this project. They are as follows:

- The mandatory remediation block designed is intended to increase test scores, improve grades, and student morale at this High School.
- The units and lessons will help create engaging discussions and it is anticipated that the students will become better citizens because of them.

Indicators of Success

This project's success can be measured in a variety of ways. The first way success can be indicated is if this project is implemented at this High School, hopefully by the school year 2014-2015. Success can also be indicated if other schools, especially

around the County, adopt a mandatory remediation program similar to the one this project created. Another indicator of success would be if the mandatory block increases test scores and grades. It would be possible to see the improvements by comparing grade point averages from the 2013-2014 school year and the 2014-2015 school year. The Standards of Learning (SOL) test scores can also be compared to see if an improvement has been made. Another indicator of success would be if the teachers at this High School use the lesson plans that were created. These lessons are aimed at improving student morale and building better relationships between students and teachers. An indicator of improving student morale would be a decrease in the number of referrals and also teachers' observations. The teachers would be able to tell if the student morale has improved just by observing interactions between students in their classrooms and in the hallways.

Summary

This project will create a workable schedule and rosters to implement a new mandatory remediation program at this High School. This program's focus is to improve achievement levels and student morale. Units and lesson plans will also be created as part of this project to use on mentoring days. While it is designed specifically for this High School, it can be modified and used at other high schools. The goal is to have it approved and implemented for the 2014-2015 school year. That would be the number one indicator of success, along with an increase in achievement and student morale.

CHAPTER 4

PROJECT

This project created a schedule for a small high school that is currently on a block schedule. After the schedule was designed, rosters for each staff member were created. This split up the almost four hundred students in the building. Explanations for the schedule and rosters are also provided, along with the many details of the mandatory remediation block. Lastly, an overview of the topics for the mentoring/character education days was created, along with daily lesson plans for every Friday of the school year.

Schedule for Mandatory Remediation Block

8:00 – 8:15	Students arrive
8:15	First Bell
8:20 – 9:45	First Block
9:45 – 9:50	Class Change
9:50 – 11:13	Second Block
11:13 – 11:16	Class Change
11:16 – 11:44	SUCCESS
11:44 – 11:49	Class Change
11:49 – 12:14	A Lunch

12:19 – 1:42 Third Block Class – group A
 11:49 – 12:19 1st part of Third Block Class – group B
 12:19 – 12:44 B Lunch
 12:49 – 1:42 2nd part of Third Block Class – group B
 11:49 – 12:49 1st part of Third Block Class – group C
 12:49 – 1:14 C Lunch
 1:19 – 1:42 2nd part of Third Block Class – group C
 1:42 – 1:47 Class Change
 1:47 – 3:10 Fourth Block
 3:10 Dismissal

Rosters for Mandatory Remediation Block

SUCCESS Teachers (Students are regularly assigned to these teachers)	# of Students (Regularly assigned to this teacher, but may not physically have them)
Parapro #1	13
Parapro #2	13
Parapro #3	13
ISS Teacher	13
Art Teacher	13
Band Teacher	13
CTE Teacher #1	13
CTE Teacher #2	13
CTE Teacher #3	13
CTE Teacher #4	13

CTE Teacher #5	13
English Teacher #1	13
English Teacher #2	13
Math Teacher #1	13
Math Teacher #2	13
Math Teacher #3	13
Science Teacher #1	14
Science Teacher #2	14
Social Studies Teacher #1	14
Social Studies Teacher #2	14
Spanish Teacher #1	14
Spanish Teacher #2	14
French Teacher #1	14
Health Teacher	14
Special Education Teacher #1	14
Special Education Teacher #2	14
Special Education Teacher #3	14
Counselor #1	14
Athletic Director	14

Remediation Teachers (Students are assigned to certain core teachers if benchmark tests are below 60%)	
Math Teacher #1	
Math Teacher #2	

English Teacher #1
English Teacher #2
English Teacher #3
Science Teacher #1
Science Teacher #2
Social Studies Teacher #1
Special Education Teacher #1

Explanation of Schedule

The schedule for the mandatory remediation block is a little different than it has been in the past. Instead of coming right after first block, it will be moved to after second block. One reason for this change is because most juniors and seniors have A lunch so those not in need of remediation will be rewarded with an hour lunch. This will be explained in detail later. Another reason for this change is many students are out of the building in the morning due to Governor's school, volunteering at the elementary school, etc. so moving this block right before lunch will ensure more students will get the opportunity to be remediated if need be.

Explanation of Rosters

Two separate lists of teachers have been created. Most teachers are classified as SUCCESS teachers. These teachers are randomly assigned 13-14 students, who are regularly assigned in that classroom. There are nine teachers who will not be regularly assigned students. They are responsible for the remediation of students who do not pass their benchmarks. They will be assigned students based on the core subjects. This means

Math Teacher #1 may be remediating students' basic skills in Algebra, even if they do not teach Algebra. They might also remediate students who they do not have in any of their other classes. One special education teacher will also help with remediation. This person will be like a floater. He/she will go into the remediation classroom where there are a high number of students needing help. This will lower the ratio of students to teacher. The special education teacher's assignment will last for two to three weeks and will be determined by the principal.

Details of the Mandatory Remediation Block

The mandatory remediation block will keep the same name it has had in previous years, which is SUCCESS. Every two to three weeks, benchmark tests will be taken in core classes. These benchmarks determine which students are grasping the material and which ones need more assistance. After every benchmark test, a list will be generated by the core teachers and turned into the guidance secretary. She will put these lists together and disseminate them to all SUCCESS teachers so they know which students will not be attending their block for the next few weeks. They no longer need to take attendance for these students, as their remediation teacher will be doing that. On the first day of the new remediation schedule, students will show up to their regularly assigned SUCCESS block and will be told where they are required to be for the next few weeks. The guidance secretary will also create lists for the core remediation teachers so they know which students will be coming to them for remediation. They are required to take attendance for these students by sending an e-mail or calling the guidance secretary. Some students may need remediation in more than one area. The guidance secretary will place them with two remediation teachers. The student will receive remediation for one week in one

subject and the second week in a different subject. These students will be told this when they go to check in the first day to their regularly assigned SUCCESS block.

There will be many students who are not in need of mandatory remediation. These students must be juniors or seniors who have passed their benchmarks, have all A's and B's and have a GPA of 2.7. SUCCESS teachers can look up their regularly assigned students to see if this is the case. If students meet these requirements, they will be rewarded with a "free" thirty minute period of time. There will be three designated places where students can go. They are required to check-in daily with their regularly assigned SUCCESS teachers and at the designated area of their choosing. These students can either go to the library with the librarian there to supervise, the gym with the gym teacher there to supervise or the commons/lunch area with the assistant principal there to supervise. Those students who do not meet these requirements, but did not fail a benchmark are required to be in their regularly assigned SUCCESS block. They will work on missing assignments, study for tests or seek help from the SUCCESS teacher. Strategies and techniques to use during this time include study groups, peer tutoring, and guided instruction, which have been researched in detail in chapter two.

Monday through Thursday will be when this required remediation takes place. Friday's will look much different. All students, including those who need remediation and those who do not require any remediation, must attend their regularly assigned SUCCESS block on Friday's. SUCCESS teachers will be responsible for teaching a lesson to students that has already been created. Those teachers and staff members not regularly assigned students will join a SUCCESS teacher to help manage the class. These lessons are aimed at helping students become better people and at boosting student

morale. Below is an overview of the mentoring/character education, along with lesson plans for each Friday.

Mentoring/Character Education Overview (2014-2015)

Month (Topic)	1st Friday	2nd Friday	3rd Friday	4th Friday
September- (Building Relationships)	Icebreakers	Communication and Listening Skills	Compassion	Trust
October- (Bullying)	Introduction	How to Help	Effects	Prevention
November- (Student Skills)	Organizational Skills	Time Management Skills	Note Taking Skills	Study Skills
December- (Community Service/Volunteering)	Community Service/ Volunteer Intro	Community Service/ Volunteer Plan	Community Service/ Volunteer Event	N/A – Holiday Break
January- (Goal Setting)	Reality Check	Intro to SMART Goals	Short-Term Goals	Long-Term Goals
February- (Diversity)	Intro	Diversity in the Classroom	Teaching Tolerance	Teaching Tolerance Continued...
March- (Who am I?)	Identity	Self-Perception	Self-Esteem	Mini- Presentations
April- (Decision Making)	Intro	Weighing Options/Personal Decisions	N/A – Spring Break	Every 15 Minutes Simulation
May- (Career Exploration)	Interest Inventory	Cover Letter/Resume	Mock Interviews	Career Day
June- (Managing Stress)	Intro	Coping Strategies	End of Year Celebration	N/A – Summer Break

Daily Lesson Plan

Month: September	Today's Topic: Icebreakers	Friday #1
Learning Goal: -Students will be able to introduce at least one classmate and tell the class a fact about him/her.		
Materials Needed: -Paper -Pencil -Index cards with different famous people on them -tape		
Learning Activities: Anticipatory Set- -Introduce yourself and explain the mentoring/character education program on Friday's. Give some examples of topics we will be covering this year, along with telling the students that today's focus is getting to know one another. Go around the room and have students introduce themselves. Instruction- -Survival Scenario: -Break the group of students into partners or groups of three. -Tell students the following scenario: The airplane their group was on just crashed into the ocean. They see a deserted island nearby and there's room on the lifeboat for every person, plus ONLY 6 items of their choosing. -They need to create a list of the 6 items, ranked from most important to least important, explaining their reasons. -After 5-10 minutes, allow the groups to share out to the class. They should share their entire list, but maybe only the reason for their highest ranked item. -Who am I?: -Create an index card for each student in your class with a famous person on one side. Examples: George Washington, Michael Jordan, Lady Gaga, Kim Kardashian, Tom Cruise -Tape the card onto the student's back and have them circulate, asking the other students yes or no questions to find out the mystery person. After 5-10 minutes, go around the class and see how many of the students were able to accurately guess their person. Closure- -Before class is dismissed, pick three students to introduce another classmate to the group. Have them tell the class who that person is and maybe one thing they like about him/her.		
Assessments (Formal and Informal): -Observation of activities -Survival Lists -Closing Introductions		

Daily Lesson Plan

Month: September	Today's Topic: Communication and Listening Skills	Friday #2
<p>Learning Goal: -Students will list the keys to effective communication. -Students will be able to practice communicating effectively.</p>		
<p>Materials Needed: -Story to share for game (4-5 sentences) -White Board with markers -Paper -Pencil -Shapes on cards</p>		
<p>Learning Activities: Anticipatory Set- -Play a game of Telephone. Gather the students in a circle and tell the student to your left a story of 4-5 sentences (either make it up or read something off a piece of paper). Have the students go around the circle, whispering the story into each other's ears. Once it gets to the last person, have him/her say it aloud. Restate the original story and compare/contrast them.</p> <p>Instruction- -Write Effective Communication on the board. Have the students brainstorm ideas as to what they think is important to communicate with others. Keys to effective communication should include eye contact, appropriate body language, active listening, clear speech, provide feedback or paraphrase what you heard, etc. Talk about each of these keys and how you can make sure you are doing them when communicating.</p> <p>Guided Practice- -Have students get in pairs. Have students share a 30 second story (ex. a fun vacation, a favorite birthday party, a time they were scared, etc.) with their partners. Tell them you will be looking for positive body language, eye contact and active listening skills. The partner should then provide feedback when the story is done, paraphrasing it or asking clarifying questions (ex. "Sounds like you are saying..." or "What do you mean when you said...").</p> <p>Instruction- -Back-To-Back Drawing: -Have students get with a different partner. They should sit back-to-back. One person will be handed a card with a shape on it. The other person will have a piece of paper and a pencil. The person with the shape needs to use verbal directions only to communicate to the other person what to draw. -Once they are done, have the students compare the two pictures. -Share these pictures with the class, asking questions and having a discussion about communication. -How could the directions have been clearer? -Why is it important to listen attentively?</p>		

-What would have made this easier?

Closure-

-Closing discussion from above

Assessments (Formal and Informal):

-Observation of Telephone, Back-To-Back Drawing and 30 second stories

-Brainstorming of keys to communication

-Discussion

Daily Lesson Plan

Month: September	Today's Topic: Compassion	Friday #3
<p>Learning Goal: -Students will be able to list what compassion looks like, feels like and sounds like.</p>		
<p>Materials Needed: -Paper -Pencil -Quote -6 images -Projector or Elmo -3 posters -Markers</p>		
<p>Learning Activities: Anticipatory Set- -Show the attached 6 images to the classroom. Discuss the images, asking the students to explain what they see or what they all have in common. Instruction- -This discussion should lead into the topic of compassion. Important details to touch on are talking about the other person's feeling, caring about others and showing concern, not just with words, but also actions. Guided Practice- -Activity about compassion in our school. Number the students off in groups of 3. There should be 3 different posters hung up around the room and one group at each poster. Posters should say: -What does compassion look like? (behaviors/actions) -What does compassion feel like? (emotions) -What does compassion sound like? (words/phrases) -Students will spend 3-5 minutes at each poster brainstorming ideas and then will rotate to the next poster and brainstorm again. -When the activity is done, go around to each poster and talk about what the students wrote. Closure- -Display this quote: "Love and compassion are necessities, not luxuries. Without them, humanity cannot survive." –Dalai Lama -Exit Slip: Have the students write a paragraph on a piece of paper of what they think this means. Do you believe it is true or false?</p>		
<p>Assessments (Formal and Informal): -Exit slip -3 posters/discussion</p>		

American Humanist Association. (2013). *Four lessons on compassion*. Retrieved from http://americanhumanist.org/What_We_Do/Education_Center/HELP/8_Building_and_Maintaining_Relationships/8.1_A/Four_Lessons_On_Compassion

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Images



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Daily Lesson Plan

Month: September	Today's Topic: Trust	Friday #4
<p>Learning Goal: -Students will be able to give one example or characteristic of being trustworthy and one example or characteristic of not being trustworthy.</p>		
<p>Materials Needed: -Paper -Pencil - self-evaluation on trustworthiness (attached) -white board/dry erase markers -Scenarios for skits -Exit slip (just paper and pencil)</p>		
<p>Learning Activities: Anticipatory Set- -Take a self-evaluation on trustworthiness (this will get the students thinking about the topic) -Ask students to share their explanations if they feel comfortable. Instruction- -Discussion: Why is being able to trust someone important for building relationships? -On the board, make a list of Do's and Don'ts for being considered a trustworthy person. Guided Practice- Skits: Have students get in groups of 2-3. Give them a piece of paper with a scenario written on it. Some of them will display trustworthiness and others will not. Once the skit is over, have the students explain what scenario they were acting out. Then, have the other classmates guess whether or not that showed trustworthiness or not. -Examples of scenarios: -A friend promises to meet you at the movies, but never shows up and doesn't call -You see someone steal a cell phone from a classmate and tell the teacher what you see -You find the answers to a test lying on the teacher's desk and take them because you need to pass the test -You promised you would babysit for your neighbor, then you find out it is the night your friend was having a party. You keep your promise and babysit, missing the party -A friend gets suspended from school and tells you why, but not to tell anyway. The next day, some people ask you and you tell everyone anyway -You are supposed to run 2 miles to warm-up at the beginning of track practice. You only run 1 because you don't feel like running another, but tell others your leg is bothering you Closure- -Exit Slip: Give one example or characteristic of being trustworthy and one example or characteristic of not being trustworthy</p>		

Assessments (Formal and Informal):

- Exit slip
- Observation of skits
- Discussion of do's and don'ts

Self-Evaluation
Are you a trustworthy person?

- YES NO 1. I keep the promises I make to people.
- YES NO 2. I am reliable. People can count on me.
- YES NO 3. I am honest.
- YES NO 4. I can keep a secret.
- YES NO 5. I have integrity. My character is consistent and truthful.
- YES NO 6. I am loyal.
- YES NO 7. I am responsible and can be held accountable.
- YES NO 8. I am accurate when I tell stories. I don't fabricate things.

Circle one and explain:

I think I am / am not a trustworthy person because:

Daily Lesson Plan

Month: October	Today's Topic: Bullying (Introduction)	Friday #1
<p>Learning Goal:</p> <ul style="list-style-type: none"> -Students will be able to identify the 5 types of bullying. -Students will be able to identify characteristics of students who bully and those who may be targeted. 		
<p>Materials Needed:</p> <ul style="list-style-type: none"> -Internet access to obtain info and quizzes from the sites below -copies of the T/F activity and answers for self -copies of assignment (chart about bullying characteristics) and answers for self 		
<p>Learning Activities:</p> <p>Anticipatory Set-</p> <ul style="list-style-type: none"> -Start with pop quiz at http://www.pacer.org/bullying/pdf/mh-starting-the-discussion-files/PopQuiz.pdf -Ask the questions verbally and discuss the answers <p>Instruction-</p> <ul style="list-style-type: none"> -Give each student a copy of this T/F activity at http://www.pacer.org/bullying/pdf/mh-starting-the-discussion-files/Seriously.pdf <ul style="list-style-type: none"> -Talk about the answers that follow together -5 types of Bullying <ul style="list-style-type: none"> -Physical, Verbal, Emotional, Sexual and Cyber bullying -See this website (http://www.pacer.org/bullying/pdf/mh-starting-the-discussion-files/Bullying101.pdf) for information on the 5 types, along with other information to provide about bullying -Give students this assignment about those students who bully and those who are targeted <ul style="list-style-type: none"> -http://www.pacer.org/bullying/pdf/mh-starting-the-discussion-files/Bullyology.pdf -talk about the answers together <p>Closure-</p> <ul style="list-style-type: none"> -Exit Slip: Give one example of bullying and tell what type of bullying it would be classified as. 		
<p>Assessments (Formal and Informal):</p> <ul style="list-style-type: none"> -T/F activity -Chart about those who bully and those who are targeted -Exit Slip 		

Daily Lesson Plan

Month: October	Today's Topic: Bullying (How to Help)	Friday #2
Learning Goal: -Students will be able to respond to a bullying situation and list ways to help if they encounter it.		
Materials Needed: -Scenarios - Paper -Pencils -Posters -Markers		
Learning Activities: Anticipatory Set- -Scenarios: Split the students into 6 groups and hand out the following situations that other students have written about online. Have the students' text a message or write a comment back to them, giving them advice. Share the scenarios and the students' advice aloud. <ol style="list-style-type: none"> 1. There's this kid who is getting pushed around and teased a lot. He dresses kind of different and acts weird sometimes. When kids tease him, he gets real mad. I'm scared to do anything, but he doesn't deserve this. He has no friends and seems really sad. Is there a way to help? 2. My best friend was at a party last weekend. Kids were drinking beer and vodka, and some were getting really crazy. Like one girl was dancing, then she took off her top and kept on dancing. It was just for a minute, but my friend took some pictures with his camera phone. He showed them to me at school today and said he was going to send them to the entire class. I think that is so uncool, but the dude is my friend. What should I do? 3. I'm new at my school, and making friends is really hard. Most of the kids here have known each other since they were in kindergarten. I just don't fit in. They don't even give me a chance. They make fun of the way I talk and dress, and they all laugh at me. At my last school, I didn't have a lot of friends, but the ones I had were great. Going to school totally sucks. I make excuses to stay home as often as I can. Will it always be this bad? 4. There's this guy at school who likes making me mad. He says stuff to me, then laughs when I get angry. My dad just says to just ignore him, but I get so mad I can't. So yesterday I took a swing at the kid. We both ended up in the office; I got suspended, and he only got detention. It's so not fair! He's doing this to me, and I'm the one who gets punished. How can I get even? 5. Everybody's talking about this big fight that's going down after school today. Jason is really popular and cool, but a lot of kids are scared of him. The other guy, Mike or Mark or something, is new and pretty much gets ignored. Everybody's going to go watch. I think it's wrong, but my friends say if I don't go with them, they won't hang out with me anymore. Should I go? 		

