

PLP

# Resource Guide



HIGH  
SCHOOL



created by  
Vermont Student  
Assistance Corporation



## Introduction

**This is a resource guide** for teachers, counselors, advisors, and administrators. Use this booklet to provide your students with the opportunities to work on their Personalized Learning Plans.

**This guide provides a starting place** for all educators and contains activities that will enable you to support students through the PLP process. Students complete journal prompts, set goals, and complete assessments that help them determine their future paths.

**This booklet has been designed as a resource** to help educators by providing specific, easily implemented activities that address the Critical Elements of Vermont PLPs.

**All activities can be completed in an advisory or other classroom setting.**  
Most activities can be completed in about 30 minutes.

**All activities contain Journal prompts.** This allows students time to reflect on the activities and their Personalized Learning Plans.

*Just as students and their PLPs are always growing and changing, creating a school-wide program to develop PLPs will be a dynamic, changing process.*

## Personalized Learning Plans

**Personalized Learning Plans (PLPs)** give all students the opportunity to think about themselves, their learning, and their long-range plans, and to give them time to help generate ideas about their future.

**PLPs** also help adults in the school to better understand each student as a unique person with both common and different learning goals, and a variety of learning strengths and areas of concern.

Through the **PLP** process, students will:

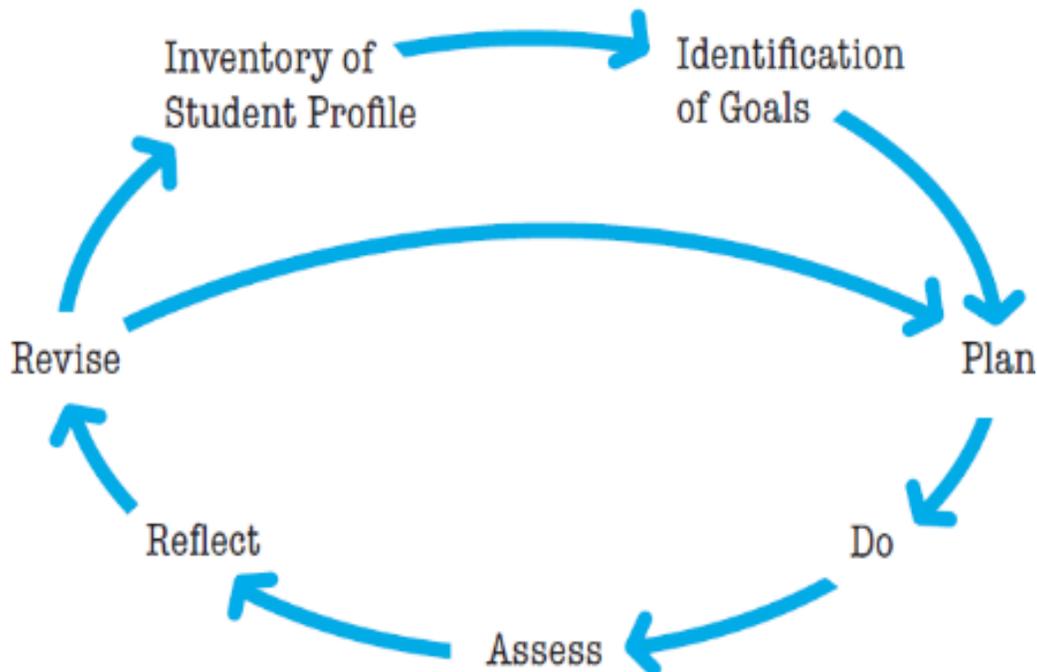
- create portfolios, which include information about strengths, abilities, and skills.
- reflect on their values.
- learn about careers that may best fit their interests, skills, and future education plans.
- identify and develop goals.
- craft action steps to help them meet their goals.

The **PLP** framework, as created by the Vermont PLP workgroup, outlines *a process more than a product*.

*Each school will determine its own process, which critical elements to address, and at which grade levels.*

*This process is cyclical in nature.*

Students periodically reflect and revise their goals and plans as demonstrated by the graphic here:



The AOE website is filled with great information and ideas: [Personalized Learning in Vermont](#)

Source: VT AOE website

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## Why are Growth Mindset, Grit and Perseverance important to students in the 21<sup>st</sup> century?

Recently much has been written about the importance of **mindset**, **grit**, and **perseverance** in students. A growing body of research evidence suggests that these factors can be as important as, if not more important than, intellectual abilities for success. Teaching students non-cognitive factors such as **grit**, **perseverance**, and **mindset** are essential to an individual's ability to strive for and succeed at long-term and complex goals and to persist in the face of **challenges** and **obstacles** encountered throughout school and life.

"Research has shown that students who hold a Growth Mindset perform better than those with a Fixed Mindset, especially under conditions of challenge." (Blackwell, Trzesniewski, & Dweck, 2007)

"However, these mindsets themselves are learned, and they can be changed. Adult feedback can influence students' mindset and performance in powerful ways." (Mueller & Dweck, 1998)

"And when students are taught that the brain develops and gets smarter with effort and learning, they become more motivated in school and perform better." (Blackwell, Trzesniewski, & Dweck, 2007; Good, Aronson, & Inzlicht, 2003)

It's not just students who have mindsets; we all do, including teachers. A teacher's mindset can influence how they perceive the performance of students. Fixed mindset teachers see those that struggle or fail to understand material as not being sufficiently bright or talented in the subject. Growth mindset teachers see struggling students as a challenge learners in need of guidance and feedback on how to improve.

**This guide has resources for both learning about these factors and lesson plans to use with students.**

### Teachers with a growth mindset:





## Learning about the Power of Growth Mindset, Grit & Perseverance

### Growth Mindset

Carol Dweck is the leading researcher in this field. She has developed and researched extensively the notion of “growth mindset” — the idea that we can grow our brain’s capacity to learn and to solve problems.

Mindsets are beliefs that individuals hold about their most basic qualities and abilities. In a growth mindset, people believe they can develop their brain, abilities, and talents. This mindset creates a love of learning, a drive for growth, and a resilience that is essential for great accomplishments.

On the contrary, people with a fixed mindset believe that intelligence and abilities cannot be developed. They believe that talent alone creates success, and they see effort as a sign of weakness rather than as an effective strategy needed to reach one’s full potential.

“In a **fixed mindset**, students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that’s that, and then their goal is to look smart all the time and never look dumb.”