6. Do kids who call other people “retard” and “gay” even know what they’re saying? My brother has Down syndrome, and it really hurts me when people use a word that makes fun of who he is. Same with gay. It’s used to insult everything unpopular—“your shirt is so gay!”—so it’s like saying kids who are gay are rejects. Everybody just laughs and goes along when they hear it. How can I make them see how hurtful those words are?

Instruction-

-What Can You Do to Help?

-3 posters hung up around the room (bully, victim, witness)

-Put students into 3 groups and have them start at one poster, listing things each of the people can do if they encounter bullying (ways to help). Have them rotate so they can add to all 3 posters.

Closure-

-Leave posters up for the rest of the year. Go around to all three posters and have the students share out to the class.

Assessments (Formal and Informal):

-Text message/Comment to situation

-Posters

Daily Lesson Plan

Month: October	Today's Topic: Bullying (Effects of Bullying)	Friday #3
<p>Learning Goal: -Students will be able to identify both the short-term and long-term effects of bullying. -Students will write their own letters to a bully.</p>		
<p>Materials Needed: -Paper -Pencil -copies of "A Letter to a Bully" -Poster -Markers -Entrance/Exit slips (front and back)</p>		
<p>Learning Activities: Anticipatory Set- -Entrance slip: Have students jot down a time when they have been bullied and then one short-term and long-term effect of it -Ask for students who may want to share or share a personal example from your own life Instruction- -Read "A Letter to a Bully" to the class -http://www.reclaiming.com/content/node/121 -Have students underline the effects of bullying (both short and long-term) while listening -Share out and write them on a poster in the class Guided Practice- -Have the students write their own letter to a bully (without using names) -Make sure they include the effects the bullying has had on them Closure- -Exit slip: Write one reason why you will refrain from bullying or stop it from happening.</p>		
<p>Assessments (Formal and Informal): -Entrance/Exit slips -Letter to a bully</p>		

Daily Lesson Plan

Month: October	Today's Topic: Bullying (Prevention)	Friday #4
Learning Goal: -Students will list one reason why they care about bullying prevention. -Students will sign a petition if they choose to take a stand against bullying.		
Materials Needed: -Internet access -Projector -Poster -Markers		
Learning Activities: Anticipatory Set- -Bring up the "I Care Because..." website at http://www.pacer.org/bullying/icarebecause/ -Review some of the reasons why people (young and old) all over the world care about ending bullying Instruction- -Classroom Poster -At the center, write We Care about Bullying Prevention Because... -Have students first think of a reason why they personally care and have them come up to the poster to add their own reason and initial it. -Discussion -How can we stop bullying in our school? -Introduce "The End of Bullying Begins with Me" petition online -Show students the thousands of signatures and talk about the importance of staying true to bullying prevention if they choose to sign the petition Closure- -Give students the opportunity to come up to the computer and sign the petition - http://www.pacer.org/bullying/digitalpetition/		
Assessments (Formal and Informal): -Poster/Reasons we care -Observation of signatures		

Daily Lesson Plan

Month: November	Today's Topic: Organizational Skills	Friday #1
<p>Learning Goal: -Student will be able to name one idea they plan on working on to become and stay organized. -Students will practice getting organized.</p>		
<p>Materials Needed: -Paper -Pencil -organizational skills pre-test (attached) -Students should come prepared and bring their own materials (binders, folders, agenda, backpacks, etc.) -Bring extra materials for those students who don't have them -Examples of binders and agendas that are organized</p>		
<p>Learning Activities: Anticipatory Set- -Take organizational skills pre-test and discuss. Instruction- -Bring in a binder of your own to show organizational skills -Discuss: different binder for each class, different section for notes, assignments, etc., homework folders -Bring in own agenda, calendar, or lesson plan book -Discuss using it daily, making it a routine, etc. -Talk about backpacks and lockers -Discuss keeping these things organized as well. Guided Practice- -Rest of the time is theirs to get organized. -Help those students who need it and designate those students who are already organized to help others. Closure- -With a minute or two left, go around the room and ask each student one thing they plan on working on in the next week to get or stay organized.</p>		
<p>Assessments (Formal and Informal): -Organizational skills pre-test -Observation of guided practice (are students able to get organized?) -Closure activity discussion (do students know what they need to work on?)</p>		

Name: _____

Organizational Skills Pre-Test

1. How often do you use your agenda/planner?
 - a. Never
 - b. Seldom (1-2 times a week)
 - c. Often (3-4 times a week)
 - d. Daily (5-7 times a week)

2. How often do you use your locker?
 - a. Never
 - b. Seldom (1-2 times a day)
 - c. Often (3-4 times a day)
 - d. Daily (5-7 times a day)

3. How often do you take your supplies (book, folder, notebook, pencil, homework) to class?
 - a. Never
 - b. Seldom (1-2 times a week)
 - c. Often (3-4 times a week)
 - d. Daily (5-7 times a week)

4. How organized is your backpack?
 - a. I do not use a backpack
 - b. A disaster (I can't find anything)
 - c. Messy (A few loose papers and supplies)
 - d. Organized (I know where everything is and there are no loose papers)

5. How organized are your binders/folders?
 - a. I do not use them.
 - b. A disaster (I can't find anything)
 - c. Messy (I have a few items out of place)
 - d. Organized (I know where everything is and can find papers easily)

6. On a scale from 1 to 10 (1-NOT organized, 10-VERY organized), how would you rate your organizational skills?

7. What area/item do you consider to be the most organized?

8. What area/item do you consider needs the most help to become organized?

Daily Lesson Plan

Month: November	Today's Topic: Time Management Skills	Friday #2
<p>Learning Goal: -Students will assess their time management skills with the given survey. -Students will be able to prioritize activities and plan for the week's activities by making To Do lists and filling out their weekly schedules.</p>		
<p>Materials Needed: -Pencil -Paper -"Assessing Your Time Management Skills" survey/Managing Your Time Worksheet (back to back) -Internet access -Projector -Weekly Schedule</p>		
<p>Learning Activities: Anticipatory Set- -Have students take the "Assessing Your Time Management Skills" survey and discuss results. Instruction/Guided Practice- -Have students make a To Do list of things they need to do and want to accomplish in the next week (hopefully they will have a list of about 10 items) -Next to those items, have them write how much time it will take for them to complete each task. -Lastly, have them go back through the list and prioritize the list from 1- Most important (needs to get done today) to 10 – Least important (can wait to get done) -How do we decide what is most important? -Use the Managing Your Time worksheet -This helps you to decide what is important and what is not, along with what is urgent and what can wait a few days. Those activities in the Urgent and Important box should be your number one priority. Those activities in the Not Urgent and Not Important box should be at the end of your list. -http://sidsavara.com/personal-development/nerdy-productivity-coveys-time-management-matrix-illustrated-with-xkcd-comics (Project this website when you talk about the worksheet, there are comics that discuss each quadrant) -Discuss other Time Management Techniques -Learn to say NO, ask for help, set timetables Closure- -Pass out weekly schedule and have students start to plan out their next week. Discuss the importance of scheduling their time and sticking to their plan.</p>		

Assessments (Formal and Informal):

- “Assessing Your Time Management Skills” survey
- To Do Lists
- Managing Your Time Worksheet
- Weekly Schedule

Assessing your time management skills. (n.d.). Retrieved from
<http://www.exsel.mtu.edu/UN1000/Activities/Time%20Management%20Activities.pdf>

Savara, S. (2013). *Covey's time management matrix (Illustrated with comics)*. Retrieved from
<http://sidsavara.com/personal-development/nerdy-productivity-coveys-time-management-matrix-illustrated-with-xkcd-comics>

Assessing Your Time Management Skills

For each set of statements below circle the number of the one that best describes you.

1. I like my watch to be set exactly at the correct time.
 1. I like my watch to be set a few minutes ahead of the correct time.
 2. Most of the time, I don't wear a watch.
-
1. I tend to arrive at most functions at least 5 minutes early.
 1. I tend to arrive at most functions exactly on time.
 2. I tend to arrive at most functions a little late.
-
1. In the course of my daily activities I tend to walk and talk quite fast.
 1. In the course of my daily activities I tend to take my time.
 2. In the course of my daily activities I tend to walk and talk quite slowly.
-
1. In high school I almost always complete my daily assignments.
 2. In high school I usually complete my daily assignments.
 3. In high school often fail to complete my daily assignments.
-
1. I rarely spend more than 15 minutes at a time on the telephone.
 2. I sometimes spend more than 15 minutes at a time on the telephone.
 3. I often spend more than 15 minutes at a time on the telephone.
-
1. I like to finish assignments and reports with a little time to spare.
 2. I like to finish assignments and reports exactly on their due dates.
 3. I sometimes finish assignments and reports a little late.
-
1. I rarely spend more than an hour eating a meal.
 2. I sometimes spend more than an hour eating a meal.
 3. I usually spend more than an hour eating a meal.
-
1. I never watch more than 1 1/2 hours of TV on a weeknight.
 2. I sometimes watch more than 1 1/2 hours of TV on a weeknight.
 3. I usually watch more than 1 1/2 hours of TV on a weeknight.
-
1. I never spend more than an hour surfing the Web or talking on a chat line at any one time.
 2. I sometimes spend more than an hour surfing the Web or taking on a chat line at one time.
 3. I usually spend more than an hour surfing the Web or talking on a chat line at one time.

Now add up the numbers that you have circled _____

The higher the total, the more you need to work on time management skills now that you are in college. If your total is over 10, you probably need to adjust your priorities and begin to take more responsibility for managing your time.

Assessing your time management skills. (n.d.). Retrieved from
<http://www.exsel.mtu.edu/UN1000/Activities/Time%20Management%20Activities.pdf>

Savara, S. (2013). *Covey's time management matrix (Illustrated with comics)*. Retrieved from
<http://sidsavara.com/personal-development/nerdy-productivity-coveys-time-management-matrix-illustrated-with-xkcd-comics>

Managing Your Time

	Important	Not Important
Urgent		
Not Urgent		

Assessing your time management skills. (n.d.). Retrieved from <http://www.exsel.mtu.edu/UN1000/Activities/Time%20Management%20Activities.pdf>

Savara, S. (2013). *Covey's time management matrix (Illustrated with comics)*. Retrieved from <http://sidsavara.com/personal-development/nerdy-productivity-coveys-time-management-matrix-illustrated-with-xkcd-comics>

Weekly Schedule

Week of _____

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7am							
7-8am							
8-9am							
9-10am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

Assessing your time management skills. (n.d.). Retrieved from <http://www.exsel.mtu.edu/UN1000/Activities/Time%20Management%20Activities.pdf>

Savara, S. (2013). *Covey's time management matrix (Illustrated with comics)*. Retrieved from <http://sidsavara.com/personal-development/nerdy-productivity-coveys-time-management-matrix-illustrated-with-xkcd-comics>

Daily Lesson Plan

Month: November	Today's Topic: Note Taking Skills	Friday #3
<p>Learning Goal: -Students will identify the 5 R's to Note Taking. -Students will pick one method for note taking that we discussed today and explain why they would use it.</p>		
<p>Materials Needed: -Paper -Pencil -taking notes worksheet -graphic organizer for the 5 R's -variety of graphic organizers (cause/effect diagrams, venn diagrams, concept maps) available for students to see and pick one -Cornell Notes -textbook selection for practice -Projector (if wish to visually display it)</p>		
<p>Learning Activities: Anticipatory Set- -Hand out the taking notes worksheet and read the science lecture aloud. Have students take notes on the space provided. Share answers and compare/contrast the answers, pointing out how people think different things are important. Instruction- -5 R's to Note Taking (fill out graphic organizer as you teach-attached) -Recording (write key words, facts, main ideas) -Reducing (reduce notes into summary form so it's easier to study, use symbols) -Recite (review and rephrase notes) -Reflect (think about the concepts and their meaning) -Review (look them over frequently) -Methods to taking good notes -Graphic organizers, like the one they just filled out or cause/effect diagrams, venn diagrams, visual displays (some examples) -Cornell Notes (show example-attached): Take notes on topic in the middle, write key words/ideas along the side, reflection/summary on the bottom Guided Practice- -Pick any selection (one to two pages) in a textbook in your room for students to take notes on -Either visually display it for the students and read it aloud -If you have enough textbooks, they can have their own or share with a partner -Have students pick ONE of the note taking strategies you have talked about or have copies have and take 10 minutes to have them practice -Share the main ideas and what students found important Closure- -Exit Slip: Which one of the methods we talked about today would you feel the best about using? Why?</p>		

Assessments (Formal and Informal):

- taking notes worksheet
- graphic organizer for the 5 R's
- Guided practice with textbook selection
- Exit slip


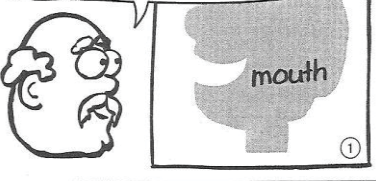
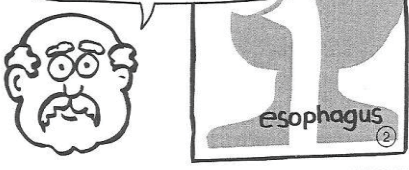
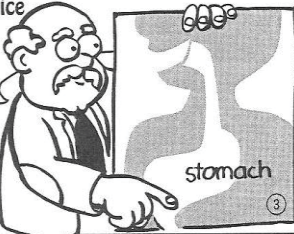
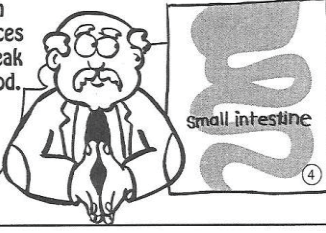
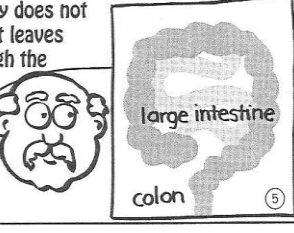
Note-taking skills. (n.d.). Retrieved from http://www.cls.utk.edu/pdf/ls/Week2_Lesson14.pdf

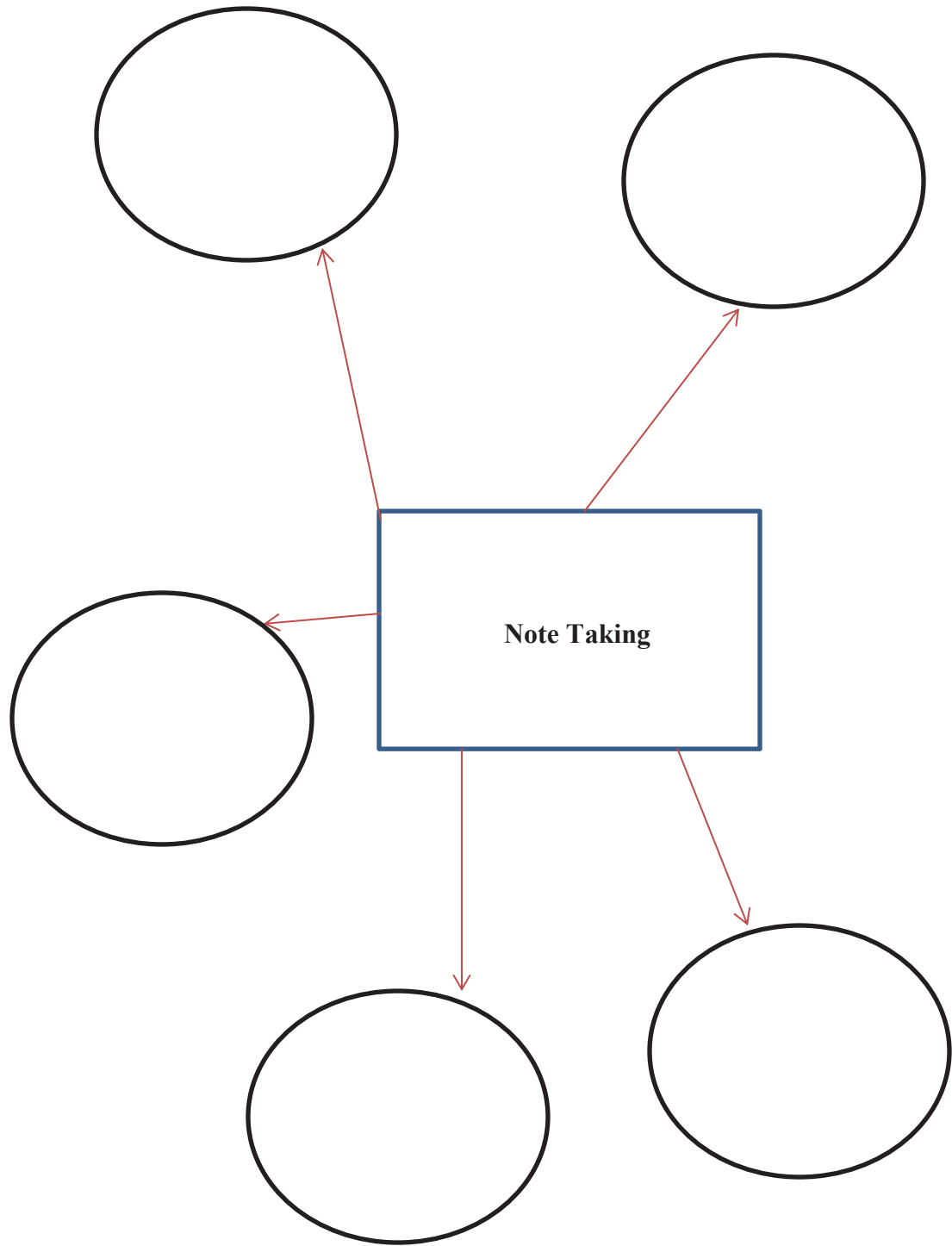
Mannix, D. (1995). *Life skills activities for secondary students with special needs*. West Nyack, New York: The Center for Applied Research in Education

Name _____ Date _____

Taking Notes

Directions: Mr. Knowitall is giving a science lecture. What notes would you take if you were a student in his class? Use the lines at the bottom to take your notes.