“In a **growth mindset**, students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don’t necessarily think everyone’s the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.” (Dweck, 2008)

### Learn more:

- [Developing a Growth Mindset in Teachers](#) (Edutopia article)
- [Holy Angels Developing a Growth Mindset](#) (pdf)
- [Kevin Roberts Teaching 21st Century Students](#) (Prezi presentation)
- [Mindset Kit](#) (website)
- [Stanford University’s Carol Dweck on the Growth Mindset and Education](#) (OneDublin article)

### Watch a short talk:

- [The Power of Belief Mindset and Success Eduardo Briceno](#) (10:52min YouTube video)
- [Carol Dweck The Power of Believing That You Can Improve](#) (10:24min YouTube video)

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## Grit/Perseverance

The most significant work in this field comes from pioneering psychologist Angela Duckworth, on the notion of “grit” — that very doggedness essential for success. Duckworth focuses on a personality trait she calls “grit.” She defines grit as “sticking with things over the very long term until you master them.” She writes that “the gritty individual approaches achievement as a marathon; his or her advantage is stamina.” (Duckworth, 2012)

### Learn more:

- [Angela Duckworth and the Research on 'Grit'](#) (APM article)
- [Failure Makes You a Winner](#) (Greater Good article)
- [Which Traits Predict Success?](#) (Wired article)

### Watch a short talk:

- [What is Grit?](#) (3:50min YouTube video)
- [Famous Failures](#) (2:59min YouTube video)

## Educators Need Grit

We as teachers need the grit to do whatever it takes to turn education around, and that starts with hard work and our own modern version of true grit. Teaching it and living it is now front and center in the education conversation.

## Educator Tips for Creating S.M.A.R.T. goals and action items (To-do's in Naviance) with students.

### Use verb-noun structure.

Action items (To-do's) should drive the student to action—not simply be part of a “to do” list. Each action item (To-do) should begin with a verb:

- Attend every class
- Review notes with study partner before major tests
- Finish homework each night

Students can create action items (To-do's) in Naviance to assist with the steps of their goals.

### Plan strategically and purposefully.

The *strategic part* of goal-setting asks students to plan with the big picture in mind:

- Get an A in English
- Write an accurate lab report
- Complete 26 hours of community service
- Join the track team



The *purposeful part* of goal-setting asks students to break that big picture into smaller, do-able increments. If the student's goal is to “Get an A in English,” his/her action items (To-do's) need to include the steps to achieve that goal:

- Read 10 pages each night to finish my book on time
- Attend extra help sessions

### Recognize when help is needed.

Sometimes students aren't able to accomplish their goals without help from other people or sources. For example, if a student wants to get an A in a math class, they may need some assistance from teachers, counselors, parents.

### Stop and re-assess.

When possible re-assess goals with students. Sometimes things change, and those changes can affect students' goals. Ask questions like:

- Are you still going down the right path?
- Has anything changed that will affect your plan, and, if so, what can we do to move forward?



### Review action items (To-do's) regularly.

It's important for students to regularly check in with their action items (To-do's). Encourage students to visit their goals and action items (To-do's) frequently.

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## Identify obstacles to success.

Creating action items (To-do's) are important but identifying what stands in the way of students' success is also an important piece of the puzzle. A student may have a goal of raising a grade from a D to a B. If a student feels their grade is low because he or she isn't doing enough homework, dig deeper to find out why.



- Is it because they have a boyfriend or girlfriend who is distracting them?
- Is the student spending too much time on social media or playing video games?
- Is it because the student has to take care of younger brothers or sisters or work outside the home?

Once students identify obstacles, you can help them determine how to eliminate or circumvent roadblocks.

## Include parents and families.

Having goals with strong action items (To-do's) can help mitigate the negative feelings and anxiety that parent-teacher conferences sometimes cause (for both parents and teachers). Focusing on a goal allows students and parents to work out action items (To-do's).



## Aim for progress – not perfection.

Sometimes improvement takes time. Students may not be able to accomplish all the action items (To-do's) on their action plans. Aiming for progress—rather than for perfection—will allow students to maintain perspective, celebrate achievements, and continue persevering towards their goals.



Adapted from Education Week article: [10 Tips for Setting Successful Goals With Students](#)

# CHAPTER 1

## Special Unit on Core Values:

The Flyin Ryan Hawks Foundation

**“Core Values Matter”** - These three words are the mantra for the Flyin Ryan Hawks Foundation.

### Note to Vermont Educators

The Flyin Ryan Decisions Program compliments the Flexible Pathways initiative in the Vermont Agency of Education Act 77, which highlights the personalization of the educational experience for students through Personalized Learning Plans (PLPs). A Critical Element of the Self Knowledge/Student Profile requirement, calls for an examination of students' Core Principles.

To learn more, visit: <https://flyinryanhawks.org/promote-core-values/>

To offer Vermont educators a variety of resources, VSAC included these activities to our resource guide for Vermont educators.

The activities in this chapter are provided courtesy of the Flyin Ryan Foundation's collaboration with South Burlington High School. They were created by John Painter, a teacher at South Burlington who works with the Flyin Ryan Foundation.

VSAC is not a contributor to the Flyin Ryan curriculum.





**These Core Values activities come from a collaboration between South Burlington High School and the Flyin Ryan Foundation.**

**The Flyin Ryan Foundation** is a non-profit endeavor inspired by the life of **Ryan Hawks**. The foundation was founded in April of 2011 after Ryan, a well-known and widely respected extreme skier, passed away from injuries sustained during a Free-skiing World Tour event. To honor his legacy as a person, his family set up a non-profit foundation called **The Flyin Ryan Hawks Foundation.**

**The Mission of the Foundation is to:**

- EXPOSE adventurers of all ages to core values
- INSPIRE adventurers to seek, find, and write their own core values
- ACT to stimulate adventurers to use their self-composed core values as a set of rails which influence daily attitude, engagement in life, and future decisions, both large and small.

**The Statement of Purpose of the Foundation:**

To extend the impact and spirit of Ryan Hawks to make the world a better place one person, one day, one event, one core value, one decision at a time. The Flyin Ryan Hawks Foundation exists to challenge students, athletes and others to independently explore what is important to them and to take ownership of those ideas by composing a set of Core Values to serve as the basis for their daily attitude and decisions. We believe that an internally imposed sense of identity is a vital component in life that will produce higher quality decisions and a greater sense of well-being.

# What Are Core Values?

## PLP Critical Element

Student Profile — Student Core Values

### Background information

Our core values are the ideas we hold about what is important and what is not, what is wrong and what is right. Generally, we don't stop to think about our values, but they are behind all our actions and decisions.

### Materials needed

- A means for displaying student responses
- Decisions Program Handout #1

### Activity summary

The goal of this activity is to help students develop an understanding of the phrase CORE VALUES. The goal is not to pick the best definition, nor is it to offer your definition. Everyone's core values come from within - from their life experience and their story. Their understanding of the idea should be developed in the same way.

1. Display the word CORE so that all students can see it. Ask them to write down what they think of when they hear the word CORE. No dictionaries, computers, smartphones, etc. Their definitions should come from within - there are no right or wrong answers.
2. Ask students to share what they wrote - display all student responses and leave them up for the rest of the activity. Encourage students to write down responses other than their own with which they connect.
3. Repeat steps 1 & 2 with the word VALUES.
4. Now ask students to write down what they believe is the definition of CORE VALUES. Have students share responses. Display student responses.
5. Have a short discussion with your group to help all students understand the idea of core values. Students should record THEIR final definition of Core Values in their journal/blog/etc.

### Differentiating instruction

- Have some students work in pairs or small groups to generate their definitions.
- Check in with students during the writing time to help jump start their thinking by asking questions.
- Try using images/word association with your group.

# Flyin Ryan Decisions Program

## Handout #1

What do you think of when you hear the word “core”?

---

What do you think of when you hear the word “values”?

---

# Flyin Ryan Decisions Program

## Handout #1

A “core value” is...

---

# What Are YOUR Core Values?

## PLP Critical Element

Student Profile — Student Core Values

### Background information

Our core values are the ideas we hold about what is important and what is not, what is wrong and what is right. Generally, we don't stop to think about our values, but they are behind all our actions and decisions.

### Materials needed

- Computer access and Internet connection
- Decisions Program Handout #2

### Activity summary

Please take the time to familiarize yourself with [Ryan's story: Meet Ryan Hawks](#).

1. Remind students of the previous activity during which they came up with a working definition of "Core Values." Have them write their definition at the top of their copy of Decisions Program Handout #2.
2. Give some background for the video you are about to share by highlighting some of Ryan's story with your group.
3. Share Ryan's [Flyin Ryan Hawks 14 Core Principles video](#) with students.
4. Have a follow-up discussion with your group about the video. Explain that the video has a skiing theme because that was one of Ryan's passions. Since this video is about Ryan and his core values, then it is steeped in his interests. Ask students what their video would be about if they were to make one.
5. Ask students to write their own core values based on their definition from the previous activity. This is a process that may take some time for students, and will likely begin with brainstorming.
6. Students should not try to write a specific number of core values. However, if you have a student with a list of less than 5, perhaps there are some questions you can ask to help them tease out the details or dive deeper. If you have a student with a list of more than 15, perhaps there are some that can be condensed. There is no magic number, and if you have students with "too few" or "too many" who are satisfied with their lists after you have checked in with them, then let it be.
7. Encourage students to avoid negative statements (have their statements be "do" rather than "do not")
8. Encourage students to use simple, action-oriented statements.

### Differentiating instruction

- Have students use an online brainstorming tool like [bubbl.us](#)
- Have students write their in-progress Core Values on an index card and carry it around with them. Encourage them to revisit the list when they have 10 minutes to add, subtract, or revise. Make sure they don't send the list through the wash!



# Flyin Ryan Decisions Program

## Handout #2

My definition of the phrase Core Values is...

---

Here is a list of ideas/people/things that are important to me

---

# Flyin Ryan Decisions Program

## Handout #2

Here is a list of activities I enjoy doing

---

Here is a list of other ideas that came to mind

---

---

# Flyin Ryan Decisions Program

## Handout #2

These are my core values

---



# Build your Core Values artifact.

## PLP Critical Element

Student Profile — Student Core Values

### Background information

Our core values are the ideas we hold about what is important and what is not, what is wrong and what is right. Generally, we don't stop to think about our values, but they are behind all our actions and decisions.

### Materials needed

- Computer access and Internet connection for each student
- Video making software such as **Photostory**, **iMovie**, **WeVideo**, etc (see Differentiating instruction section below for alternative activity)
- Decisions Program Handout #3
- Decisions Program Handout #4
- Decisions Program Handout #5
- [Sample photostory #1](#) (You Tube: John Painter: John's Core Principles)
- [Sample photostory #2](#) (You Tube: Amy Listenik: Amy's core Principle)

### Activity summary

During this activity, students will design and create a “photostory” or video that allows them to share their core values at their annual PLP conference. Please use these instructions to help guide students through the process.

1. Students will need to gather digital photos and/or video to use in their photostory. Have them create a Google folder and dump their images there. The chosen photos should relate to their core values in some way. Have students use Decisions Program Handout #3 to help them organize their thoughts.
2. Once the students have their images, they should begin creating their photostory, which should include their photos/video, text (of their core values), and music.
3. Finally, the photostory should include a voiceover, in which the students share some ideas related to their core values. The voiceover should not be an explanation of every core value, but rather a synthesis of ideas. Students will find Decisions Program Handout #4 and Decisions Program Handout #5 most helpful with this step. Students should include their voiceover write-up in their journal/blog/etc.
4. Students may need/want to adjust their photostory to match up with their voiceover.

### Differentiating instruction

- Some students may not have access to a stash of digital photos. Have them take photos with their phone. If you have a student without photos and without a phone that can take/send pictures, see if your school has a digital camera that can be signed out. If the student is artistically inclined, have them create illustrations that can be scanned.

- There is a plethora of online tutorials for the various photostory/video programs. The teacher doesn't have to be the expert on these programs. Have students explore these resources for support.
- Many students find they do not like the sound of their recorded voice; some students vehemently resist adding a voiceover to their videos. Don't turn this into a power struggle. Have the students complete the write-up of their voiceover and read it before, during, or after the presentation of their video at their PLP conference.
- If your students don't have access to technology to facilitate this project, you can have them create posters, storyboards, books, etc.

# Flyin Ryan Decisions Program

## Handout #3

<b>My core values</b> —beliefs that guide me in what I do every day.	<b>Matching photographs</b> —Images that illustrate or represent my core value.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.



# Flyin Ryan Decisions Program

## Handout #4

### Reflective Voiceover Prewriting

Your film will include a voiceover that reflects upon how your core values have been shaped by influences such as society, the history of our country, and your family, friends, and community. You will first do some prewriting that helps you to reflect on each core value.

To reflect means to make connections between your values and the following:

- Your past experiences.
- The people who have influenced you (family, friends, community).
- The society that you live in.
- The books that you have read.
- The ideas that you have studied.
- Other influences.

Fill out the chart below.

My Core Value:	A few sentences about how I developed this value or idea:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	



# Flyin Ryan Decisions Program

## Handout #5

### Writing the Reflective Voiceover

Your film will include a voiceover that reflects upon how your core values have been shaped by influences such as society, the history of our country, and your family, friends and community.

**Choose three or four of your most important values to synthesize into one statement.** This statement will be about one paragraph in length. You will need to edit the paragraph before recording it and probably again as you record so that it fits perfectly with the timing of your film.

Requirement Check List:

- Talk about three or four of your values.
- Make one connection to society.
- Make one connection to history.
- Make one connection to family or community.
- Use transition words and sentences.

---

**Type your voiceover in the space below. Use a second page if necessary.**



## CHAPTER 2

### **Student Profile:** Student Strengths, Abilities and Skills

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<b>It's OK to FAIL!</b> .....	<b>p.19</b>





## Growth Mindset and Why It Matters

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

We have assembled five short videos that provide an introduction to growth mindset and why it matters -- for students as well as teachers. These videos can be watched individually or as a group in a classroom setting.

- Professor Carol Dweck outlines her block experiments with children.
- Mindworks CEO Eduardo Briceño gives a fast-paced overview in a TEDxTalk.
- Musician Derek Sivers offers up a humorous and convincing case for failure.
- Actor Will Smith tells talk show hosts about his fierce work ethic.
- Six high school students talk about potential and pushing their limits.

### Materials needed

- Internet connection to access Mindset videos on YouTube
- Projector if viewing as a group
- Computer access for each student if allowing to watch individually

### Activity summary

**PLEASE NOTE:** Each of the videos below have the time listed and a brief synopsis. If you are under time constraints, please choose the video(s) that you feel best represents the topic in the time you have available with students. Preview this list of videos to help start the conversation about embracing the concept of mindset. You can also choose to have students watch videos individually and then respond to journal prompts.