<p>Good morning class. Today we will be continuing our discussion about the digestive system - or - how food you eat is broken down into substances the body can use.</p> 	<p>First, of course, food enters the mouth. Your teeth and tongue help moisten and crush the food.</p> 
<p>After you swallow, the food goes into the esophagus, which is a short tube that connects the throat and the stomach.</p> 	<p>After passing through the esophagus, food enters the stomach. Notice my helpful drawing here. The stomach is shaped like the letter "J." Remember that!</p> 
<p>In the stomach, the food is stored and then eventually passed into the small intestine. The stomach secretes juices that help break down the food. Now it can enter the blood-stream.</p> 	<p>From the small intestine food goes into the large intestine. Whatever is left over is what the body does not need - waste. It leaves the body through the colon. Well, anybody hungry?</p> 



Name: _____ **Date:** _____ **Period:** _____

Cornell Note-Taking

Key Points:	Notes:
Summary:	

Daily Lesson Plan

Month: November	Today's Topic: Study Skills	Friday #4
<p>Learning Goal: -Students will evaluate their own study skills and habits. -Students will acquire study skills and habits to help them be effective students.</p>		
<p>Materials Needed: -Paper -Pencil -Study skills checklist -Handout: 10 Habits of Highly Effective Students</p>		
<p>Learning Activities: Anticipatory Set- -Start with the study skills checklist. This will give the students an idea of what they struggle with. Instruction- -Give students the handout: 10 Habits of Highly Effective Students and discuss each habit and why they are important. Guided Practice- -Get the students into groups based on their area of strength from the study skills checklist. This would be any area where they had no yes's or just a few. They should brainstorm ideas and make a list of why they are successful in this area. It is basically a list of advice to give to students who may be struggling in that area. -Have them share out their lists (students should be taking some notes on their handout) -Then, put the students into groups based on their area of weakness. This is where they would have put the most yes's. They should make a list of things they could do to help them become more successful and overcome this weakness. Again, have them share out and take notes. Closure- -Exit Slip: 1 thing they learned about study skills and 1 question they still have</p>		
<p>Assessments (Formal and Informal): - Study skills checklist -Guided Practice observation/discussion -Exit Slip</p>		

10 Habits of Highly Effective Students

Some people believe that really successful students are just born that way. True, some students are able to breeze through school with little or no effort. However, the vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase and your ability to learn and assimilate information improve.

1. Don't try cram all of your studying into one session.

Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student, then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

2. Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to complete their studying -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule.

3. Study at the same time.

Not only is it important that you plan when you're going to study but that you also create a consistent, daily study routine. When you study at the same time each day and each week you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive.

4. Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

5. Never procrastinate your planned study session.

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done first or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

6. Start with the most difficult subject first.

Your most difficult assignment or subject will require the most effort and mental energy so you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult work will greatly improve the effectiveness of your study sessions and your academic performance.

7. Always review your notes before starting an assignment.

Obviously, before you can review your notes you must first have notes. Always make sure to take good notes in class. Before you start each study session and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly.

8. Make sure you're not disturbed while you're studying.

When you're disturbed while you're studying you (1) lose your train of thought and (2) you get distracted -- both of which will lead to very ineffective studying. Before you start studying, find a place where you won't be disturbed.

9. Use study groups effectively.

Ever heard the phrase, "Two heads are better than one?" Well this can be especially true when it comes to studying. Working in groups enables you to (1) get help from other students when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other student and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if group members come unprepared.

10. Review your notes, schoolwork and other class materials over the weekend.

Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts at the beginning of each week that build upon previous coursework and knowledge acquired the previous week.

We're confident that if you'll develop the habits outlined above that you'll see a major improvement in your academic success.

Study Skills Checklist

Read each statement and determine if it applies to you. If it does, then check Y. If it doesn't, check N. The purpose of this checklist is to provide you a self-assessment of your study habits and attitudes and identify study skills areas where you might want to focus.

1. Y__ N__ I spend more time than necessary studying for what I am learning.
2. Y__ N__ It's common for me to spend hours cramming the night before an exam.
3. Y__ N__ If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I study as much as I need to, I don't have time for my social life.
4. Y__ N__ I often study with the TV or radio turned on.
5. Y__ N__ I struggle to study for long periods of time without becoming distracted or tired.
6. Y__ N__ I usually doodle, daydream, or fall asleep when I go to class.
7. Y__ N__ Often the notes I take during class notes are difficult for me to understand later when I try and review them.
8. Y__ N__ I often end up getting the wrong material into my class notes.
9. Y__ N__ I don't usually review my class notes from time to time throughout the semester in preparation for exams.
10. Y__ N__ When I get to the end of a chapter in a textbook, I struggle to remember what I've just got done reading.
11. Y__ N__ I struggle to identify what is important in the text.
12. Y__ N__ I frequently can't keep up with my reading assignments, and consequently have to cram the night before a test.
13. Y__ N__ For some reason I miss a lot of points on essay tests even when I feel well prepared and know the material well.
14. Y__ N__ I study a lot for each test, but when I get to the test my mind draws a blank.
15. Y__ N__ I often study in a sort of disorganized, haphazard way only motivated by the threat of the next test.

16. Y__ N__ I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.

17. Y__ N__ I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.

18. Y__ N__ I often wish that I was able read faster.

19. Y__ N__ When my teachers assign me papers and projects I often feel so overwhelmed that I really struggle to get started.

20. Y__ N__ More often than not I write my papers the night before they are due.

21. Y__ N__ I really struggle to organize my thoughts into a logical paper that makes sense.

If you answered "yes" to two or more questions in any category listed below, then you probably need some assistance in that area. If you have one "yes" or less in one of the categories, you are probably proficient enough in these areas that you don't require additional study help.

- Time Scheduling - 1, 2, and 3.
- Concentration - 4, 5, and 6.
- Listening & Note taking - 7, 8, and 9.
- Exams - 13, 14, and 15.
- Reading - 10, 11, 12, 16, 17, and 18.
- Writing Skills -19, 20, and 21

Daily Lesson Plan

Month: December	Today's Topic: Community Service/Volunteering Intro	Friday #1
Learning Goal: -Students will generate an idea or activity they would like to do to help others.		
Materials Needed: -Paper -Pencil -10 Community Service Ideas for High School Students handout -99 Community Service Ideas handout		
Learning Activities: Anticipatory Set- -Write Community Service on the board. Let student brainstorm ideas about what they think it is. Instruction- -Guide a discussion about community service and volunteering. Talk about what it is, why it is important and ideas that may be of interest of them. Guided Practice- -Pass out the two handouts of ideas for the students to be involved in. Have them write down their top 3 ideas and share out. Then, put the students into small groups based on their interests. Have them brainstorm and come up with a plan on how to help those in their community. Teachers will have to monitor students' ideas. This project is something they will present and/or participate in the last Friday before break so it needs to be realistic. Closure- -Before students leave, they need to turn in an exit slip with the following information on it: <ul style="list-style-type: none"> -Idea -Goal for this project -Roles/Responsibilities for each group member by next Friday 		
Assessments (Formal and Informal): -Discussion -Exit Slip		

Banks, S. (2011). *10 community service ideas for high school students*. Retrieved from <http://voices.yahoo.com/10-community-service-ideas-high-school-students-8923047.html>

99 community service ideas. (n.d.) Retrieved from http://www.wsdweb.org/uploaded/schools/WMS/Documents/Community_Service/99_Service_Ideas-1.pdf

10 Community Service Ideas for High School Students

1. **Local Thrift Store.** Some thrift stores are run for profit and others partner with non-profit organizations. Hope Chest, a thrift store in my community, partners with a shelter for battered women. Many store employees are volunteers.
2. **Community Clean Up.** Grab a trash bag and walk the streets of your town picking up trash. Some communities plan clean-up days when town members gather for one, huge cleaning surge, but high school students don't have to wait for an official cleaning day.
3. **Food Pantry.** Food pantries collect food from donations and state support and push that food into the community; helping low-income families. Many food pantries allow high school students to volunteer sorting food donations.
4. **Soup Kitchen.** When high school students volunteer in soup kitchens, they often see a different side of life that is unfamiliar. Soup kitchens service free food during set hours. High school volunteers typically work on the serving line, but other volunteer jobs may be available.
5. **Pet Shelter.** There are tons of reasons why an animal can end up in a pet shelter and none of them are the fault of the animal. Local pet shelters provide care, food and shelter for pets while workers search for a permanent home. Volunteers often feed animals, clean cages and help out with exercise time.
6. **First Responder Program.** My brother introduced me to the First Responder program available at some elementary schools. First Responders typically have a background in fire or EMT programs, but specific requirements will differ from one school to the next. High school students interested in being a First Responder may need to take a CPR and First Aid class.
7. **Adult Reading Program.** Not every adult makes it through high school with a diploma. Some make it through and never learn to read. Adult reading programs partner volunteers with adults seeking reading instruction. Programs are typically held in local libraries.
8. **Children's Reading Program.** The children's reading program is similar to the adult reading program, but high school volunteers earn community service hours reading to children. Story times are often scheduled at local libraries.
9. **Adopt A Highway.** The Adopt A Highway program is a popular community service program. Individuals cannot adopt a stretch of highway, but high school students can volunteer to help a business currently responsible for a stretch.
10. **Blog for Awareness.** Your high school student is spending hours every week volunteering in multiple community service programs, but what do they have to show for it? Talk to your teen about starting a high school community service blog. The blog will serve as a collection of memories and a useful resource for other high school students looking for community service opportunities.

99 Community Service Ideas

1. Hold an egg hunt for kids in a shelter.
2. Go "4-H Extreme": Try a community service activity you've never done before.
3. Form a childcare group in your community.
4. Donate time or money to your local Red Cross.
5. Create a senior prom for a local senior home.
6. Collect baby equipment and supplies for new parents w/ limited resources.
7. Fill a laundry basket with household items for a relocated homeless family.
8. Help build a Habitat for Humanity home for a low-income family.
9. Give your time to a younger child – plan a Harry Potter or other book-themed party at the local lib.
10. Have a garage sale and donate the money you earn to a charity.
11. Hold a rally to encourage more young people to be involved in their communities.
12. Organize a give center where those who cannot afford gifts can get clothes, toys and other items. This is a place where people can find gifts to give to other people.
13. Mow an elderly neighbor's lawn.
14. Participate in a "walk a kid home from school" program.
15. Participate in a violence prevention project in your area.
16. Teach a card game to an elderly person.
17. Lead a bingo game for nursing home residents.
18. Plan a "private volunteer recognition party" with live music and food.
19. Repair and donate toys to a shelter.
20. Organize a mitten, hat and scarf drive.
21. Learn how to play a game such as chess and teach someone else how to play it, too.
22. Volunteer for a cause you believe in.
23. Collect, repair and donate used bikes to a community agency.
24. Make posters or displays promoting 4-H to put in local store windows.
25. Walk dogs from the local animal shelter.
26. Make sandwiches and cookies for a soup kitchen.
27. Volunteer to help at your county fair.
28. Collect pet food for an animal shelter.
29. Make, send or deliver Valentine's cards to veterans.
30. Make a quilt to give to a museum or an elderly person.
31. Collect blankets for a local shelter.
32. Arrange to donate your old working computer to an after-school program.
33. Set up a pen pal relationship with someone from another country and help them with something.
34. If your community doesn't have a food bank, work with others to start one.
35. Visit someone who needs a friend.
36. Help train Special Olympics athletes.
37. Set up a book exchange so kids can trade books they've read for ones they haven't.
38. Learn American Sign Language and teach it to someone else.
39. Sponsor a health fair that offers free blood pressure, vision and hearing tests.
40. Hold a puppet show for hospitalized kids – make them laugh.
41. Become a library helper.

42. Organize a river cleanup.
43. Photograph a local event and donate the pictures to your local historical museum.
44. Build birdhouses and donate them to a nature center.
45. Work with the fire department on safety programs.
46. Sponsor a bike-a-thon and give away bike safety prizes.
47. Find out what a homeless shelter needs and then just "do it."
48. Connect with another club and do a joint community service activity.
49. Help a kid by helping a parent.
50. Fill bags or baskets with summer games for kids and give to a parks department.
51. Help build and fill shelves at a food bank.
52. Organize a car wash to raise money for a cause.
53. Sponsor a babysitting class for a group of middle schoolers.
54. Organize and promote a community-wide cleanup week.
55. Trick or treat for canned goods and donate the collected items to a local charity.
56. Tell someone about what you have learned in 4-H.
57. Highlight your club's community service activities on a Web site.
58. Research a community issue and create a display or flyers on it to share with community members.
59. Volunteer at your local humane society.
60. Teach seniors your dances and ask them to teach you theirs.
61. Collect used sports equipment that you can donate to families with limited resources.
62. Sponsor food drives for a domestic violence shelter.
63. Build a playground for kids with physical disabilities.
64. Teach tobacco prevention activities at a camp.
65. Deliver demonstrations on health and exercise in schools.
66. Update the signs on and refurbish a park trail.
67. Adopt an acre of rainforest.
68. Teach someone to read.
69. Improve your environment by starting an advocacy group and sharing info with your town council.
70. Make pajamas for kids at a youth center. Ask your local sheriff's department for its location.
71. Make a presentation about youth who are involved in community service activities.
72. Start a Web site for your club or group.
73. Photograph old barns and homesteads in your community.
74. Coach a youth sports team.
75. Mail your letters with stamps celebrating different ethnic cultures.
76. Donate books or personal items to teens at a local juvenile detention center.
77. Test the health of the water in your local lakes, rivers or streams.
78. Organize a senior garden.
79. Arrange a clown performance for people with special needs.
80. Organize a hunter safety program in your community.
81. Plant a tree.
82. Celebrate other cultures with art exhibits, performances and poetry readings.
83. Build flower boxes for Habitat for Humanity homes.
84. Write letters for an elderly person.

85. Raise a Leader Dog for the blind or a service dog.
86. Learn your rights and responsibilities as a citizen or resident.
87. Perform an act of kindness for a friend.
88. Give some of your allowance to a charity you believe in.
89. Deliver holiday meals to the senior citizen group.
90. Collect crazy and fun hats for kids receiving chemotherapy treatments.
91. Clip coupons and leave them at a local food pantry.
92. Help a youth worker.
93. Give away hugs.
94. Donate old eyeglasses to an organization that recycles them for people with limited resources.
95. Paint park benches.
96. Organize a "walk a kid to school day" and learn about the kids' neighborhood.
97. Identify a skill you have and use a volunteer experience to help improve it.
98. Talk to police officers to gather after-school ideas for kids and teens in the community.
99. Thank the care givers in your family – do something special for them.

Daily Lesson Plan

Month: December	Today's Topic: Community Service/ Volunteer Plan	Friday #2
<p>Learning Goal: -Students will identify jobs that need to be done by next week and whose responsibility it is to complete it.</p>		
<p>Materials Needed: -Paper -Pencil -Exit Slips from last week -Supplies to make posters (poster board, markers, computers, etc.)</p>		
<p>Learning Activities: Anticipatory Set- -Hand out Exit Slips from last week and see if the roles and responsibilities were followed up on. If yes, write how. If no, write why not. (Turn them back in to monitor progress.) Instruction/ Guided Practice- -Today's class will be devoted to more planning and preparing for next week's community service event day. Today, they should be organizing and advertising so that other students know how they can contribute. Students might make signs to hang up around the school and community, send e-mails to people, or anything else they can think of to alert others on how they can help. If advertising isn't necessary, group members should be preparing or contacting people they need to assist them. -This is really the last class before they will volunteer next Friday so they need to be completed with their ideas or have a plan of what group members are doing outside of class to help. Remember, these aren't HUGE service projects, just small deeds they can do to help their community out. Closure- -Exit Slip with the following information on it: -jobs that need to be done by next Friday, including the name of the person responsibility -anything the students need help from us with</p>		
<p>Assessments (Formal and Informal): -Last week's exit slip -This week's exit slip -Observation of guided practice (whether or not advertising was done, if all students were contributing)</p>		

Daily Lesson Plan

Month: December	Today's Topic: Community Service/ Volunteer Event	Friday #3
Learning Goal: -Students will participate in a community service type event. -Students will reflect on their community service project.		
Materials Needed: -Paper -Pencil		
Learning Activities: Anticipatory Set- ** By this time, all students should have participated in their community service event. Teachers may not have all students present, if they are still out in the community.** Entrance Slip (answer the following questions): -What went well today? -What changes could be made so that things run smoother next year? Instruction/Guided Practice- -Once Entrance Slip is completed, groups that are present will take time to share with the class about their day. Each group will talk about what they did and where they went, along with how well the day went and what changes they could make. Closure- -Go around the room and have each student finish the following sentence: "After participating in this community service project, I realize that..."		
Assessments (Formal and Informal): -Entrance Slip -Discussion -Final Sentence		

Daily Lesson Plan

Month: January	Today's Topic: Reality Check	Friday #1
<p>Learning Goal: -Students will navigate through an interactive site to help calculate monthly expenses and the average salary needed to live their chosen lifestyles.</p>		
<p>Materials Needed: -Paper -Pencil -"Show Me the Money!" worksheet (attached) -Computers with Internet -Exit Slip</p>		
<p>Learning Activities: Anticipatory Set- Have students guess the salary of 3 different educational levels on a piece of paper. <ol style="list-style-type: none"> 1. High School Dropout (\$21, 792) 2. Bachelor's Degree (\$49,2000) 3. Doctoral Degree (\$73,536) Compare/Contrast the students' guesses. Instruction- -Hand out the "Show Me the Money!" worksheet and run through the salaries and educational levels. Have them put a star by the educational level that they desire and is most REALISTIC! -Have students share laptops or get on their cell phones and go to the following website: http://www.iseek.org/careers/realitytool.html -This is an interactive site were students will choose things like where they want to live, what kind of education they want, activities they will be involved in, and type of bills they will pay. At the end, they will get a total for their monthly expenses, annual expenses and an annual salary they will need to make to live they lifestyle they choose. -As for the cities, it is based in Minnesota. They are ranked here from biggest to smallest so you will have to share this with students. (St. Paul/Minneapolis, Rochester, Duluth, St. Cloud, Moorhead, Winona, Anoka, Hutchison, Marshall, Bemidji, International Falls, Granite Falls) Guided Practice- -After students are done with the reality check website, have them fill out the "Show Me the Money!" worksheet. Compare/Contrast data with a partner. Closure- -Exit Slip: On a piece of paper, answer these questions: <ol style="list-style-type: none"> 1. What did you learn about the importance of an education? 2. What did you learn about your lifestyle choices? 3. Are you being realistic about your future? </p>		
<p>Assessments (Formal and Informal): -"Show Me the Money!" worksheet -Exit Slip</p>		

Budgeting. (2013). Retrieved from http://www.iseek.org/iseek/static/Budgeting_13.pdf

Reality check tool. (2013). Retrieved from <http://www.iseek.org/careers/realitytool.html>

SHOW ME THE MONEY!