### Video 1

[Discovering the Importance of Mindset](#) (1:41min) and [The Effect of Praise on Mindsets](#) (3:26min)

- Carol Dweck describes her discovery of growth mindset and her research into the impact of praise on student learning.

### Journal prompt

- Describe in writing a time when an adult praised you for something you did and it made you feel uncomfortable. What made you feel this way and why?
- Write about a time when you put a lot of effort into something and no one seemed to notice. What do you wish someone had said or done?

### Video 2

[The Power of Belief: Mindset and Success](#) (10:52min)

- In this popular TEDxTalk, Eduardo Briceño (CEO of MindWorks) draws on social science research and real-life examples to explain the deep impact that our understanding of intelligence and abilities has on success.

### Journal prompt

- Make a list of the things you feel you are good at and some of the things you are not (need improvement); for each item, explain why.
- Pick two items on your "need improvement" list and write about what it would take for you to become better at each.

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## Follow-up

- Imagine that you have been asked to give a 1-2 minute TEDxTalk on growth mindset and why it matters. Create your speech (be as creative as you want), practice it until you are satisfied with the results, and then present it to classmates or do a video recording of your speech.
- Using different mediums, (magazines, drawings, etc.) create a collage on mindset and why it matters.

## Video 3

### [Why You Need to Fail](#) (14:55min)

- Musician and author Derek Sivers explains the importance of failure for effective learning, growth mindset, and quality through experimentation.

### Journal prompt

- Take a few minutes and think about a time when you made a really bad mistake. Write down what happened: what was the mistake, why did you make it, how did you feel, what could you have done differently? Reflect a bit more and write down what you learned from making the mistake--maybe about what you were trying to accomplish or about yourself.
- Tell students that they are going to be investigative reporters. Students will interview a friend, teacher, parent, etc. to ask about a bad mistake they made and what they learned from it. Students will write up their answers in a short article and talk about what they learned their interview.

## Video 4

### [Will Smith Mindset Wisdom](#) (5:26min)

- In this collage of talk show interviews, actor Will Smith describes his fierce work ethic, practice versus talent, the importance of making a difference, and more.

### Journal prompt

Will Smith says skill is only developed by "hours and hours and hours of beating on your craft." Tell students to write about a time when they worked really, really hard on a project or skill, surprising even themselves with their "grit."

- What made you work so hard?
- Did you ever feel like giving up?
- What kept you going?
- How did it turn out?
- What did you feel when it was all over?

## Video 5

### [WKCD Pushing Your Limits](#) (6:47min)

- In these video clips from the WKCD series "Just Listen: Students Talk about Learning," six high school students speak straightforwardly about the potential their teachers see in them and the ways they push their limits.

### Journal prompt

What makes it so hard to believe in ourselves and keep believing in ourselves?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Growth Mindset

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

There are two mindsets that have a major impact on our ability to learn, grow, and achieve our goals:

- Having a *growth* mindset means that you believe your skills and intelligence are things that can be developed and improved.
- Having a *fixed* mindset means that you believe your skills and intelligence are set and cannot be changed.

The research shows that the growth mindset is what fosters grit, determination, and work ethic within students, athletes, and people of all ages.

Carol Dweck's extensive research of the topic also shows that people with a growth mindset learn, grow, and achieve more than people that have fixed mindsets.

This table outlines the key characteristics (or symptoms) of the two mindsets.

fixed mindset		growth mindset
<ul style="list-style-type: none"> <li>• something you're born with</li> <li>• fixed</li> </ul>	<b>skills</b>	<ul style="list-style-type: none"> <li>• comes from hard work</li> <li>• can always improve</li> </ul>
<ul style="list-style-type: none"> <li>• something to avoid</li> <li>• could reveal lack of skill</li> <li>• tendency to give up easily</li> </ul>	<b>challenges</b>	<ul style="list-style-type: none"> <li>• should be embraced</li> <li>• an opportunity to grow</li> <li>• more persistent</li> </ul>
<ul style="list-style-type: none"> <li>• unnecessary</li> <li>• something you do when you aren't good enough</li> </ul>	<b>effort</b>	<ul style="list-style-type: none"> <li>• essential</li> <li>• a path to mastery</li> <li>• useful</li> </ul>
<ul style="list-style-type: none"> <li>• get defensive</li> <li>• take it personal</li> </ul>	<b>feedback</b>	<ul style="list-style-type: none"> <li>• something to learn from</li> <li>• identify areas to improve</li> </ul>
<ul style="list-style-type: none"> <li>• blame others</li> <li>• get discouraged</li> </ul>	<b>setbacks</b>	<ul style="list-style-type: none"> <li>• use as a wake-up call to work harder next time</li> </ul>

Source: Dweck

### Materials needed

- White board or chart paper
- Computer access and Internet connection for each student
- Mindset Check-up worksheet

### Activity summary

1. Start out with warm-up question: "What do you think a growth mindset is?" Brainstorm and record ideas on a white board, chart paper, etc. After class discussion, tell students that they will have five questions to answer (below). Instruct students to write down their thoughts honestly. Students will be called on to share their thoughts about their answers.
  - Do you believe that some individuals are "math" people while others are better in English? Why or why not?
  - Do you think that some people are just naturally smart while others have to try harder?
  - What is the difference between talent and effort?
  - Do you think those who put in enough effort can exceed someone who was just "born with talent"?
  - Why is education so important?

# High School PLP resource guide

FROM VSAC >>

2. Present each question individually and give students two minutes to write down their thoughts. After the two minutes, have some students express their opinions, and then ask for volunteers.
3. After discussion, have students go to YouTube to watch the video:  
[The Power of Belief: Mindset and Success](#) (10:52min)
  - In this popular TEDxTalk, Eduardo Briceño (CEO of MindWorks) draws on social science research and real-life examples to explain the deep impact that our understanding of intelligence and abilities has on success.
4. Then have students complete the Mindset Check-up worksheet. This is a short exercise that will give them a good feel for what their current mindset is.

## Journal prompt

Refer to the [Mindset Check-up results](#).

1. What were your results? What do your results tell you? Why is this important? Should we be afraid to fail? Why or why not?
2. What are the advantages of having a growth mindset?
3. Are there certain situations where you have a fixed mindset? If so, what are they?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

# Mindset Check-up

## Instructions

Take a minute or two to answer these questions. There are no right or wrong answers here. Just circle the number that you think works best for you.

**Part #1** Circle the number that you think best fits.

**1. You can always change your talent a good amount, no matter how much you have.**

- |                     |                  |
|---------------------|------------------|
| 1 Disagree big time | 4 Kind of agree  |
| 2 Disagree          | 5 Agree          |
| 3 Kind of disagree  | 6 Agree big time |

**2. I like the work best when it makes me think hard.**

- |                     |                  |
|---------------------|------------------|
| 1 Disagree big time | 4 Kind of agree  |
| 2 Disagree          | 5 Agree          |
| 3 Kind of disagree  | 6 Agree big time |

**3. I like doing things that I'll learn from, even if I make a lot of errors.**

- |                     |                  |
|---------------------|------------------|
| 1 Disagree big time | 4 Kind of agree  |
| 2 Disagree          | 5 Agree          |
| 3 Kind of disagree  | 6 Agree big time |

**4. When something is hard, it makes me want to spend more time on it, not less.**

- |                     |                  |
|---------------------|------------------|
| 1 Disagree big time | 4 Kind of agree  |
| 2 Disagree          | 5 Agree          |
| 3 Kind of disagree  | 6 Agree big time |

**Part #1 total** \_\_\_\_\_

**Part #2** Notice that the scoring has changed for this part, so **read carefully!**

**5. You can always learn new things, but you can't really change how smart you are.**

- |                  |                     |
|------------------|---------------------|
| 1 Agree big time | 4 Kind of disagree  |
| 2 Agree          | 5 Disagree          |
| 3 Kind of agree  | 6 Disagree big time |

**6. I like work the best when I can do well without putting a lot of effort in.**

- |                  |                     |
|------------------|---------------------|
| 1 Agree big time | 4 Kind of disagree  |
| 2 Agree          | 5 Disagree          |
| 3 Kind of agree  | 6 Disagree big time |

**7. I like doing work that I can do perfectly almost all of the time.**

- |                  |                     |
|------------------|---------------------|
| 1 Agree big time | 4 Kind of disagree  |
| 2 Agree          | 5 Disagree          |
| 3 Kind of agree  | 6 Disagree big time |

**8. When I have to put extra work in, it makes me feel like I'm not as good as my peers.**

- |                  |                     |
|------------------|---------------------|
| 1 Agree big time | 4 Kind of disagree  |
| 2 Agree          | 5 Disagree          |
| 3 Kind of agree  | 6 Disagree big time |

**Part #2 total** \_\_\_\_\_

**Now add the two parts together!**

**GRAND TOTAL** \_\_\_\_\_

# Mindset Check-up

Your score \_\_\_\_\_

## What it means

### 8–16

You firmly believe that your talents, skills, and abilities are set traits. These things can't be changed very much. If you can't perform really well and look good on a test or project, you would rather just not do it. You think that smart and talented people don't have to work very hard to be good.

### 17–24

You think that your skills and intelligence probably don't change much. You like situations where you perform well, are less likely to make mistakes, and don't have to put in too much effort. You believe that learning and getting better at things should be relatively easy.

### 25–32

You're not too sure whether or not you can change your skills and intelligence. Your grades and performances are important to you, and so is learning. You're not the biggest fan of putting in too much effort though.

### 33–40

You believe that you can develop your skills and intelligence. You really care about learning and don't mind having to put in some effort to make it happen. Performing well matters to you, but you think that learning is actually more important than always scoring well and looking good.

### 41–48

You totally believe that you can grow and improve your skills and intelligence. You love challenges and know that the best way to learn is by working really hard. You don't mind making mistakes or looking bad in order to get better.

Source: <http://trainugly.com/mindset>

### Did you know . . .

that your mindset can change and develop? If you don't like where you're at right now, it's totally fine — you can change it!

## Stories of Grit and Perseverance

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

How “true grit” came about:

For several years, Dr. Angela Lee Duckworth, a professor of psychology at the University of Pennsylvania, has studied what makes people successful. She attended Harvard and Oxford universities and watched some students succeed while others dropped out. She wondered about the difference in these students, since those people who make it to Harvard and Oxford usually have a high IQ, money, and many other advantages that helped to get them there.

Duckworth also studied West Point cadets, National Spelling Bee contestants, and many other groups of people. Over and over, she found that IQ is not the most important factor in success, and neither is the grade point average earned in school.

Instead, she found that grit is the most important factor. Grit is a character trait. It is how your actions match up with what you think is important, especially as you work toward your long-term goals. Grit is another word for perseverance. Grit is not giving up when life gets hard. Grit is diligently keeping your focus on your goal when you encounter setbacks (the tough spots that make your goal seem too difficult or impossible) – and getting to that goal no matter what. Michael Jordan was not a naturally better basketball player than the other Chicago Bulls. He practiced longer and harder, and wanted to win more.

Grit can be developed. If you don't have a lot now, you can work on it and become grittier. (Gerstein, 2011)

### Materials needed

- Computer with Internet connection to access YouTube
- Projector

### Activity summary

1. As a class, watch the video:  
[Self-Regulation and Persistence](#) (2:39min)
  - Two students talk about the ways they were able to find something within themselves that pushed them to do something when they thought that they could not.
2. Have a group discussion about the video and how the two students discovered their “Grit”. Michecarly was able to develop self-control and Carla was able to escape the deep academic hole that she dug for herself.

### Journal prompt

- Think about a time you were able to dig deep and were surprised with what you accomplished.
- Describe the situation and what helped you to accomplish what you needed to.

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## What is Grit?

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

Some characteristics of grit include:

- perseverance and tenacity
- deliberate practice
- ability to delay gratification
- passion-driven focus
- self-control and self-discipline
- long term goal-oriented
- stick-to-it-iveness under difficult conditions
- consistency of effort

### Materials needed

- Computer and projector
- Internet connection to access YouTube
- White board or chart paper
- Grit Assessment

### Activity summary

1. Go to YouTube to watch these videos with the class:
  - [Angela Duckworth Grit](#) (6:13min)
    - Angela Lee Duckworth explains her theory of "grit" as a predictor of success.
  - [Using Grit to Succeed in School](#) (2:01min)
    - An engaging video that defines Grit.

After watching the videos, have students brainstorm, as a group, ideas to the following prompts. Record answers on the board or chart paper.

- Define what grit means and explain the value of developing grit.
- Identify gritty behaviors and attitudes.
- Evaluate your own level of grit and identify ways you can choose to change.
- Identify character traits you want to eliminate, change, or strengthen to improve your success in academics and in life.

2. Angela Duckworth developed a scale to measure grit. Have students take the Grit Assessment.

### Journal prompt

- How gritty are you? Evaluate your own level of grit and identify ways you can choose to change.
- Identify how developing grit can change your approach to life.

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

# Grit assessment

## Instructions for the 12-item grit scale

Please respond to the following 12 items. Be honest; there are no right or wrong answers!

### 1. I've overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 2. New ideas and projects sometimes distract me from previous ones.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 3. My interests change from year to year.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 4. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 5. I've been obsessed with an idea or project for a short time but later lost interest.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 6. I'm a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 7. I often set a goal but later choose to pursue a different one.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

### 10. I've achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

**11. I become interested in new pursuits every few months.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

**12. I am diligent.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

## Scoring

1. For questions 1, 4, 6, 9, 10, and 12, assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

2. For questions 2, 3, 5, 7, 8, and 11, assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Source: Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). "Grit: Perseverance and passion for long-term goals." *Journal of Personality and Social Psychology*, 9, 1087–1101.