Educational Levels and Average Yearly Salary

High School Dropout:	\$21,792/year
High School Graduate:	\$30,048/year
Some College:	\$33,228/year
Associate Degree (+2 years after HS):	\$36,528/year
Bachelor's Degree (+4-5 years after HS):	\$49,200/year
Master's Degree (+2-3 years after College):	\$60,336/year
Professional Degree (+5-6 years after College):	\$73,392/year
Doctoral Degree (+5-6 years after College):	\$73,536/year

Annual Salary Needed from Reality Check:

\$ _____

Total Amount of Annual Expenses from Reality Check:

\$ _____

Is your recommended Salary from the Reality Check at or below the above – listed average salaries? _____

YES → You are living in reality!

NO → Help! You're in trouble!

Budgeting. (2013). Retrieved from http://www.iseek.org/iseek/static/Budgeting_13.pdf

Reality check tool. (2013). Retrieved from <http://www.iseek.org/careers/realitytool.html>

Daily Lesson Plan

Month: January	Today's Topic: Intro to SMART Goals	Friday #2
<p>Learning Goal: -Students will be able to identify what each letter in the acronym SMART stands for. -Students will practice formulating their own SMART Goal.</p>		
<p>Materials Needed: -Paper -Pencil -SMART Goal Setting Worksheet -SMART Goal Worksheet -Exit Slip</p>		
<p>Learning Activities: Anticipatory Set- -Have the students think back to last week's reality check. Based on the conclusions from last week, have them write down a goal they have for themselves. Have students share their goals. Instruction- -Hand out the SMART Goal Setting Worksheet. Read it aloud and go over it together. Make sure they understand each letter in the acronym. Guided Practice- -Hand out the SMART Goal Worksheet. With the goal that the students formulated at the beginning of class, they should modify them to fit the SMART criteria. Then, answer the following questions about their goals on the worksheet (obstacles, solutions, where they are at). If time, have students share out their new and improved goals. Closure- -Exit Slip: On a piece of paper, have the students write: S: M: A: R: T: Then, referring to their own goal, have them write how their goal is each of these things.</p>		
<p>Assessments (Formal and Informal): -SMART Goal Worksheet -Exit Slip</p>		

Goal setting. (n.d.). Retrieved from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-7.pdf

Goal setting and decision making. (n.d.). Retrieved from http://www.mentoring.org/downloads/mentoring_429.pdf

SMART Goal Setting

Following are components of an effective goal – one that describes performance standards that will “tell us what good behavior looks like.” The SMART acronym can help us remember these components.

Specific	The goal should identify a specific action or event that will take place.
Measurable	The goal and its benefits should be quantifiable.
Achievable	The goal should be attainable given Available resources.
Realistic	The goal should require you to stretch some, but allow the likelihood of success.
Timely	The goal should state the time period in which it will be accomplished.

Here are some tips that can help you set effective goals:

1. Develop several goals. A list of five to seven items gives you several things to work on over a period of time.
2. State goals as declarations of intention, not items on a wish list. "I want to apply to three schools" lacks power. "I will apply to three schools," is intentional and powerful.
3. Attach a date to each goal. State what you intend to accomplish and by when. A good list should include some short-term and some long-term goals..
4. Be specific. "To find a job" is too general; "to find and research five job openings before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.
5. Share your goals with someone who cares if you reach them. Sharing your intentions with your parents, your best friend, or your teacher will help ensure success.
6. Write down your goals and put them where you will see them. The more often you read your list, the more results you get.
7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.

SMART Goals Worksheet

(Specific, Measurable, Achievable, Realistic, Timely)

Goal Statement:

What do I need to do to reach this goal?

Where am I now?

Obstacles:

Solutions:

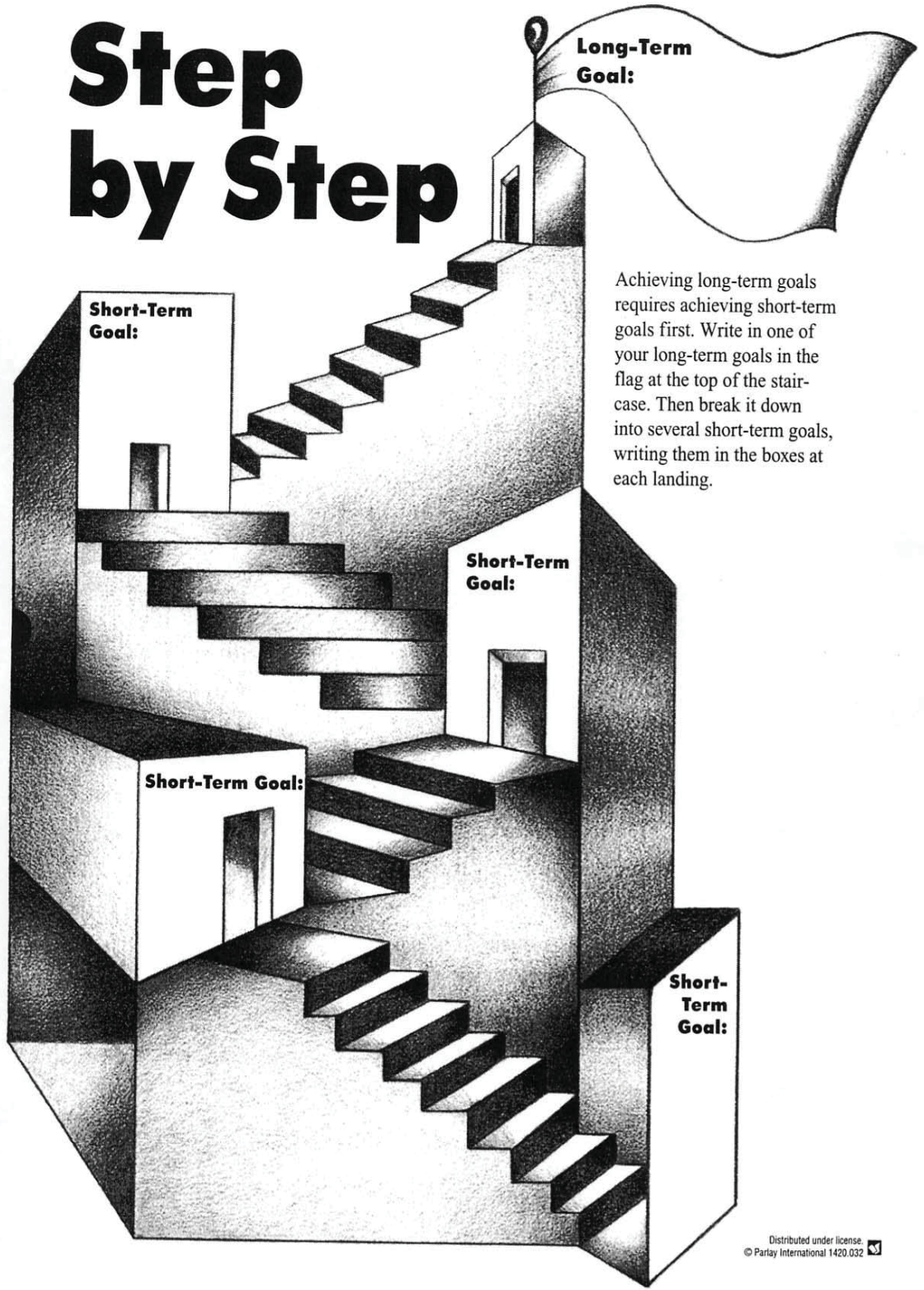
Daily Lesson Plan

Month: January	Today's Topic: Short-Term Goals	Friday #3
<p>Learning Goal: -Students will create 3 short-term goals in order to reach a long-term goal.</p>		
<p>Materials Needed: -Pencil -Completed SMART Goal Worksheet (from last week) -Step-by-Step Worksheet -Defining Your Goals Worksheet</p>		
<p>Learning Activities: Anticipatory Set- -Hand back the completed SMART Goal Worksheet (from last week). Have students take a minute or two to look them over and remember what they wrote. Instruction- -Discussion about short-term goals. Make sure to include why they are important and how they are helpful to obtain a long-term goal. Guided Practice- -Hand out the Step-by-Step Worksheet. Read the directions aloud and talk about its purpose. Give the students a minute to write their long-term goal in the top box from last week. Then, talk about the steps or short-term goals. Have students write 3 short-term goals to help obtain their long term goal. They should be using the SMART criteria from last week. -Have students discuss and share out. Together, praise or offer help to on these goals. -Next, hand out the Defining Your Goals Worksheet. Have students come up with as many goals as possible. They can use the ones they have already created, but then have them come up with as many as they can think of. They should then check the box as to what kind of goal it is. Try to make them have at least one goal in each category. Closure- -Have students answer the question on the bottom of the Defining Your Goals Worksheet. It says to look through the list and answer this question: Do these goals truly reflect your needs and values, rather than those of your loved ones or lofty ideals you have read about or heard about on TV?</p>		
<p>Assessments (Formal and Informal): -Step-by-Step Worksheet -Defining Your Goals Worksheet -Answer to closure question</p>		

Goal setting. (n.d.). Retrieved from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-7.pdf

Goal setting and decision making. (n.d.). Retrieved from http://www.mentoring.org/downloads/mentoring_429.pdf

Step by Step



Achieving long-term goals requires achieving short-term goals first. Write in one of your long-term goals in the flag at the top of the staircase. Then break it down into several short-term goals, writing them in the boxes at each landing.

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Goal setting and decision making. (n.d.). Retrieved from http://www.mentoring.org/downloads/mentoring_429.pdf

Defining Your Goals

You probably know someone who has a long list of New Year's resolutions in January and by February has given up on all of them. By picking and choosing the most important goals out of all the things you'd like to do in a given period of time, you avoid getting so bogged down in goals that you can't accomplish any of them. To help you select the right goals to focus on, jot down a list of everything you can think of that you would like to accomplish in your life. Include both long-term or lifetime goals and short-term goals such as cleaning out the hall closet. Remember, goals can be professional, personal, financial, social, educational or spiritual. Check off the box that most realistically reflects a completion period. Check what you consider to be your three most important goals.

GOALS	SHORT-TERM	THIS YEAR	NEXT YEAR	WITHIN 5 YEARS	WITHIN LIFETIME

Now look through the list. Do these goals truly reflect your needs and values, rather than those of your loved ones or lofty ideals you read about or heard about on television? The art of goal setting involves choosing and focusing on those goals that are most important to you and your life.

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Community Mentoring for Adolescent Development 78
Baylor University

Daily Lesson Plan

Month: January	Today's Topic: Long-Term Goals	Friday #4
<p>Learning Goal: -Students will think about their futures and generate 2-3 long-term goals. -Students will generate short-term objectives to go along with their long-term goals.</p>		
<p>Materials Needed: -Paper -Pencil -What Will the Future Bring? Worksheet -Completed Defining Your Goals Worksheet (from last week)</p>		
<p>Learning Activities: Anticipatory Set- -Hand out the worksheet, What Will the Future Bring? Have students answer the questions about their futures to help start thinking about long-term goals. Instruction- -Hand back the completed Defining Your Goals Worksheet (from last week). Students should have had at least one goal under the categories of within 5 years and within lifetime. Have them compare and contrast these goals with the What Will the Future Bring? Worksheet. (Hopefully there are many commonalities). -Have students share their findings to the group. Guided Practice- -Students will spend the rest of the time, making their long-term goals (2-3 of them) "SMART." Under each of these long-term goals, they should make 2-3 short-term objectives they need to accomplish along the way to meet this long-term goal. This can be done on a separate piece of paper. Closure- -Exit Slip: On a separate piece of paper, answer the following questions: 1. Why is it important to set goals? 2. What have you learned in the last few weeks about goal setting that you want to remember for the future? 3. Questions you still have?</p>		
<p>Assessments (Formal and Informal): -What Will the Future Bring? Worksheet -List of long and short term goals -Exit Slip</p>		

Goal setting. (n.d.). Retrieved from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-7.pdf

Goal setting and decision making. (n.d.). Retrieved from http://www.mentoring.org/downloads/mentoring_429.pdf

Name _____ Date _____

What Will the Future Bring?

Directions: Answer each of the following questions about your future.

What Do You Want to Achieve *Five Years from Now*?

High school diploma? _____

Part-time job? _____ Doing what? _____

Full-time job? _____ Doing what? _____

Have your own apartment? _____ Where? _____

Own a used car? _____ Paying for a new car? _____

Accepted into college? _____ College choice? _____

A one-week vacation in _____

A longer trip to _____

What Do You Want to Achieve *Fifteen Years from Now*?

College degree? _____ From _____ Major _____

Master's degree? _____ From _____ Major _____

Full-time job? _____ Occupation _____

Own your home? _____ Location _____

Salary range:

\$10,000--\$20,000 _____

\$21,000--\$40,000 _____

\$50,000--\$75,000 _____

\$? _____

Married? _____

Children? _____

How many? _____

Two-week vacation each year _____ One-month trip to (location) _____

Own new car (no payments) _____

Help in the community? _____ How? _____

Daily Lesson Plan

Month: February	Today's Topic: Diversity Intro	Friday #1
<p>Learning Goal: -Students will formulate ideas and a definition of the word diversity. -Students will develop their thoughts by answering questions about diversity.</p>		
<p>Materials Needed: -Paper -Pencil -White Board -Dry Erase Markers -Computer with Internet Access -Projector -Exit Slip</p>		
<p>Learning Activities: Anticipatory Set- -Put the word diversity on the board. Brainstorm with the class about what they think that word means. Instruction- -Show the video, "The Sneetches" by Dr. Seuss. It is 12 minutes long. http://www.youtube.com/watch?v=v3yJomUhs0g Guided Practice- -Have students pair up and answer the following questions. Then, discuss the answers in the large group. 1. How do you think the first group of Sneetches without the stars felt? 2. What purpose does Sylvester McMonkey McBean serve in this story? 3. Why do the Sneetches keep changing what they look like? 4. What lesson did the Sneetches learn at the end of the story? 5. Can you think of a real life situation (without names) when something like this has happen? (It could be where a group of people think they are better, people change who they are to try to fit it, etc.) Closure- -Exit Slip: Answer the following questions: 1. What is one thing you would never change about yourself? 2. Why is it okay for everyone to be different?</p>		
<p>Assessments (Formal and Informal): -Discussion about diversity -Discussion about "The Sneetches" -Exit Slip</p>		

Daily Lesson Plan

Month: February	Today's Topic: Diversity in the Classroom	Friday #2
<p>Learning Goal: -Students will be able to identify diversities in the classroom. -Students will be able to find commonalities and differences with other students in the classroom.</p>		
<p>Materials Needed: -Pencil -Paper -Find Someone Who... Worksheet -Whiteboard -Dry Erase Markers</p>		
<p>Learning Activities: Anticipatory Set- -Students will start the class period with the "Find Someone Who..." Worksheet. Their job is to find other students who have done what is inside the boxes. -After the worksheet has been filled in, have each student circle the boxes on their own worksheet that they have in common with others, meaning boxes they could have signed for someone else. Have a discussion about their findings. What does an activity like this show us? Instruction- -Write Diversity in Our Classroom on the whiteboard. Create a web of all the ways we are different from each other. They can use things from the worksheet they just did and come up with others. They should be able to generate a large list. (Examples: races, ethnicity, cultures, values/morals, gender, religion, socioeconomic level, physical differences, learning differences, education, communication, behaviors, family make-up, etc.) Guided Practice- -Students will now write a "Who I am" Poem. Each line of the poem should begin with the words "I am..." They should include statements about what makes them diverse. This could include any of the ideas we have listed on the board, along with their interests, hobbies, mottos, or traditions. It should be about 10 statements or lines. Closure- -Have those students who want to share, recite their poems aloud.</p>		
<p>Assessments (Formal and Informal): - Find Someone Who... Worksheet/Activity -Diversity in our Classroom Discussion -Who I am Poems</p>		

Gorski, P. C. (2012.) *Who i am poems (Introductory level)*. Retrieved from <http://www.edchange.org/multicultural/activities/poetry.html>

Schwartz, S. E., & Conley, C. A. (2002). *Diverse learners in the classroom*. (2nd ed.). Boston: McGraw-Hill Primis Custom Publishing.