## What is a Growth Mindset?

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

Cultivating a growth mindset in students can be tricky. Researchers and educators have spent years thinking about this, and we are still learning! From our experience thus far, we have learned that:

- Simply telling students to have a growth mindset can backfire. Students can react negatively to being told how to think. A more scientific and practical explanation about how intelligence works — that the brain can get stronger and smarter with new learning — has been demonstrated to be effective.
- Reiterating the message “just try harder” can also be problematic. A growth mindset isn’t just about trying harder. Students need to understand why they should put in effort and how to deploy that effort. From what we know so far, sometimes a better strategy is more useful than additional effort spent doing the same thing.

### Materials needed

- Computer access and Internet connection for each student
- Access to YouTube
- Projector or large monitor
- Markers
- Poster-sized paper
- Optional: Pencils and paper for students

### Activity summary

View either (or both) of these videos with your class to begin a discussion about the brain’s malleability.

1. Go to YouTube to watch the video:

[Growing your Mind](#) (3:04min) by Khan Academy.

- This video explains how your brain grows when you struggle with problems.

After watching this video with your class, hold a discussion about the science behind the brain as it learns. Here are a few questions to get your discussion started:

- How do people become more intelligent?
- How does the diagram of the neurons “At birth vs. at age 6” demonstrate this?
- How does the second diagram of the nerves of the animal living in a cage vs. an animal living with other animals and toys demonstrate this?
- How are our brains like muscles?
- When do our brains grow the most? (Clarify that it is when we get an answer wrong and then figure out strategies to correct the mistake.)

2. Go to YouTube to watch the video:

[Neuroplasticity](#) (2:03min) by Sentis.

- This is a good visual introduction to the concept of how the brain can be rewired as we learn and think differently.
  - What is neuroplasticity?

3. As a teacher, share a personal story about a time you had to work hard to get better at something and relate it to the video. In this story, highlight:

- Hard work
- Strategies
- Help from others

## Here's an example of a personal story:

When I was in middle school, I remember struggling with adding negative numbers. I had a hard time figuring out what a 'negative' even meant when talking about a number — how can you have less than nothing? I ended up going through many practice problems and continuing to get many of them wrong. I was a very shy kid, so I didn't ask my teacher many questions.

My thought was that I had reached the peak of my math talent, and it was all downhill from here. I eventually asked my mom about this topic and she explained to me the basic concept of negative numbers. This helped me understand it a little, but it was still fuzzy to me. I then researched online for some real-life contexts to show what these mysterious numbers represented outside of some abstract universe. Some of them made sense, and others didn't. I still didn't entirely get it and I was so frustrated that I wanted to just give up (or continue hoping that negative numbers were not going to appear in math class ever again).

I started to dislike math simply because I couldn't understand it anymore. Instead of entirely giving up on my academic career, I eventually mustered up the courage to ask my teacher for help as well. She explained it in a few different ways, and gave me new strategies to try out. After some practice with these new strategies, I started to solidify my understanding of negatives which allowed me to quickly pick up basic algebra afterwards. While it was a lot of work and I wanted to give up at many points during my journey, I eventually was able to "rewire" my brain so that negative numbers actually made sense to me.

In a small group, ask students to share a story about a time that they made their brains smarter. This can lead to a discussion about how working hard, taking on challenges and finding the right strategy can make people smarter. In the case that your students are not ready to share with their classmates about their stories, it might be a good idea to try after sharing your personal story instead.

*Adapted from Khan Academy*

## Journal prompt

Think of some times when you overcame a struggle to learn something – from adding negative numbers to learning a baseball technique to writing a difficult essay. Write a letter to an imaginary student, explaining a time when you may have failed at first but, through perseverance, enabled your brain to create new neural connections until you were able to become better at the task you were trying to complete.

Answer the following questions in your letter:

- How did it make you feel?
- How did you overcome it, and what did it teach you?
- What did you learn from it?

Also include any advice you could give the student.

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## What is Resiliency?

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

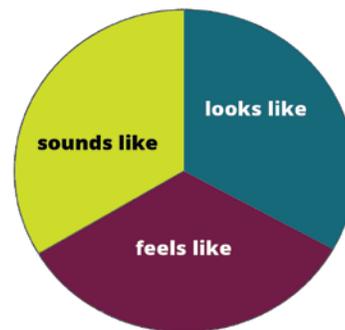
Resiliency is the ability to identify emotional experiences and control emotional response to external events. Resilient people are comfortable with their feelings, and they express a broad range of emotions — happiness, joy, fear, sadness — appropriately. Resilient people don't get stuck in emotion. Even when they might feel sad or scared, those feelings do not prevent them from coping with a situation and moving on.

### Materials needed

- Computer access and Internet connection for each student
- Magazine pictures that can be interpreted differently
- White board or chart paper
- Sticky notes

### Activity summary

1. A picture tells a thousand words and is a great way to introduce a topic.
  - Spread pictures over classroom floor.
  - Ask students each to choose a picture they think best relates to the word resiliency (bouncing back, bouncing forward).
  - Students then share what their pictures mean in relation to resiliency.
  - Discuss with students what resiliency is (the ability to bounce back, bounce forward from tough times). List student ideas on the board.
  - On sticky notes, have students write down their own definitions and examples of when they, or someone they know, have been resilient.
2. Share and swap.
  - Have the class form two large concentric circles and ask the students in the inner circle to share their definitions.
  - The students in the outer circle can share their examples. The inner circle can then rotate clockwise. Repeat the process until everyone has shared. Students can then swap from inner circle to outer circle and share the other piece of their information.
3. Draw a Y chart on the board. As a class, brainstorm what it looks like, feels like and sounds like to be resilient.



### Journal prompt

Describe what resiliency means to you and why it is important.

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



## Who's on Your Team?

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

When thinking about their future, students may find it helpful to know that there are many people who can support them in their plans. Some students will find it easy to ask for help, while others may need assistance understanding the support that is available to them. This activity encourages students to think about the people who can help them reach their goals.

### Materials needed

- Chart paper and markers
- Your Team worksheet

### Activity summary

1. Discuss with the group the challenges that may be involved in asking for help. Identify some of the people in the school and community who can support students in various ways.
  - Who can you go to if you need help with math? Is it easy to ask this person for help?
  - Who can you talk to if you're annoyed with a friend or sibling? Is it easy to talk to this person?
  - Who in the school can help you choose classes for next year?
2. Brainstorm other areas that students might need support with: saving money, finding an after-school job, visiting colleges, etc. List these areas on chart paper or the board.
3. As the discussion unfolds, create a list of support people both in the school and in the community who can help students in various ways. See the example below:

 PERSON	RELATIONSHIP	HOW HE/SHE CAN HELP
Uncle Bob	Mechanic	He's great to hang out with and can teach me about cars and engines.
Mrs. Matthews	English teacher	Can edit my papers for me and give me advice on how to become a better writer.

4. Discuss the fact that different students will have different people they go to for support.
  - In pairs, have students think about the people who can help them with their goals.
  - Ask students to complete the Your Team worksheet.

# High School PLP resource guide

FROM VSAC >>

## Journal prompt

Parents, teachers, counselors, athletic coaches, and your friends — all may be able to provide answers to your questions about college and career.