Name: _____

Find Someone Who... Human Scavenger Hunt

Was NOT born in Virginia	Can play a musical instrument	Has 3 or more siblings	Has read all of the <i>Twilight</i> books
Loves Mexican food	Favorite season is winter	Has been to another country	Can wiggle his/her ears
Can play 3 or more different sports	Has met someone famous	Favorite subject is history	Has been to a concert in the past year
Was born in the same month as you	Can count to 10 in a different language	Is left-handed	Knows what they want to be when they grow up

Daily Lesson Plan

Month: February	Today's Topic: Teaching Tolerance	Friday #3
<p>Learning Goal: -Students will discover that children can make a difference in the world by watching “The Children’s March” and respond to questions about tolerance and nonviolence in this video.</p>		
<p>Materials Needed: -Entrance Slip -Quote -Pencil -DVD of “The Children’s March” (free to order online) -TV/Computer with Internet/Projector (something to watch DVD on) -Teacher’s guide available at http://www.tolerance.org/sites/default/files/kits/Childrens_March_Teachers_Guide_web_0.pdf -Exit Slip</p>		
<p>Learning Activities: Anticipatory Set- -Display the following quote by the Dalai Lama, “In the practice of tolerance, one's enemy is the best teacher.” -Entrance Slip: Have students take a few minutes to write what they think this means and turn it in. Share answers aloud. Instruction- -Today, they will be watching a video about tolerance and young people’s role in making a difference. Visit the following website for introductory information and lessons. http://www.tolerance.org/sites/default/files/kits/Childrens_March_Teachers_Guide_web_0.pdf -Read bits and pieces of the Introduction to the movie on pages 3 and 4 to give students some background information. -It is 40 minutes long so we will not be able to finish it in this session. Closure- (Stop movie with 3-4 minutes left) -Exit Slip - Answer the following questions: 1. Why couldn’t the parents or adults protest? What would happen to them if they did protest? 2. What does it mean to “meet violence with nonviolence”? What would it look like?</p>		
<p>Assessments (Formal and Informal): -Entrance Slip -Exit Slip</p>		

50 Dalai Lama quotes to enrich your life. (2013). Retrieved from <http://quotesnsmiles.com/quotes/50-dalai-lama-quotes/>

Mighty times: The children's march. (n.d.). Retrieved from <http://www.tolerance.org/kit/mighty-times-childrens-march>

Daily Lesson Plan

Month: February	Today's Topic: Teaching Tolerance Continued...	Friday #4
Learning Goal: -Students will discover that children can make a difference in the world by watching "The Children's March" and respond to questions about tolerance and nonviolence in this video.		
Materials Needed: -Pencil -Paper -Last week's Exit Slips -DVD of "The Children's March" (free to order online) -TV/Computer with Internet/Projector (something to watch DVD on) -Teacher's guide available at http://www.tolerance.org/sites/default/files/kits/Childrens_March_Teachers_Guide_web_0.pdf -Exit Slip -Quote		
Learning Activities: Anticipatory Set- -Hand back last week's Exit Slips. Have a discussion about those questions to ensure everyone is following along with the movie. Instruction- -Continue watching "The Children's March" (probably between 15-20 minutes left) Guided Practice- -Have students get in groups of 2-3 and answer the following discussion questions: -Gwen Webb says, "A lot of people thought the kids were going to get hurt, but the reality was that we were born black in Alabama and we were going to get hurt if we didn't do something." What did she mean by this? -Dr. King told the parents, "Don't worry about your children. They are going to be all right. Don't hold them back if they want to go to jail for they are doing a job for all of America and for all mankind." What job were they doing? -What are some examples of intolerance that you see today? -What are some ways that you can help with the intolerance? Closure- -Display the following quote by Pete Seeger, songwriter and activist, "What's it going to take? That's the question. We know we need some big changes, but how are we going to get them? I think it's going to take the courage of people who refuse to stand silently by." -Exit Slip: Reflect on the quote above. What do you think he means by this?		
Assessments (Formal and Informal): -Anticipatory Set Discussion -Discussion Questions -Exit Slip		

/

Daily Lesson Plan

Month: March	Today's Topic: Identity	Friday #1
<p>Learning Goal: -Students will explore their identities and personalities. -Students will take a variety of quizzes about their identities and analyze the findings.</p>		
<p>Materials Needed: -Whiteboard -Dry Erase Markers -Pencil -Paper -Copies of the Myers-Briggs Quiz -Copies of the True Color Personality Quiz -Copies of the Love Languages for Teens Test</p>		
<p>Learning Activities: Anticipatory Set- -Write identity on the board. Have students brainstorm what it is and how it is formed. This discussion can be linked to the discussion that was held a few weeks ago on diversity. Instruction/ Guided Practice- -Introduce the three different tests/quizzes for identity/personality. Talk about all three of them and what they will tell students. The results are with each quiz so after they are done taking them, they need to find their results and analyze them. -Have students come up and get one at a time (preferably the one that is of most interest to them because they might not have enough time to do all three). Closure- -Exit Slip: Students must write on a piece of paper their findings from each test and what they learned about themselves. They should include how accurate they think these findings were. They must turn this in.</p>		
<p>Assessments (Formal and Informal): -Exit Slip -Discussion about identity - Myers-Briggs Quiz -True Color Personality Quiz -Love Languages for Teens Test</p>		

Myers-Briggs personality testing. (2013). Retrieved from http://www.mindtools.com/pages/article/newCDV_51.htm

Preferences. (2012). Retrieved from <http://mshopeenglish.files.wordpress.com/2012/03/personality-test.doc>

The five love languages test for teenagers. (2010). Retrieved from http://www.oasisaudio.com/files/products/5LoveTeens_PDF.pdf

True colors personality quiz. (n.d.) Retrieved from http://www.nfty.org/_kd/Items/actions.cfm?action=Show&item_id=12954&destination=ShowItem

THE MYERS-BRIGGS PREFERENCE QUESTIONNAIRE

Directions: This 20 question questionnaire is designed to help you see who you really are. Keep in mind that self-evaluating questionnaires cannot be considered foolproof. Even when test-takers answer as honestly as possible, there are numerous reasons why they often score contrary to their true type.

In the following questions you must make one of two choices: a or b. Perhaps, in some cases, you will feel like choosing both a and b. Even if you agree with both answers, check the one with which you agree more. To yield an accurate description of yourself, it is imperative that you answer the questionnaire honestly. Answer as you really are, not as the person you would like to be. There are no right or wrong answers. Just be honest with yourself as you read and make choices.

For each of the following 20 groupings of phrases and word pairs, choose the letter (a. or b.) that you think most accurately describes you. Record your answers on the score sheet directly below question 20 (notice that the questions on the score sheet run horizontally along the row before going down. See the example score sheet if you have questions.

1. a. expend energy, enjoy groups
b. conserve energy, enjoy one-on-one
2. a. interpret matters literally, rely on common sense
b. look for meaning and possibilities, rely on foresight
3. a. logical, thinking, questioning
b. empathetic, feeling, accommodating
4. a. organized, orderly
b. flexible, adaptable
5. a. more outgoing, think out loud
b. more reserved, think to yourself
6. a. practical, realistic, experiential
b. imaginative, innovative, theoretical
7. a. candid, straight forward, frank
b. tactful, kind, encouraging
8. a. plan, schedule
b. unplanned, spontaneous
9. a. seek many tasks, public activities, interaction with others
b. seek more private, solitary activities with quiet to concentrate

10. a. standard, usual, conventional
b. different, novel, unique
11. a. firm, tend to criticize, hold the line
b. gentle, tend to appreciate, conciliate
12. a. regulated, structured
b. easygoing, “live” and “let live”
13. a. external, communicative, express yourself
b. internal, reticent, keep to yourself
14. a. consider immediate issues, focus on the here-and-now
b. look to the future, global perspective, “big picture”
15. a. tough-minded, just
b. tender-hearted, merciful
16. a. preparation, plan ahead
b. go with the flow, adapt as you go
17. a. active, initiate
b. reflective, deliberate
18. a. facts, things, seeing “what is”
b. ideas, dreams, seeing “what could be,” philosophical
19. a. matter of fact, issue-oriented, principled
b. sensitive, people-oriented, compassionate
20. a. control, govern
b. latitude, freedom

Myers-Briggs Preference Questionnaire Score Sheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.			2.			3.			4.		
5.			6.			7.			8.		
9.			10.			11.			12.		
13.			14.			15.			16.		
17.			18.			19.			20.		
Total			Total			Total			Total		
	E	I		S	N		T	F		J	P

Example Myers-Briggs Preference Questionnaire Score Sheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.	x		2.		x	3.	x		4.	x	
5.	x		6.	x		7.	x		8.		x
9.	x		10.		x	11.	x		12.	x	
13.	x		14.	x		15.		x	16.	x	
17.		x	18.		x	19.	x		20.	x	
Total	4	1	Total	2	3	Total	4	1	Total	4	1
	E	I		S	N		T	F		J	P

Results

- **Extroversion – Introversion**

This deals with our flow of energy.

- Extroverts are stimulated by events and people external to themselves. They show their feelings, learn by talking, and work well in groups.
- Introverts prefer private reflection, self-examination, and self-discovery. They hide their feelings, prefer to work alone, and learn by watching.

- **Sensing – INtuition**

This is how we learn information.

- Sensing people use their five physical senses (sight, hearing, touch, taste, and smell) to interpret the world. They like real-life examples, prefer practical exercises, and get the facts while possibly missing the main idea.
- Intuitive people prefer to rely on instincts. They work based on hunches and feelings, use their imagination, and get the main idea if missing some of the facts.

- **Thinking – Feeling**

This is how we make decisions.

- Thinking people use logic and objective criteria. They ask 'Why?' and enjoy debates.
- Feeling people use their values and subjective ideas. They use lots of words, and they prefer harmony, agreement, and helping others.

- **Judging – Perceiving**

This is how we deal with the world.

- Judging people are purposeful, and they like structure, plans, rules, and organization.
- Perceiving people take a laid-back, relaxed approach. They're flexible, open to change, and like to explore.

Myers-Briggs personality testing. (2013). Retrieved from http://www.mindtools.com/pages/article/newCDV_51.htm

Preferences. (2012). Retrieved from <http://mshopeenglish.files.wordpress.com/2012/03/personality-test.doc>

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed **horizontally** in rows. Look at all the choices in the first box (A,B,C,D). Read the words and **decide which of the four letter choices is most like you**. Give that a "4". Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from "4" (most like you) to "1" (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One			
A _____	B _____	C _____	D _____
active	parental	authentic	versatile
opportunistic	traditional	harmonious	inventive
spontaneous	responsible	compassionate	competent

Box Two			
E _____	F _____	G _____	H _____
curious	unique	practical	competitive
conceptual	empathetic	sensible	impetuous
knowledgeable	communicative	dependable	impactful

Box Three			
I _____	J _____	K _____	L _____
loyal	devoted	realistic	theoretical
conservative	warm	open-minded	seeking
organized	poetic	adventuresome	ingenious

Box Four			
M _____	N _____	O _____	P _____
concerned	daring	tender	determined
procedural	impulsive	inspirational	complex
cooperative	fun	dramatic	composed

Box Five			
Q _____	R _____	S _____	T _____
philosophical	vivacious	exciting	orderly
principled	affectionate	courageous	conventional
rational	sympathetic	skillful	caring

A,H,K,N,S <u>orange</u> = _____	B,G,I,M,T <u>gold</u> = _____
C,F,J,O,R <u>blue</u> = _____	D,E,L,P,Q <u>green</u> = _____

BLUE*I need to feel unique and authentic***Enthusiastic, Sympathetic, Personal***I look for meaning and significance in life***Warm, Communicative, Compassionate***I need to contribute, to encourage, and to care***Idealistic, Spiritual, Sincere***I value integrity and unity in relationships***Peaceful, Flexible, Imaginative***I am a natural romantic, a poet, a nurturer***In childhood...**

- ⌚ I was extremely imaginative and found it difficult to fit into the structure of school life.
- ⌚ I reacted with great sensitivity to discordance or rejection and sought recognition.
- ⌚ I responded to encouragement rather than competition.

In relationships...

- ⌚ I seek harmonious relationships.
- ⌚ I am a true romantic and believe in drama, warmth, and empathy to all relationships.
- ⌚ I enjoy the symbols of romance such as flowers, candlelight, and music and cherish the small gestures of affection.

At work...

- ⌚ I have a strong desire to influence others so they may lead more significant lives.
- ⌚ I often work in the arts, communication, education, and helping professions.
- ⌚ I am adept at motivating and interacting with others.

Leadership Style...

- ⌚ Expects others to express views
- ⌚ Assumes "family spirit"
- ⌚ Works to develop others' potential
- ⌚ Individuals oriented
- ⌚ Democratic, unstructured approach
- ⌚ Encourages change VIA human potential
- ⌚ Change time allows for sense of security
- ⌚ Expects people to develop their potential

Symptoms of a Bad day...

- ⌚ Attention-getting misbehaving
- ⌚ Lying to save face
- ⌚ Withdrawal
- ⌚ Fantasy, day-dreaming, and going into a trance
- ⌚ Crying and depression
- ⌚ Passive resistance
- ⌚ Yelling and screaming

GOLD*I need to follow rules and respect authority***Loyal, Dependable, Prepared***I have a strong sense of what is right and wrong in life***Thorough, Sensible, Punctual***I need to be useful and belong***Faithful, Stable, Organized***I value home, family, and tradition***Caring, Concerned, Concrete***I am a natural preserver, a parent, a helper***In childhood...**

- ⌚ I wanted to follow the rules and regulations of the school.
- ⌚ I understood and respected authority and was comfortable with academic routine.
- ⌚ I was the easiest of all types of children to adapt to the education system.

In relationships...

- ⌚ I am serious and tend to have traditional, conservative views of both love and marriage.
- ⌚ I enjoy others who can work along with me, building secure, predictable relationships together.
- ⌚ I demonstrate admiration through the practical things I do for the ones I love.

At work...

- ⌚ I provide stability and can maintain organization.
- ⌚ My ability to handle details and to work hard makes me the backbone of many organizations.
- ⌚ I believe that work comes before play, even if I must work overtime to complete the task.

Leadership Style...

- ⌚ Expects punctuality, order, loyalty
- ⌚ Assumes "right" way to do things
- ⌚ Seldom questions tradition
- ⌚ Rules oriented
- ⌚ Detailed/thorough approach - threatened by change
- ⌚ Prolonged time to initiate any change
- ⌚ Expects people to "play" their roles

Symptoms of a Bad day...

- ⌚ Complaining and self-pity
- ⌚ Anxiety and worry
- ⌚ Depression and fatigue
- ⌚ Psychosomatic problems
- ⌚ Malicious judgments about yourself or others
- ⌚ Herd mentality exhibited in blind following of leaders
- ⌚ Authoritarianism and phobic reactions

ORANGE*I act on a moment's notice***Witty, Charming, Spontaneous***I consider life a game, here and now***Impulsive, Generous, Impactful***I need fun, variety, stimulation, and excitement***Optimistic, Eager, Bold***I value skill, resourcefulness, and courage***Physical, Immediate, Fraternal***I am a natural trouble shooter, a performer, a competitor***In childhood...**

- ⌚ Of all types of children, I had the most difficult time fitting into academic routine.
- ⌚ I learned by doing and experiencing rather than by listening and reading.
- ⌚ I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships...

- ⌚ I seek a relationship with shared activities and interests.
- ⌚ I like to explore new ways to energize the relationship.
- ⌚ In a relationship, I need to be bold and thrive on physical contact.
- ⌚ I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work...

- ⌚ I am bored and restless with jobs that are routine and structured.
- ⌚ I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
- ⌚ I view any kind of tool as an extension of myself.
- ⌚ I am a natural performer.

Leadership Style...

- ⌚ Expects quick action
- ⌚ Works in the here and now
- ⌚ Performance oriented
- ⌚ Flexible approach
- ⌚ Welcomes change
- ⌚ Expects people to "make it fun"

Symptoms of a Bad day...

- ⌚ Rudeness and defiance
- ⌚ Breaking the rules intentionally
- ⌚ Running away and dropping out
- ⌚ Use of stimulants
- ⌚ Acting out boisterously
- ⌚ Lying and cheating
- ⌚ Physical aggressiveness

GREEN*I seek knowledge and understanding***Analytical, Global, Conceptual***I live by my own standards***Cool, Calm, Collected***I need explanation and answers***Inventive, Logical, Perfectionist***I value intelligence, insight, fairness, and justice***Abstract, Hypothetical, Investigative***I am a natural non-conformist, a visionary, a problem solver***In childhood...**

- ⌚ I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.
- ⌚ I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

In relationships...

- ⌚ I prefer to let my head rule my heart.
- ⌚ I dislike repetition, so it is difficult for me to continuously express feeling. I believe that once feelings are stated, they are obvious to others.
- ⌚ I am uneasy when my emotions control me; I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

At work...

- ⌚ I am conceptual and an independent thinker. For me, work is play.
- ⌚ I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with innovation.
- ⌚ Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

Leadership Style...

- ⌚ Expects intelligence and competence
- ⌚ Assumes task relevancy
- ⌚ Seeks ways to improve systems
- ⌚ Visionary
- ⌚ Analytical
- ⌚ Encourages change for improvement
- ⌚ Constantly "in process" of change
- ⌚ Expects people to follow through

Symptoms of a Bad day...

- ⌚ Indecisiveness
- ⌚ Refusal to comply or cooperate; the silent treatment
- ⌚ Extreme aloofness and withdrawal
- ⌚ Snobbish, put-down remarks, and sarcasm
- ⌚ Perfectionism due to severe performance anxiety
- ⌚ Highly critical attitudes toward yourself or others

The Five Love Languages Test for Teenagers

Remember, you're going to see thirty pairs of things that parents do or say to show love to their kids. They may be things your parents do or say or that you wish your parents would do or say. Pick only the ONE item in each box that you like the best, and circle the letter that goes with that item. When you finish looking at all thirty pairs, count how many times you circled each letter and transfer that letter to the appropriate blank at the end of the test.

- | | |
|---|---|
| 1. Asks me what I think | A |
| Puts his/her arm around my shoulder | E |
| 2. Goes to my ball games, recitals, etc. | B |
| Does my laundry | D |
| 3. Buys me clothes | C |
| Watches TV or movies with me | B |
| 4. Helps me with school projects | D |
| Hugs me | E |
| 5. Kisses me on the cheek | E |
| Gives me money for things I need | C |
| 6. Takes time off of work to do stuff with me | B |
| Rubs my shoulders or back | E |
| 7. Gives me cool things for my birthday | C |
| Reassures me when I fail or mess up | A |
| 8. Gives me a high five | E |
| Respects my opinions | A |
| 9. Goes out to eat or shops with me | B |
| Let's me use his/her stuff | C |
| 10. Tells me I'm the best son/daughter in the world | A |
| Drives me to places I need to go | D |
| 11. Eats at least one meal with me most every day | B |
| Listens to me and helps me work through problems | A |
| 12. Doesn't invade my privacy | D |
| Holds or shakes my hand | E |

- | | |
|--|---|
| 13. Leaves me encouraging notes | A |
| Knows what my favorite store is | C |
| 14. Hangs out with me sometimes | B |
| Sits next to me on the couch | E |
| 15. Tells me how proud he/she is of me | A |
| Cooks meals for me | D |
| 16. Straightens my collar, necklace, etc. | E |
| Shows interest in stuff that I'm interested in | B |
| 17. Allows my friends to hang out at our house | D |
| Pays for me to go on school or church trips | C |
| 18. Tells me I look good | A |
| Listens to me without judging me | B |
| 19. Touches or rubs my head | E |
| Sometimes lets me pick out where we go on family trips | D |
| 20. Takes me to the doctor, dentist, etc. | D |
| Trusts me to be at home alone | C |
| 21. Takes me on trips with him/her | B |
| Takes me and my friends to movies, ball games, etc. | D |
| 22. Gives me stuff that I really like | C |
| Notices when I do something good | A |
| 23. Gives me extra spending money | C |
| Asks me if I need help | D |
| 24. Doesn't interrupt me when I'm talking | B |
| Likes the gifts I buy for him/her | C |
| 25. Let's me sleep in late sometimes | D |
| Seems to really enjoy spending time with me | B |
| 26. Pats me on the back | E |
| Buys me stuff and surprises me with it | C |
| 27. Tells me he/she believes in me | A |
| Can ride in the car with me without lecturing me | B |

- | | |
|---|---|
| 28. Picks up stuff that I need from various stores | C |
| Sometimes holds or touches my face | E |
| 29. Gives me some space when I'm feeling upset or angry | D |
| Tells me that I'm talented or special | A |
| 30. Hugs or kisses me at least once every day | E |
| Says he/she is thankful that I'm his/her child | A |

Your Score:

A = Words of Affirmation

B = Quality Time

C = Receiving Gifts

D = Acts of Service

E = Physical Touch

The letter or love language that receives the most points is your primary love language. If you score the same score for two love languages, then you are bilingual. If you score high on one love language and have a close second, that second highest score is your secondary love language!

Daily Lesson Plan

Month: March	Today's Topic: Self-Perception	Friday #2
<p>Learning Goal: -Students will generate a definition of the concept self-perception. -Students will create a collage that represents who they are and what is important to them.</p>		
<p>Materials Needed: -Whiteboard -Dry Erase Markers -Magazines -Scissors -Glue -Small poster board -Stapler</p>		
<p>Learning Activities: Anticipatory Set- -Write the word self-perception on the whiteboard. Have students discuss that word and take turns coming up to the board to add their ideas. Have a group discussion about what self-perception is and why it is important to have an accurate perception. Instruction/Guided Practice- -Students will be making a collage of themselves. They will use magazines to cut out words, pictures or symbols that represent who they are and what is important to them. They will put these pictures on a small piece of poster board and use them in their mini-presentations in two weeks. Closure- -Students will hang their collages on the walls of the classroom. They will discuss just one item they put on their collage with the person next to them.</p>		
<p>Assessments (Formal and Informal): -Discussion on Self-Perception -Collages</p>		

Daily Lesson Plan

Month: March	Today's Topic: Self-Esteem	Friday #3
Learning Goal: -Students will list 5 items they feel they are confident at. -Students will list 2 ways to help raise self-esteem. -Students will assess their own self-esteem with a survey.		
Materials Needed: -Rosenberg's Self-Esteem Scale -Pencil -Paper -Exit Slip		
Learning Activities: Anticipatory Set- -On a piece of paper, have students write the names of all of the other students in the classroom. Next to each person's name, have students write one positive thing about each classmate. This should take about five minutes. After students are done writing their positive comments, go through the roster of students and have students say all of their comments about that student. For example, if Amber is the first student on the roster, you would announce her name aloud. Then, go around in the circle until each student (teachers should do this too) reads his/her positive comment aloud. Move on to the next student on the roster until everyone has heard his/her comments.		
Instruction- -Have a discussion about the above activity. How did hearing those comments make you feel? Why is it important for people to be told positive things about themselves? Were you surprised by what others said? -This should lead into a discussion about self-esteem. What is it? Why is it important? What causes high or low self-esteem? How can you raise your self-esteem or the self-esteem of others?		
Guided Practice- -Students will now take the Rosenberg's Self-Esteem Scale. They should score their own scales. Do not have a discussion about their scores. This is only so that they can see where they are at. -Mention to the students if you feel that you struggle with self-esteem, they can always talk to you or their counselors. Some students might need more assistance with this subject and that is okay.		
Closure- -Exit Slip: -Students need to list 5 items on a piece of paper that they feel they are good at or are confident in. -Students need to list 2 ways they could raise the self-esteem of others.		
Assessments (Formal and Informal): -Anticipatory Set Activity -Discussion on Self-Esteem -Rosenberg's Self-Esteem Scale -Exit Slip		

Rosenberg's Self-Esteem Scale

STATEMENT		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that I am a person of worth, at least on an equal plane with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I feel that I have a number of good qualities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	All in all, I am inclined to feel that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I am able to do things as well as most other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I feel I do not have much to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I take a positive attitude toward myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	On the whole, I am satisfied with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I wish I could have more respect for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	I certainly feel useless at times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scores are calculated as follows:

- For items 1, 2, 4, 6, and 7:
 Strongly agree = 3
 Agree = 2
 Disagree = 1
 Strongly disagree = 0
- For items 3, 5, 8, 9, and 10:
 Strongly agree = 0
 Agree = 1
 Disagree = 2
 Strongly disagree = 3

Your score on the Rosenberg self-esteem scale is: _____

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

Daily Lesson Plan

Month: March	Today's Topic: Mini-Presentations	Friday #4
<p>Learning Goal: -Students will present information to the class about who they are. -Students will list two things they have learned about their classmates.</p>		
<p>Materials Needed: -Exit slips from 3 weeks ago on their findings from personality tests -Collages (should be on walls) from 2 weeks ago -Paper for today's Exit Slip -Pencil</p>		
<p>Learning Activities: Anticipatory Set- -Hand back the exit slip students wrote a few weeks ago on their findings after taking the 2 or 3 different personality tests. Students will have about 5 minutes to go through that information and plan a 2-3 minute "speech" about themselves. They can talk about those findings and explain their collages they made 2 weeks ago. They are basically just telling us more about themselves and what they have learned. Instruction/Guided Practice- -Students will give their mini-presentations or speeches for the rest of the class period. Closure- -Exit Slip: -2 things you have learned about your classmates from today's presentations.</p>		
<p>Assessments (Formal and Informal): -Mini-presentations -Exit Slips</p>		

Daily Lesson Plan

Month: April	Today's Topic: Intro to Decision-Making	Friday #1
<p>Learning Goal: -Students will determine what kind of decision-making style they are most similar to. -Students will learn the 8 steps to good decision-making and be able to use them when making a decision.</p>		
<p>Materials Needed: -“Types of Decision-Making Styles” worksheet -“Eight Steps to Decision-Making” Worksheet (make 2-sided copies with this on both sides) -Decision-Making Activity (for teacher only) -Computer with Projector (if want to display decision-making activity) -Pencil -Paper for Entrance Slip</p>		
<p>Learning Activities: Anticipatory Set- -Entrance Slip: -What process do you use to make decisions? Do others influence your decisions? -Write 2-3 sentences about a time you recently had to make a big decision. -Have a short discussion based on what students wrote down. Instruction- -Hand out “Types of Decision-Making Styles” worksheet and talk about each of them. Have students put a star by the style they feel they are most similar to. On the bottom of the page, have students note whether they would like to change to a different style or if they are comfortable where they are at and why. -Next, hand out “Eight Steps to Decision-Making” worksheet (2-sided). Go through the 8 steps to ensure students understand each step. Then, display or read the decision-making activity aloud to the students. Together, go through the 8 steps for that dilemma and discuss. Guided Practice- -Students will now get a turn to fill out the “Eight Steps to Decision-Making” worksheet independently. On the other side, they need to state a problem they have either encountered recently or will be encountering in the near future. They need to be thorough in their answers. Closure- -Discussion about the guided practice. Go around the room and have students briefly explain the problem, alternatives and ultimately the decision they would make.</p>		
<p>Assessments (Formal and Informal): -Entrance Slip -“Types of Decision-Making Styles” worksheet -“Eight Steps to Decision-Making” worksheet (both sides) -Closure Discussion</p>		

Types of Decision-Making Styles

There are three different types of decision-making styles: Inactive, Reactive, and Proactive.

- **Inactive decision-maker** is someone who fails to make choices. A student who has this style of decision-making usually procrastinates until a future time because of indecision. Eventually, one option merely plays itself out. Students who have this style have difficulty developing self-confidence, and feel that they have no control of their destiny.
- **Reactive-decision maker** is someone who allows peers, siblings, parents, etc. to make the decision for them. Students with this style are easily influenced by what others think, do, or suggest. They are easily persuaded by peer-pressure, develop a negative self-esteem, and have a need to be liked by others. Teachers and parents should not make decisions without the participation of the student; otherwise, the students' needs and wants go unfulfilled.
- **Proactive-decision maker** is someone who follows the eight steps of decision-making and assumes responsibility for the consequences. In this case, the student takes on responsibility rather than being driven by circumstances and conditions or being influenced by others. Students with this style of decision-making often experience a feeling of empowerment or inspiration because they know that they are in control of their own destinies.

Eight Steps to Decision-Making

1. State the problem.
2. Gather information about the problem.
3. List pros and cons of the problem.
4. Develop alternatives.
5. Analyze alternatives.
6. Make a decision based on what is best for you and the situation. (Select alternative.)
7. Implement an alternative. (Test.)
8. Evaluate end results of decision made.

Decision Making Activity

Teacher will read the following story to the class. Then, go through the eight steps of decision-making and discuss how they might solve the problem.

Joseph is a hard working young man and an excellent student with high grades. He has worked as a stock boy at a neighborhood grocery store since he was 14 years old and has saved almost every paycheck he has earned at the store. Now that Joseph is 16, he wants to buy a car with his savings. However, Joseph has a problem. He also wants to go to college and has only one more year of high school to graduate with honors. Even though his parents are very proud of him, they have told him that he will have to decide what to do with his money. Joseph's parents have made it very clear to him that he will not receive any financial support from them.

Daily Lesson Plan

Month: April	Today's Topic: Weighing Options/Personal Decisions	Friday #2
<p>Learning Goal: -Students will make decisions when given a series of statements using their own personal values. -Students will weigh their options by listing advantages and disadvantages.</p>		
<p>Materials Needed: -Activity: Forced Choices -4 Signs with the words Strongly Agree, Agree, Disagree, and Strongly Disagree on each of them -Tape -“Decision-Making” Worksheet -Paper for Exit Slip -Pencil</p>		
<p>Learning Activities: Anticipatory Set- -Activity: Forced Choices (see attached) -Have a discussion about this activity. Discussion questions are listed on the bottom of handout Instruction- -Hand out the “Decision-Making” worksheet. Explain how to use this worksheet to the students. This is to help students weigh their options by listing advantages and disadvantages. It even takes things a step further by giving each pro and con a numerical value. Guided Practice- -Students will take this time to come up with a decision they will need to make, options for the decision and then pros and cons for both options. Closure- - Exit Slip: -How do you feel about your scores from the “Decision-Making” worksheet? -Is this something you would likely use again when making a big decision?</p>		
<p>Assessments (Formal and Informal): -Activity: Forced Choices with Discussion that follows -“Decision-Making” worksheet -Exit Slip</p>		

Activity: Forced Choices

1. Place signs in each corner of the room to designate four different choices: Strongly Agree, Agree, Disagree, and Strongly Disagree.
2. Have the students stand in the middle of the room.
3. Read the first statement: Women are generally more sensitive than men.
4. The students are then to choose a corner of the room that represents their choice.
NOTE: It is important that they make their choices with NO talking.
5. Repeat, using the following statements, each time having the students choose the corner of the room that best fits their choice of each statement.

Statements:

- Women are generally more sensitive than men.
- I would ditch school and go with my friends.
- If the principal announces that a window is broken and asks for information about the perpetrator, and I knew who did it, I would tell.
- I think it is OK to push and shove people I don't like.
- School is more work than fun.
- Students don't give each other enough respect.
- Boys are better at sports than girls.
- Adults don't give kids enough respect.
- Scientists should not be allowed to carry out experiments on animals.
- People can be judged by the clothes that they wear.
- It is better to give than to receive.
- It is necessary to have a college education to make it in life.
- Teachers are usually right.

Ask the following questions:

1. Notice the four signs. Which choice is not represented here? (Answer: I don't know or care.)
2. How did it feel when you were forced to make a decision?
3. Did you always go with your friends to the same corner or was the choice your own?
4. Did you feel any pressure from your friends to select a particular corner?
5. What kinds of pressure did you feel?
6. Did anyone make a decision that was different from everyone in the class? How did that feel for the student and the rest of the class?

DECISION MAKING

Weighing Your Options

You have a decision to make. So you list the options, measure the advantages against the disadvantages and make a choice. Is that the way you make your decisions? If your answer is “sometimes,” you’re not alone. For a variety of reasons, people don’t always evaluate their options when making decisions. Take some time now to practice your decision-making skills.

Pick a decision you have to make that involves a choice between two options. (Many decisions are more complicated, involving three or more options, but let’s start with something simple.) Write the advantages and disadvantages under each one. Then consider how important each list item is. Give it a numerical value from 1 to 10. Write the number next to the item. For each option, add up the advantages and the disadvantages.

DECISION:							
Option #1:				Option #2:			
Advantages		Disadvantages		Advantages		Disadvantages	
Total A		Total B		Total C		Total D	

Now, subtract the disadvantages from the advantages. Remember, the resulting number might be negative. The option with the highest positive number (or lowest negative number if they’re both negative) should be the best choice.

OPTION #1	OPTION #2
Total A _____	Total C _____
– Total B _____	– Total D _____
Score _____	Score _____

How do you feel about the scores? Your reaction to the scores can help you understand what your inner wishes are, with respect to this decision. Decisions are often too complex to reduce to addition and subtraction. But chances are, you can get a clearer picture of the pros and cons by doing this exercise. You can do this exercise with decisions that involve more options. Just list the advantages and disadvantages of all the options and compare the final numbers.

Daily Lesson Plan

Month: April	Today's Topic: Every 15 Minutes Simulation	Friday #4
<p>Learning Goal: -Students will discuss today's simulation and the importance of making good decisions. -Students will write a letter to their parents regarding the dangers related to drinking and texting while driving.</p>		
<p>Materials Needed: -Many materials needed from the local police and fire department, along with the administration at the high school (this will all be taken care of and there is nothing you have to do) -Paper -Pencil</p>		
<p>Learning Activities: **THIS IS AN ACTIVITY THAT HAS BEEN DONE FOR THE PAST COUPLE OF YEARS IN PREPARATION FOR PROM/GRADUATION** Anticipatory Set- -The Principal will be setting this simulation up all morning by pulling one student every 15 minutes out of class and making an announcement that he/she has passed. This represents the one person who dies every 15 minutes due to an alcohol-related car accident. That student is painted white and puts on a special shirt. He/she cannot talk to anyone the remainder of the day. Instruction- -Simulation: This is put on by the local fire and police department. A mock accident where drinking and driving is involved is staged in the school parking lot. They go through the detailed process of getting the students out of the vehicles and carrying them away, along with investigating the accident and arresting the "drunk driver." Parents are even invited to the scene to "claim" their sons and daughters. It is a very emotionally charged event and students wishing not to participate do not have to. Counselors are also on-hand the rest of the day in case a student needs to talk. -More information can be found at: http://www.every15minutes.com/enter/ Closure- -Discussion -Students will come back to the classroom. Lead a discussion about the simulation, including how they feel, what they learned and how they can ensure this does not happen to someone they know. -Writing Exercise (if time permits) - Have students write a short letter starting with the following: "Dear Mom and Dad, every fifteen minutes someone in the United States dies from an alcohol related traffic collision, and today I died. I never had the chance to tell you....."</p>		
<p>Assessments (Formal and Informal): -Closure Discussion -Writing Exercise</p>		

Daily Lesson Plan

Month: May	Today's Topic: Interest Inventory	Friday #1
Learning Goal: -Students will explore possible career pathways that are of interest to them.		
Materials Needed: -Career Cluster Interest Inventory -Pencil -Paper for Entrance Slip		
Learning Activities: Anticipatory Set- -Entrance Slip: -Think about your future plans...what career path would you like to pursue? Why is that of interest to you? Instruction/Guided Practice- -Students will spend the majority of this class period taking the Career Cluster Interest Inventory. After they take the 86 question inventory, they need to evaluate their inventory and find 2-3 career clusters that are of interest to them. -This inventory and evaluation will be sent to the counseling office to be used to help select sessions for Career Day in a few weeks. Closure- -Students will get into groups of 2-3 students with similar interests. They will make note of any specific professions under their preferred career cluster they would like to hear talk on Career Day.		
Assessments (Formal and Informal): -Entrance Slip -Career Cluster Interest Inventory -Closure Discussion		

Career Cluster Interest Inventory

Assessing Interests

Exercise 1: CAREER INTERESTS

This activity helps you match your interests with types of careers. For each of the 86 items below, circle the letter of the activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

1. A. Operate a printing press
B. Study the causes of earthquakes
2. C. Plant and harvest crops
R. Replace car window and fender
3. E. Measure and grade logs
F. Run a machine
4. G. Work in an office
H. Answer customer questions
5. D. Write reports
J. Help someone just out of prison find a job
6. L. Design a freeway
M. Plan educational lessons
7. N. Balance a checkbook
O. Take an x-ray
8. P. Write a computer program
Q. Train animals
9. C. Be in charge of replanting forests
A. Act in television and movies
10. D. Solve a burglary
F. Check products to make sure they were made right
11. E. Build an airport
G. Keep business records for a company
12. F. Put small tools together
P. Design a website
13. M. Tutor students
Q. Work at a zoo
14. J. Take care of children
O. Plan special diets
15. A. Choreograph a dance
K. Lobby for a cause
16. H. Sell clothes
E. Work with hands
17. I. Work at an amusement park
N. Broker Insurance
18. I. Learn about ethnic groups
P. Manage an information system
19. N. Appraise the value of a house
M. File books at the library
20. E. Make three-dimensional items
D. Analyze handwriting
21. B. Design sprinkler systems for new building
F. Run a factory sewing machine
22. G. Develop personnel policies
Q. Train racehorses
23. D. Work as a security guard
H. Work in a department store
24. A. Write for a newspaper
G. Use a calculator