- List at least four people who are on your “support team,” their relationship to you, and how they can help you reach your goals.

## Differentiating instruction

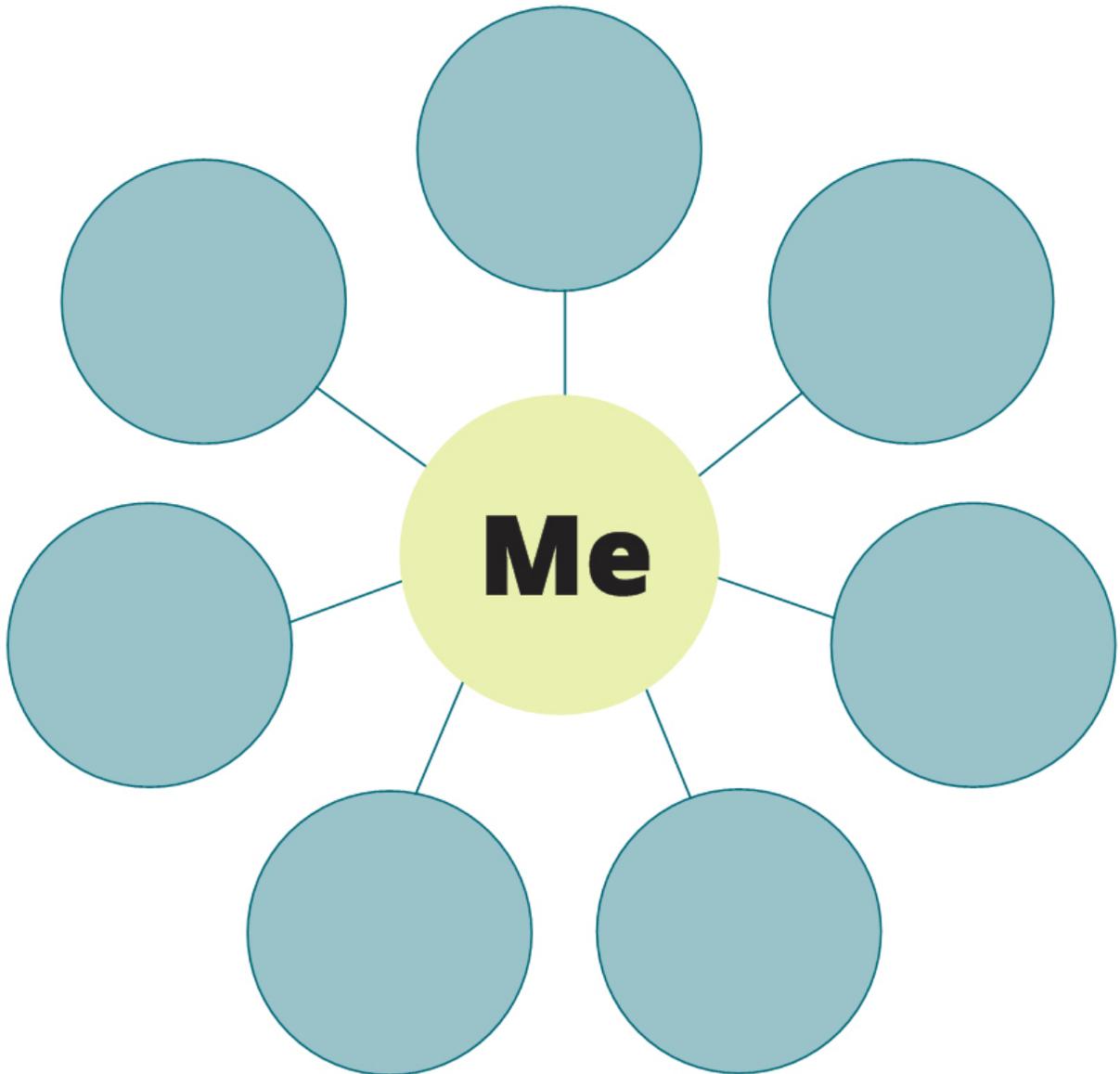
Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

# Your team worksheet

## Instructions

Fill in the circles with members of your family or community who can support you.



The people I've chosen to support me are the people I trust. They respect me and listen to me. These individuals attend meetings and provide me with many ideas about how to make my goals and dreams come true.



## Bucket List Journey

### PLP Critical Elements

Student Profile — Student Strengths, Abilities & Skills

### Background information

A bucket list is defined as “a list of things that one has not done before but wants to do before dying” or “a number of experiences or achievements that a person hopes to have or accomplish during their lifetime”. Here are some reasons why having a bucket list could be beneficial:

- Thinking about your list will remind you of your “why”. “Why” we do something defines our purpose and helps to provide some motivation.
- Reviewing your list is a great way to re-energize. By refreshing our perspective, we sharpen our focus and get back on track.
- By creating your list and sharing it, you send out a 'vibration.' If you are very specific about what you want and communicate that to others, things fall into place over time.
- Chart your own course in life. There will always be things competing for your time and energy. Having a bucket list will give you the direction you need to stay on course.
- Keep 'em GUESSING. Who wants to grow old predictably? Not us! Let's have our kids wondering “What is she up to now?” So much more fun!
- REWARD yourself. With a healthy Bucket List you have the perfect reward system. Give yourself an incentive for major accomplishments, or even just a yearly trip, chosen from your Bucket List.

### Materials needed

- Computer access and Internet connection for each student
- White board or chart paper
- Bucket Fillers handout

### Activity summary

1. Begin by asking the class to guess what people do in the following activities (clarify as needed). If someone knows the activity, ask them to share their knowledge of it. List responses on board or flip chart. (Photos are included to illustrate the meaning of each activity below.)
  - Fly Boarding (water jetpack flight)
  - Cave Tubing (floating down an underground cave river on an inner tube)
  - Visit Dracula at Bran Castle in Transylvania, Romania
  - Visiting the Peculiarium (place to eat weird, buggy food)
  - Visiting Catacombs (visiting underground tombs in Paris, France)
  - Tidal Bore Rafting (ride the highest tides in the world as they create an array of currents and waves on the Shubenacadie River, Nova Scotia)
2. On a white board or flip chart, have students brainstorm lists of things they like to do. Tell students that those activities are examples of ‘interests’ – things that people like to do. Frequently people explore their interests through education, work, recreation, leisure, and/or volunteer activities. Things that are interesting to us end up on our bucket list.

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3. Explain that a Bucket List is a list of things you would like to do at some point in your life. Tell students they don't have to do them all at once, these are things that someday they might like to learn more about, take lessons or classes to understand, or join a group that is involved in that particular activity.
4. Organize students into groups and give each group one copy of the *Bucket Fillers* handout. Have each group circle their 10 favorite *bucket fillers* from the list. **Note: many of the activities on the list are somewhat unusual.** Provide students with time to research the activities on the computer. When students have created their lists, ask each group to present the 10 activities to the other groups.
5. When students are done with group presentations, give each student their own *Bucket Fillers* handout to complete the Journal prompt.