25. O. Help people at a mental health clinic
L. Remodel old houses
26. M. Care for young children
D. Locate a missing person
27. N. Plan estate disbursement
P. Enter data
28. A. Design a book cover
E. Assemble toys following written instructions
29. B. Figure out why someone is sick
R. Fly an airplane
30. C. Learn how things grow and stay alive
H. Sell cars
31. I. Work as a restaurant host or hostess
D. Fight fires
32. G. Keep payroll records for a company
J. Work in a nursing home
33. G. Hire new staff
O. Operate ventilators - help people breathe
34. R. Drive a taxi
A. Be a news broadcaster
35. K. Work for the IRS
B. Sort and date dinosaur bones
36. O. Give shots
C. Design landscaping
37. P. Provide technical support for computer users
D. Work in a courtroom
38. Q. Care for injured animals
I. Serve meals to customers
39. L. Build kitchen cabinets
N. Refinance a mortgage
40. A. Sing in a concert
R. Direct the take-off /landing of planes
41. G. Operate a cash register
B. Collect rocks
42. G. Start own business
L. Draft a blueprint
43. M. Assess student progress
L. Design an airplane
44. O. Wrap a sprained ankle
I. Guide a tour group out of the
45. P. Work on solving technical problems
J. Be a minister
46. Q. Manage a veterinary clinic
K. Lead others
47. E. Operate heavy equipment
Q. Manage a fish hatchery
48. F. Assemble cars
K. Protect our borders
49. A. Play an instrument
J. Plan activities for adult day care
50. C. Research soybean use in paint
J. Provide consumer information
51. D. Guard money in an armored car
B. Study why people do the things they do
52. E. Fix a television set
M. Be an instructor at a school
53. F. Fix controls on a control panel
J. Help a friend with a personal problem
54. C. Oversee a logging crew
B. Study weather conditions
55. R. Pack boxes at a warehouse
A. Teach dancing

56. O. Sterilize surgical instruments
B. Study soil conditions
57. N. Play the stock market
C. Protect the environment
58. M. Grade papers
R. Be a railroad engineer
59. L. Order building supplies
E. Paint motors
60. P. Develop new computer games
H. Buy merchandise for a store
61. K. Work to get someone elected
C. Identify plants in a forest
62. D. Guard inmates in a prison
L. Read blueprints
63. H. Line up concerts for a band
K. Ask people questions for a survey
64. E. Manage a factory
O. Work as a nurse in a hospital
65. A. Paint a portrait
K. Testify before Congress
66. B. Work with a microscope
I. Make tee times at a golf course
67. C. Classify plants
O. Transcribe medical records
68. F. Install rivets
Q. Raise worms
69. N. Balance accounts
M. Develop learning games
70. J. Read to sick people
P. Repair computers
71. F. Compare sizes and shapes of objects
Q. Fish
72. R. Repair bicycles
K. Deliver mail
73. M. Teach Special Education
P. Set up a tracking system
74. G. Manage a store
H. Advertise goods and services
75. R. Distribute supplies to dentists
I. Compete in a sports event
76. I. Check guests into a hotel
M. Teach reading to adults
77. L. Follow step by step instructions
N. Work at a collection agency
78. O. Deliver babies
H. Persuade people to buy
79. R. Inspect cargo containers
F. Work in a cannery
80. I. Coach a school sports team
P. Set up a website
81. Q. Hunt
K. Enlist in a branch of the service
82. H. Sell sporting goods
J. Cut and style hair
83. B. Conduct experiments to find new metals
N. Be a bank teller
84. G. Work with computer programs
N. Loan Money
85. L. Hang wallpaper
D. Make an arrest
86. H. Stock shelves
I. Serve drinks at a concession stand
country

Exercise 2: CAREER EVALUATION

Step 1: Go back through Exercise 1 and look at the letters you circled. Count the number of times you circled the letter “A” for your response. Write that number next to the “A” in the table below. Next, count the number of times you circled the letter “B” for your response. Write that number next to the “B” in the table. Continue counting and recording your responses until you have completed the table.

A	
B	
C	
D	
E	
F	
G	
H	
I	

J	
K	
L	
M	
N	
O	
P	
Q	
R	

Step 2: Now write down the two letters with the most responses. These are your top two areas of career interest. (If you have a tie, list three.)

Step 3: Read the description of your top area of career interest on the next page. Record your interest and the Career Cluster it is listed under.

CAREER INTEREST AREAS

Listed below are 16 Career Clusters and the areas of career interest related to each.

Agriculture, Food & Natural

Resources

C. Plants: Interest in activities involving plants usually in an outdoor setting.

Q. Animals: Interest in activities involving the training, raising, feeding, and caring for animals.

Architecture & Construction

L. Designing and Building: Interest in designing, planning, managing, building, and maintaining physical structures.

Arts, Audio-Video Technology & Communications

A. Artistic: Interest in creative or performing arts, communication or A/V technology

Business, Management & Administration

G. Business Detail: Interest in organizing, directing and evaluating business functions

Education & Training

M. Teaching: Interest in planning, managing, and providing education and training services, including support services, library and information services.

Finance

N. Banking, Investments, and Insurance: Interest in financial and investment planning & management and providing banking and insurance services.

Government & Public Administration

K. Administration: Interest in performing government functions at the local, state or federal levels

Health Science

O. Care and Prevention: Interest in the providing help to others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.

Hospitality & Tourism

I. Interest in providing services to others in travel planning, hospitality services in hotels, restaurants, and recreation services

Human Services

J. Interest in helping others with their mental, spiritual, social, physical, or career needs.

Information Technology

P. Interest in the design, development, support and management of hardware, software, multimedia, systems integration services, and technical support

Law, Public Safety & Security

D. Interest in judicial, legal and protective services for people and property.

Manufacturing

E. Mechanical: Interest in applying mechanical principles to practical situations using machines, hand tools, or techniques.

F. Industrial: Interest in repetitive, organized activities in a factory/ industrial setting.

Marketing, Sales & Service

H. Interest in bringing others to a point of view through personal persuasion, using sales/ promotional techniques.

Science, Technology, Engineering & Mathematics

B. Interest in discovering, collecting, and analyzing information and applying findings to problems in science, math and engineering

Transportation, Distribution & Logistics

R. Interest in the movement of people, materials, and goods by road, pipeline, air, railroad and water

Daily Lesson Plan

Month: May	Today's Topic: Cover Letter/Resume	Friday #2
<p>Learning Goal: -Students will create an effective cover letter. -Students will be able to identify the important sections of a resume and begin to generate one of their own.</p>		
<p>Materials Needed: -Whiteboard with Dry Erase Markers -Pencil -Cover Letter Tips and Suggestions -Cover Letter Guide -Resume Tips and Suggestions -Resume Writing (Fill in the Blank Resume Form)</p>		
<p>Learning Activities: Anticipatory Set- -Write Cover Letter on one side of the board. Then, write Resume on the other side of the board. Have students take turns coming up to the whiteboard and brainstorming anything they can think of that has to do with these two words. This will give teachers a good idea of how much prior knowledge students have and how much detail they will need to go in to when reviewing each of them. Instruction- -Hand out “Cover Letter Tips and Suggestions” and “Cover Letter Guide” to the students. Spend about 10 minutes going over the tips and the guide, which highlights the required parts of a cover letter. -Next, hand out the “Resume Tips and Suggestions” and “Resume Writing (Fill in the Blank Resume Form)” to the students. Again, spend some time going over these two worksheets, which highlights the important features of a resume. Guided Practice- -Students should spend the rest of the time filling in the resume form. This could be their guide when creating and formatting their own resume. Closure- -When finished, students that have completed their resume form will find a partner. Together, they will compare what they wrote and give each other constructive criticism.</p>		
<p>Assessments (Formal and Informal): -Anticipatory Set Discussion -Resume Writing -Closure Discussion</p>		

Cover letter/Letter of introduction writing. (2003). Retrieved from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-5.pdf

Resume writing. (n.d.). Retrieved from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf

COVER LETTER TIPS AND SUGGESTIONS

Your cover letter is a potential employer's first impression of you and can be the most vital part of the application packet. A well written letter entices the employer to read your resume. A poorly constructed cover letter may doom your resume to the "No Need to Read" pile. The same can be said for a college or scholarship application that includes an introductory letter. It is important to highlight your skills, knowledge, and experience. These will indicate what you can contribute to the company or school. Effective cover letters must convey a sense of purpose and project enthusiasm. A "form" cover letter rarely does this. Researching the employer, college, or scholarship prior to writing the cover letter will allow you to effectively personalize your letter.

1. **Always** include a cover letter when mailing your resume. A letter of introduction will prove useful when applying to colleges. It may act as the basis for a college essay or it may be a useful addition to an application packet.
2. Unless the advertisement specifies "no phone calls please" and the name is not given in the ad, find out the name and title of the individual who will be receiving your letter. Make sure you spell the name properly and get the proper abbreviation (Mr., Mrs., Ms.).
3. Do not use "form" letters or photocopies. Personalize each letter. If possible, explain why you want to work for the organization or attend the school.
4. Use a proper business format for your letters.
5. Make sure the letter is **PERFECT!** Spelling, punctuation, and grammar count. Have someone proofread the letter before mailing it.
6. Create the letter on a computer word processing program (Microsoft Word, WordPerfect, etc.) and use a laser printer, if possible. Use good quality paper. Cheap, flimsy paper makes your application seem ordinary. However, do not use flashy colors!
7. Utilize a one inch margin on all 4 sides. This white space draws the reader to the body.
8. In the opening paragraph, tell the reader the purpose of the letter.
9. Use "I" statements and action verbs when describing your experience.
10. Get to the point! Employers do not have the time to read lengthy letters. A cover letter should never exceed one page.
11. Focus on the specific skills and interests you possess that you can offer the employer or college. Concentrate on skills which match the advertised employment qualifications or the desired program of study. Stress what you can do for the company or college, not what the company or college can do for you. Sound upbeat and confident. Sell yourself!
12. Don't mention salary expectations unless the advertisement specifically requests it. In that case, the best strategy is to give a range.
13. End by thanking the reader and stating that you look forward to meeting with them. Make a specific suggestion for the next step of the process and follow up as promised.

Before mailing a cover letter, can you answer the following questions with a "Yes"?

- Is it clear? Does it state exactly what I want it to state?
- Is it concise? Does it state what I want it to state in the fewest possible words?
- Is it well organized?
- Am I projecting to the employer or college the contribution I can make?
- Have I stressed areas in my experience and/or education that are relevant to the person reading it?

COVER LETTER GUIDE

PARTS OF A COVER LETTER	SAMPLE LETTER
HEADING	Mailing Address City, State Zip Code Today's Date (4 "Return"s or "Enter"s on Keyboard)
INSIDE ADDRESS	Employer's Name Job Title Business Name Business Address City, State Zip Code
SALUTATION	Dear (Mr./Mrs./Ms.) (Use the name of the person that will read the letter):
INTRODUCTORY PARAGRAPH Tell why you are writing.	In response to the February 24th advertisement in the Bangor Daily News, I have enclosed my resume for the Receptionist position.
1ST MAIN PARAGRAPH Describe your qualifications. Sell your skills and knowledge. Tell why you are interested in the job or college. Point out any related experience you have.	I have two years of prior work experience as a receptionist with XYZ Telecommunications. My work has involved answering ten incoming lines and greeting customers in a fast-paced office setting. I have also been responsible for all incoming and outgoing mail, as well as purchase orders. I am very detail oriented and able to handle multiple tasks simultaneously.
2ND MAIN PARAGRAPH Continue to describe qualifications. Highlight relevant training or classes that relate to the job or major for which you are applying.	I am currently completing an Associate Degree in Executive Administrative Assistant at Northern Maine Technical College. In completing this program, I have gained valuable experience in several computer programs including Microsoft Word, Excel, and Access. Additionally, my training has provided me with the skills to reach my goal of office management.
CLOSING PARAGRAPH Close by thanking the reader and requesting an interview.	I welcome the opportunity to discuss my qualifications with you in person. I can be reached at (207) 555-1234. Thank you for your time and consideration.
COMPLIMENTARY CLOSE	Sincerely,
SIGNATURE	(4 "Return"s or "Enter"s on Keyboard)
NAME	Joe Doe
ENCLOSURE This indicates that you have enclosed other items (resume, transcripts, etc.) for the reader to see.	Enclosure

RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.
9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

Resume Writing
Fill in the Blank Resume Form

your name, capitalized, boldfaced and 16 pt. font

street address

city, state zip code

home phone number

email address

OBJECTIVE (generally a one sentence explanation of the type of job you are seeking)

EDUCATION (each heading should be in capital letters and boldfaced)

Class of _____, _____ High School,
_____, _____ (City, State)

Major area of study (or coursework): _____

WORK EXPERIENCE (list any job you have held)

_____ - _____
job title business name, location, dates

describe your position duties and skills learned using key verbs

_____ - _____

SCHOOL ACTIVITIES (list all sports, clubs, etc. you have been involved with)

_____ (_____)
activity number of years

_____ (_____)
_____ (_____)
_____ (_____)
_____ (_____)

COMMUNITY ACTIVITIES (volunteer work, etc.)

_____ (_____)
activity number of years

_____ (_____)
_____ (_____)

AWARDS (list any awards or special recognition you have received)

_____	-	_____
title of award		month, year
_____	-	_____

INTERESTS (list a few of your hobbies if pertinent)

REFERENCES (You should have 2 - 3 people who have observed your work habits and can speak about your character. Make sure you have asked their permission to include them as references.)

Create a separate list of references including their names, addresses, employers, job titles, and phone numbers.

Daily Lesson Plan

Month: May	Today's Topic: Mock Interviews	Friday #3
<p>Learning Goal: -Students will stage mock interviews and rehearse answering frequently asked questions. -Students will identify what their partners did well and what they could work on when interviewing.</p>		
<p>Materials Needed: -Job Interview Tips -Most Frequently Asked Interview Questions -Paper for Entrance and Exit Slip -Pencil</p>		
<p>Learning Activities: Anticipatory Set- -Entrance Slip: -On a piece of paper, make a list of tips you would give someone who is preparing for a job interview. -Have students discuss the lists they have created.</p> <p>Instruction- -Hand out the “Job Interview Tips” to the students. Discuss the tips together and add why those ideas are important.</p> <p>Guided Practice- -Put students in pairs. Then, hand out the worksheet “Most Frequently Asked Interview Questions.” Students should take turns asking 5-10 questions and then answering 5-10 questions. If time permits, have students change partners and repeat the process.</p> <p>Closure- -Exit Slip: -Have students write a quick note to the person or persons they interviewed with. Have them write 1 thing they did really well and 1 thing they need to work on.</p>		
<p>Assessments (Formal and Informal): -Entrance Slip -Observation of Mock Interviews -Exit Slip</p>		

Doyle, A. (2013). *Job interview tips*. Retrieved from <http://jobsearch.about.com/cs/interviews/a/jobinterviewtip.htm>

Most frequently asked interview questions. (n.d.). Retrieved from http://www.cgu.edu/include/ocm_mostfrequentlyasked.pdf

Job Interview Tips

Practice

Practice answering interview questions and practice your responses to the typical job interview questions most employers ask. Think of actual examples you can use to describe your skills. Providing evidence of your successes is a great way to promote your candidacy. Also, have a list of your own questions to ask the employer ready.

Research

Prepare a response so you are ready for the question, What do you know about this company? Know the interviewer's name and use it during the job interview. If you're not sure of the name, call and ask prior to the interview. Try to relate what you know about the company when answering questions.

Get Ready

Make sure your interview attire is neat, tidy and appropriate for the type of job you are interviewing for. Bring a nice portfolio with copies of your resume and include a pen and paper for note taking.

Be On Time

Be on time for the interview. On time means five to ten minutes early. If need be, take some time to drive to the interview location ahead of time so you know exactly where you are going and how long it will take to get there.

Stay Calm

During the job interview, try to relax and stay as calm possible. Take a moment to regroup. Maintain eye contact with the interviewer. Listen to the entire question before you answer and pay attention - you will be embarrassed if you forget the question!

Show What You Know

Try to relate what you know about the company when answering questions. When discussing your accomplishments, match them to what the company is looking for.

Follow Up

Always follow-up with a thank you note reiterating your interest in the position. If you interview with multiple people, send each one a personal thank you note. Send your thank you note (email is fine) within 24 hours of your interview.

Most Frequently Asked Interview Questions

- What are your strengths and weaknesses?
- Tell me about yourself.
- What are your team-player qualities? Give examples.
- What is your GPA? How do you feel about it? Does it reflect your abilities?
- How have your educational and work experiences prepared you for this position?
- What work experiences have been most valuable to you and why?
- What have the experiences on your resume taught you about working with people?
- Of the hobbies/interests listed on your resume what is your favorite and tell me why?
- Where do you see yourself in five years?
- What goals have you set for yourself? How are you planning to achieve them?
- To what do you owe your present success?
- Why should I hire you?
- What makes you think you can handle this position?
- What is your most significant accomplishment to date?
- Why do you want to work here?
- Describe a leadership role of yours and tell why you committed your time to it.
- In a particular leadership role you had, what was your greatest challenge?
- Give me an example of an idea that has come to you and what you did with it?
- Give me an example of a problem you solved and the process you used?
- Tell me about your most difficult decision and how did you go about making it?
- What types of situations put you under pressure, and how do you deal with pressure?
- Give me a situation in which you failed, and how you handled it?
- Why are you interested in our organization?
- What type of position are you seeking?
- Where do you think your interest in this career comes from?
- What industry besides this one are you looking into?
- Why have you chosen this particular profession?
- What interests you about this job?
- What challenges are you looking for in a position?
- What can you contribute to this company?
- What motivates you?
- If I asked the people who know you well to describe you, what three words would they use?
- If I asked the people who know you for one reason why I shouldn't hire you what would they say?
- Describe the type of manager you prefer.
- Describe a situation where you had to work with someone who was difficult, how did you handle it?
- What type of work environment appeals to you most?
- What characteristics do you think are important for this position?
- Why did you choose this college and how did you arrive at this decision?
- What factors did you consider in choosing your major?
- How have you changed personally since starting high school?
- What has been your greatest challenge?

Daily Lesson Plan

Month: May	Today's Topic: Career Day	Friday #4
Learning Goal: -Students will list 3 things they learned from today's Career Day sessions. -Students will list 1 question they have from today's Career Day sessions.		
Materials Needed: -Many materials needed from the counseling department and those professionals that volunteered to come in for Career Day (this will all be taken care of and there is nothing you have to do) -Pencil -Exit Slip (see attached)		
Learning Activities: **THIS IS AN ACTIVITY THAT IS DONE EVERY YEAR. IT IS ORGANIZED BY THE COUNSELING DEPARTMENT. STUDENTS ARE DIVIDED AND PUT INTO CLASSROOMS OF PROFESSIONS THAT ARE OF INTEREST TO THEM. THE TEACHERS' JOB IS TO MANAGE BEHAVIOR IN THEIR REGULARLY ASSIGNED CLASSROOM**		
Anticipatory Set- -Students will come to their regularly assigned classroom for attendance. Here, you will give the students their schedules for this time period. SUCCESS period will be longer than usual to account for Career Day. -Remind students to be on the best behavior and to be respectful to presenters, as these professionals are not trained teachers to manage their behavior.		
Instruction- -Students will go to 2 separate sessions for Career Day. Each session will last around 20 minutes. After both sessions are completed, they will return to their regularly assigned classroom for SUCCESS.		
Closure- -Exit Slip (see attached)		
Assessments (Formal and Informal): -Observation of Career Day sessions -Exit Slip		

Name: _____

3-2-1 Exit Slip**3 New things you learned:**

- 1.
- 2.
- 3.

2 Things you still want to know:

- 1.
- 2.

1 Clarifying Question:

- 1.

Name: _____

3-2-1 Exit Slip**3 New things you learned:**

- 1.
- 2.
- 3.

2 Things you still want to know:

- 1.
- 2.

1 Clarifying Question:

- 1.

Daily Lesson Plan

Month: June	Today's Topic: Intro to Stress	Friday #1
<p>Learning Goal: -Students will identify 3 stressful situations they have been in and be able to identify what caused it.. -Students will identify the difference between situations that cause good stress and bad stress.</p>		
<p>Materials Needed: -Paper for list -Paper for Exit Slip -Pencil -Stress Q and A (True or False) worksheet -Stress 101 worksheet -Good Stress/Bad Stress worksheet (make it back to back)</p>		
<p>Learning Activities: Anticipatory Set- -Start with the Stress Q and A worksheet. You do not need to make copies, just read the statements aloud and ask students to raise their hands for true or false. Read the answers and have a short discussion about those topics. Instruction- -Hand out the “Stress 101” worksheet. Talk about the different sections (what is stress, causes and signs). Feel free to let the students add to the discussion if they want to share personal experiences. Guided Practice- -Have students list 3 different times when they were stressed. They should include what caused them to be stressed and what signs they displayed that showed stress. Instruction- -Hand out the “Good Stress/Bad Stress” worksheet. Go through both of these charts and have a discussion about these examples. Guided Practice- -Now, have students go back to their lists of the 3 different times they were stressed. Have them write next to these examples whether they are examples of good stress or bad stress. -Have students share examples (if they feel comfortable) and have a discussion to see if the class agrees or disagrees. Closure- -Exit Slip: -Have students come up with 2 different strategies they could have used to cope with these stressful situations. Inform them that coping strategies will be our topic for next week.</p>		

Assessments (Formal and Informal):

- Anticipatory Set Discussion
- Discussion during Instruction
- List of 3 stressful situations
- Exit Slip

Dealing with stress. (n.d.). Retrieved from <http://www.yoomagazine.net/files/stress.pdf>

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Stress Q and A (True or False)

1. All stress is bad.

False, stress reaction in the body is designed to protect it from dangerous situations and in small amounts can increase performance. It is too much stress for too long that begins to impact your mood, functioning and relationships when you know you are not managing stress very well.

2. There is nothing you can do about stress, it happens and you endure it.

False, there are many ways to learn to cope with and manage stress, as well as decrease stress in your life. Basic lifestyle changes including getting enough sleep, eating well and regular exercise can reduce stress and increase your ability to deal with stress.

3. No one else has as much stress as I do, that's why I'm overloaded.

False, everyone experiences stress, some do experience more stress than others, but it is your ability to manage and cope with stress that determines whether you control it, not the amount of stress.

4. Nothing bad can happen to me from too much stress.

False, too much stress can negatively affect concentration, problem solving, personal interactions, and school performance. It can also lead to physical and mental health problems including headaches, stomachaches, anxiety, depression, drug use and aggression.

Stress 101

What is stress?

Stress is how a body and mind respond to changes-new or different situations, people in your life, or feelings that you have. Stress can be good or bad. Good stress sometimes helps you prepare for certain situations, might make you excited, or might help to perform better.

On the other hand, when stress is bad, it can affect your mind and your body in ways that are harmful. Bad stress is unhealthy and can make you feel lousy, worrisome, or depressed. Bad stress can make it hard to do well in school, to focus on other activities, and to have good relationships with people who you care about.

What causes stress in teens?

During teenage years, a lot of things are happening and changing. As we go through school, get involved in activities, get jobs, and manage relationships with our friends and family members, many things might cause stress. Some of the more common causes of stress in teens are:

- School work
- Preparing for college and/or future jobs
- Family problems
- Making friends
- Peer pressure to do certain things and not do other things
- Not getting enough sleep
- Sports, music, or other activities
- Boyfriend or girlfriend problems
- High expectations from yourself, your parents, teachers, or coaches

What are some signs of bad stress?

The signs of stress can be different for everyone. They can be physical (things you feel in your body) or mental/ emotional (things you feel in your mind). Some examples of signs of stress are:

- Headaches
- Stomach aches
- Feeling more tired than usual
- Muscle aches
- Getting angry or annoyed more quickly than usual
- Not being able to sleep
- Eating more or less than usual
- Feeling sad
- Feeling frustrated
- Not being able to concentrate

Good Stress

Effect of Good Stress	Examples
Meeting goals, fulfilling dreams	Going through the process of buying a house can be very stressful, but, in the end, you have pride of ownership, a good financial investment, and a place to call your own
Bringing people together	Successfully living through a stressful situation with a family member, friend, co-worker, or even a stranger can bring you closer and improve your relationship
Leading to growth and development	Dealing with a stressful situation such as a travel mishap, a fight with someone close to you, or a crisis at work can lead to personal and professional learning
Boosting self-esteem and breeding optimism	Meeting a challenge at work, at play, or at home can just plain make you feel good about yourself

It's extremely important to realize that we can only enjoy the benefits of good stress if two important conditions are met:

1. We have the ability to **control** the outcome
2. The stress isn't chronic—it ends in **resolution**

Bad Stress

As you probably already guessed, bad stress has the opposite characteristics and effects of good stress. First, bad stress occurs when we don't have control over the outcome of a stressful situation. Also, bad stress is usually ongoing or merges into new conflicts.

Here are some effects of bad stress.

Effect of Bad Stress	Example
No fulfillment	Trying to help a family member or friend who's mentally ill and refuses to take medication or receive treatment of any kind
Drives people apart	Trying to decide how to budget money when two partners have different priorities and there isn't enough money for everything
Limits growth and development	Working with a supervisor who doesn't let you take on new responsibilities or try new tactics
Lowers self-esteem and leads to defeatist attitudes	Working with a group of people who consistently change their minds so no real progress is made leading to feelings of inadequacy and a sense that the project will never be finished

Also, in contrast to good stress, bad stress overworks the body's normal stress response eventually leading to damaged health. Another way of thinking about good or bad stress is to consider whether each stressful situation is a challenge or a hindrance.

Daily Lesson Plan

Month: June	Today's Topic: Coping Strategies	Friday #2
<p>Learning Goal:</p> <ul style="list-style-type: none"> -Students will examine their own stress levels and interpret the results. -Students will list positive and negative stress relievers. -Students will identify two effective coping strategies to use when feeling stressed. 		
<p>Materials Needed:</p> <ul style="list-style-type: none"> -Pencil -“Symptoms of Distress” worksheet with results -2 pieces of butcher paper -Markers -Tape -Sticky notes -“Coping with Stress” worksheet -Paper for Exit Slip 		
<p>Learning Activities:</p> <p>Anticipatory Set-</p> <ul style="list-style-type: none"> -Students will begin class with taking the “Symptoms of Distress” survey. Once they add up their scores, they can interpret their results to see their stress levels. -Have students that wish to share, discuss their scores and stress levels. <p>Instruction/Guided Practice-</p> <ul style="list-style-type: none"> -Put two pieces of butcher paper on the wall. One should say positive stress relievers and the other should say negative stress relievers. Give students a handful of sticky notes and have them write a separate reliever on each sticky note. Have students take turns placing their sticky notes on the posters on the wall. It’s okay if there are duplicates, they should just lump the similar ideas together on the poster. -Once all sticky notes have been placed on the posters, have a discussion about the positive and negative ways to relieve stress. -Hand out the “Coping with Stress” worksheet. Go over it with the students and discuss all of the possible strategies they could use to deal with stress. (Some ideas may be repeats from the sticky note activity.) <p>Closure-</p> <ul style="list-style-type: none"> -Exit Slip: <ul style="list-style-type: none"> -Pick two positive ways to deal with stress that you feel would work best for you. Tell why you think they will work and how you plan to start implementing them. 		
<p>Assessments (Formal and Informal):</p> <ul style="list-style-type: none"> -“Symptoms of Distress” worksheet/discussion -Sticky Note Activity -“Coping with Stress” discussion -Exit Slip 		

Dealing with stress. (n.d.). Retrieved from <http://www.yoomagazine.net/files/stress.pdf>

Organizational skills. (n.d.). Retrieved from http://www.daltonstate.edu/faculty-staff/tstalling/work_ethics/Vol.%202%20-%20Module%207%20Act.-%20ORGANIZATIONAL%20SKILLS.doc

Symptoms of Distress

Answer the questions listed below according to the following scale:

Rating

- 0 I do not experience this symptom at all.
- 1 I sometimes (perhaps once a month) experience this symptom.
- 2 I experience this symptom more than once a month, but not more than once a week.
- 3 I experience this symptom often (more than once a week.)

Symptom

Rating

1. Do you experience headaches of any sort?	
2. Do you experience tension or stiffness in your neck, shoulders, jaw, arms, hands, legs, or stomach?	
3. Do you have nervous tics, or do you tremble?	
4. Do you feel your heart thumping or racing?	
5. Do you feel irregular heartbeats or does your heart skip beats?	
6. Do you have difficulty breathing at times?	
7. Do you ever get dizzy or lightheaded?	
8. Do you feel as though you have a lump in your throat or you have to clear it?	
9. Do you suffer from colds, the flu, or sinus problems?	
10. Are you bothered by indigestion, nausea, or discomfort in your stomach?	
11. Do you have diarrhea or constipation?	
12. Do you bite your nails?	
13. Do you have difficulty falling or staying asleep?	
14. Do you wake up feeling tired?	
15. Are your hands or feet cold?	
16. Do you grind or grit your teeth, or does your back ache?	
17. Are you prone to excess perspiration?	

18. Are you angry or frigid?	
19. Do you feel a lot of generalized pain (back pain, stomach pain, head pain, muscle pain, etc.)?	
20. Have you become aware of increased anxiety, worry, fidgetiness, or restlessness?	

Add your "score" and compare it to the chart below. The total score will be somewhere between zero and sixty. The higher the score, the greater your level of stress.

Total	Interpretation
0-10	No stress. Are you sure you are alive?
11-20	Mild stress. You are basically healthy but occasionally bothered by stressful life events.
21-30	Moderate stress. You should be concerned about your life pressures and how you handle them.
31-40	Severe stress. Your life is out of control, and you probably need professional help.
41-60	Dangerous stress levels. You need immediate help.



Coping with Stress

Everyone feels stress at times, but there are things you can do to minimize stress and manage stress that is unavoidable.

Healthy Living:

- Exercise on a regular basis (try for 30 min/day about 3-4 days per week to start)
- Eat well balanced meals, 3 times per day
- Get enough sleep and set up a regular sleep routine- adolescents need 9-10 hours of sleep per night
- Avoid illegal drugs, alcohol, tobacco and excess caffeine

Healthy Thinking:

- Don't worry about things you can't control - ex. weather
- Look at change as a positive challenge
- Positive thoughts and positive self-talk
- Set realistic goals
- Meditate

Healthy Actions:

- Prepare well in advance for events that may be stressful - ex. Test/Project
- Ask for help from friends, family, teachers, professionals
- Take breaks for daily stress with time with friends, fun activities and/or group sports
- Work to resolve conflicts without anger and losing temper
- Solve problems one at a time- take one task at a time
- Avoid overscheduling- prioritize activities

Identify stressful situations:

Ex. Preparing for an exam, test taking, doing homework, writing papers, working on a project, making a public presentation, talking to other peers, asking question in class

Stress reducing exercises:

Two exercises you can do to alleviate stress: deep breathing and muscle relaxation. (These take a little practice, but are exercises you can use anywhere to try to relax and reduce stress.)

- Deep breathing: Lie down on flat surface or sit in comfortable chair with arms by side and feet on floor. Breathe in slowly through your nose over 3 seconds feeling your stomach rise and your chest expand. Breathe out slowly through your nose and/or mouth over 3 seconds feeling your stomach go down and your chest contract. Repeat until you feel relaxed and tension drain out of your body.
- Muscle relaxation: Start with one group of muscles (usually your feet), hold it tight for a few seconds and then release. Then move to the next group of muscles (ex. Lower legs) and do the same thing. Work your way up through your legs, abdomen, chest, hands, arms, shoulders, neck and face muscles. You should feel the tension drain out of your body and leaving you feel heavy and relaxed.

Daily Lesson Plan

Month: June	Today's Topic: End of Year Celebration	Friday #3
<p>Learning Goal: -Students will explain what they learned or liked the most about Friday's mentoring sessions. -Students will explain what they would have changed or liked the least about Friday's mentoring sessions.</p>		
<p>Materials Needed: -Pencil -"End of the Year Reflection" worksheet -Supplies for party (each class may be different, but most will probably do an ice cream social)</p>		
<p>Learning Activities: Anticipatory Set- -Review the list of topics we have covered throughout the year. Have students add their input about what they remember or what activities we did. Instruction/Guided Practice- -First, have students get their food. Most classes will probably participate in an ice cream sundae bar. Teachers will more than likely provide the ice cream and students will bring in the toppings and utensils. This should have been decided on last Friday or earlier in the week. -Next, students need to spend some time reflecting on the year. They will fill out the attached worksheet. -Lastly, students will clean up and socialize with classmates for the end of the year celebration. Closure- -Discussion: Students will briefly explain what they wrote on the attached worksheet. They should share what they liked and what they would have changed.</p>		
<p>Assessments (Formal and Informal): -"End of the Year Reflection" worksheet -Closure Discussion</p>		

End of the Year Reflection

Topics Covered this Year: Relationships (communication skills, compassion, trust), Bullying (effects, prevention), Student Skills (organization, time management, note taking, studying), Community Service, Goal Setting (short and long-term goals), Diversity, Identity (self-perception, self-esteem), Decision Making (weighing options, every 15 minutes...), Career Exploration (resumes, interviews, career day), and Managing Stress.

The topic above that I learned the most from was...

Why?

The most memorable topic above was...

Why?

One topic I would have changed would have been...

Why?

One topic that I would have liked to cover would have been...

Why?

Other comments about your Friday Mentoring Experience?

CHAPTER 5

REFLECTION AND RECOMMENDATIONS

This project has the potential to make a big difference in the lives of students in High School. Instead of falling farther and farther behind, these students will get the assistance they need to be successful in high school, lowering the dropout rate and closing the achievement gap. The proposed remediation program also includes a day of mentoring each week, which focuses on topics that are important for high school students to discuss. With the in-depth and lengthy curriculum that needs to be taught, teachers do not have the flexibility to concentrate on certain topics that would benefit students. Spending one period each week to teach students how to succeed and become better people is well worth it. The lessons were very time consuming to create, but they should prove to be a valuable learning experience to the students.

Limitations

As with any project, there are some limitations. This project will only be successful if everyone is on board with the program. This means administrators, teachers, counselors, other staff and the students all need to implement this program with integrity for it to work. Everyone has a responsibility in the school and even if a few people do not buy into this new model, the program will not be successful. It is recommended that the staff is provided some sort of training either at a beginning of the

year staff meeting or professional development. Teachers may want to help this program be successful, but just need the proper training and guidance. Another limitation is that the proposed remediation program is based on a block schedule. This means, if a high school is not on a block schedule, the proposed program will have to be tweaked. The plan is also proposed for a small or medium high school without a huge population of students. The mandatory program for remediation can still be implemented in a large school; again, it would just have to be modified. This limitation will hopefully not discourage schools from adopting a mandatory remediation and mentoring program. This project should be shared with other districts in the area by administration and teachers. Again, some slight modifying would have to take place, but it is possible to do. The lesson plans can be used without any adjusting.

Summary

The passage of recent legislation in the United States and the increase of requirements to graduate have both impacted today's high school students. There is an increased need for remediation of students to ensure graduation and reduce dropout rates, along with raising test scores and student morale. Building a mandatory remediation period into the school day will likely raise achievement levels, test scores and help boost student morale. Students that normally do not have the opportunity to work in small groups and receive individualized instruction will now have the chance.

With the Response to Intervention model being implemented in high schools, it requires all students to have access to the interventions they need. This makes implementing a mandatory in school remediation block a necessity. This in school remediation block reaches the students that cannot be reached with only after school

remediation. This project investigates different ways to implement the remediation block, along with strategies that can be used in this block. Overall, this mandatory block will hopefully result in higher achievement levels, the acquisition of basic skills and the improved test scores that each state is trying to achieve. Additionally, mentoring students and teaching character education in this remediation block will increase student morale. This project alone will not save all students from qualifying for special education services or even dropping out of high school. It will not eliminate all behavior problems either. However, building a mandatory remediation and mentoring program into the school day will help far more students than it will hurt.

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