## Journal prompt

- Which *Bucket Filler* would you most like to pursue? Why?
- What would be the first step towards being able to do this activity?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

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**Flyboarding**



**Cave Tubing**



**Visit Dracula at Bran Castle in Transylvania, Romania**



**Eat a Bug Sundaes at The Freakybuttrue Peculiarium and Museum in Portland, Oregon**



**Get Spooked at the Catacombs in Paris**



**Tidal Bore Rafting**





# Bucket Fillers



Zorbing

Abseil down a waterfall

Sleep in an igloo

Arrive by seaplane

Catch a wave (surfing)

Dog sledding

Zip lining

Flyboarding

Go bamboo rafting

Go fat biking

Hold a shark

Indoor skydiving

Kite surfing

Navigate a personal underwater sub

Paragliding

Swim with sharks

Ride in a hot air balloon

Sail a boat

Scuba diving

Skijoring

Skydiving

Snowboarding

Swim with dolphins

Parasailing

Whitewater rafting

Bathe an elephant

Release baby turtles into the ocean

See a coral reef

See the salmon run

Shear a sheep

Sleep in a yurt

Airboat across an alligator infested swamp

Decorate a blank T-shirt

Design a Website

Make Mosaic art

Make paper

Make soap

Sew something you can wear

Start a Blog

Take an art class

Take pictures in a photo booth

Work on a pottery wheel

Join a flash mob

Learn a line dance

Pose with a figure at a wax museum

Flip a house

Fly in a private jet

Play the stock market

Bottle a recipe & sell it

Sleep in an overnight train

Create an ice sculpture

Create a new ice cream flavor

Create my own recipe

Create my signature dish

Eat southern BBQ in the South

Enter something in a food competition

Extract honey from a bee hive

Stomp grapes

Toss pizza dough in the air

Be a mentor

Be an organ donor on my license

Build a house with Habitat for Humanity

Find the meaning of your name

Give blood

Learn a new software program

Learn conversational Spanish

Learn the alphabet in Sign Language

Learn to say "Hello" in 10 languages

List 10 things I am grateful for each day

Visit a tourist attraction in my town

Visit all 50 states

Visit my state capitol

Walk on a glacier

Take a train cross country

Sleep in an ice hotel

Cook a traditional dish from a different culture

## Marshmallow and Spaghetti Tower Challenge

### PLP Critical Elements

Student Profile – Student Strengths, Abilities and Skills

### Background information

In teams, students will use marshmallows, spaghetti (uncooked) and tape to create a tower constructed of those items only.

This activity provides students with the opportunity to use communication, problem-solving skills, and leadership roles. Students will work as a team to create the tower. This activity requires creativity, innovative thinking, and the ability to develop a plan and execute it as a team.

### Materials needed

- 20 pieces of spaghetti per group
- 1 large marshmallow per group
- 10 small marshmallows per group
- 36 inches of masking tape per group
- Paper for creating a plan
- Handout: Marshmallow and Spaghetti Tower Reflection Questions

### Activity summary

1. Divide class into small groups.
2. Tell students they will be working in small teams: the challenge is to **create/build the tallest tower** they can with the materials provided to them. These are the only materials that they can use – NOTHING else!
3. Before students start working, provide them with the following information:
  - The spaghetti, small marshmallows, and tape can be broken or torn.
  - The large marshmallow must remain in the same shape. **No changes to the large marshmallow.**
  - To determine the winner, the measurement of the tower will be taken from the base of the tower to the top of the large marshmallow. The large marshmallow can be anywhere in the structure but only measure to the top of it.
  - Students will have 20 minutes to build their tower.
4. After the towers are completed, provide students with the reflection questions handout.
5. Give students 15-20 minutes to answer the reflection questions and then report out to the class.

### Journal Prompt

- How does the way someone communicates with you influence your willingness to participate in the activity?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



# Marshmallow and Spaghetti Tower Reflection Questions

## Instructions:

Choose someone to record the answers to the questions below and then be prepared to report out as a group on your responses.

- How did your group decide how they were going to build their tower?
- What are some things that made your group successful or unsuccessful?
- If you could do the activity again, what would you do differently?
- How does planning before solving a problem help?



## How to Map Your Identity

### PLP Critical Elements

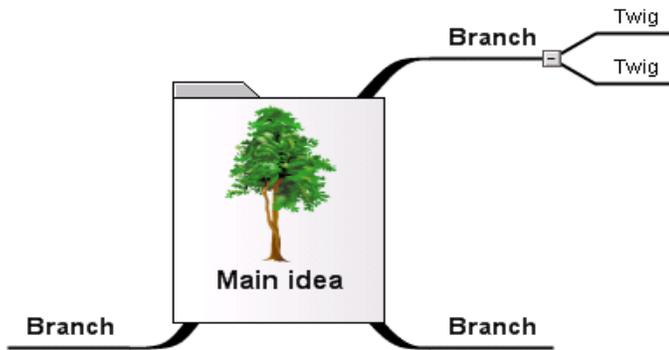
Student Profile – Student Strengths, Abilities and Skills

### Background information

What is a mind map? A mind map is basically a diagram or “spider web” that connects information around a “main idea”. Think of it like a tree. For example, the center is your main idea, and the branches are subtopics or related ideas. Using the model below, students will create “identity maps”.

### “The Five Essential Characteristics of Mind Mapping” (or, in this activity, Identity Mapping)

- The subject is in the middle of the map.
- The main themes project out from the central image as 'branches'.
- The branches hold a key image or key word drawn or printed on the branch.
- Topics that are not that important are drawn as 'twigs' of that branch.
- The branches form connected lines or pathways that intersect or branch out.



Source: The Mind Map Book, Tony Buzon

### Materials needed

- white board
- sticky notes
- large drawing paper (one sheet per student)
- markers, colored pencils, etc.
- Handout: How to Make an Identity Map with sample map

### Activity summary

1. Before beginning this activity, ask students to brainstorm a list of categories people use to define themselves, such as: gender, age, physical characteristics, hobbies, religion, ethnic group, etc.
  - Also, encourage students to consider all the roles they may identify with in the different pieces of their lives:
    - family roles (big brother? big sister? baby of the family?)
    - their roles in school (writer? reader? scientist? historian? artist? class clown?)
    - their roles outside of school -- on the Internet or among friends (hoopster? gamer? confidant?)
    - or any other roles that may come to mind
  - Explain to students that today they will be mapping their own identities. Distribute a sheet of large drawing paper to each student. Have plenty of markers, colored pencils, etc. available for use.

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- Explain to students that this is how they see *themselves* so **use color and big letters to write their name in the middle of the page!!**
  - Tell students to draw a different line on their identity maps for each role they wish to include. At the end of each line, they should write the word that identifies that role. Students should include at least three or four of these lines. See example at bottom of activity; example is also shown on handout.
2. When they are finished with their maps, instruct students to tape them to the wall or display somewhere so that all students can have an opportunity to view the maps and learn more about their classmates.
  3. Provide sticky notes to students so if they want to comment *positively* on something on a fellow student's map, they can.
  4. Remind students that *we can all find things in common, but it is our differences that make us unique and special.*

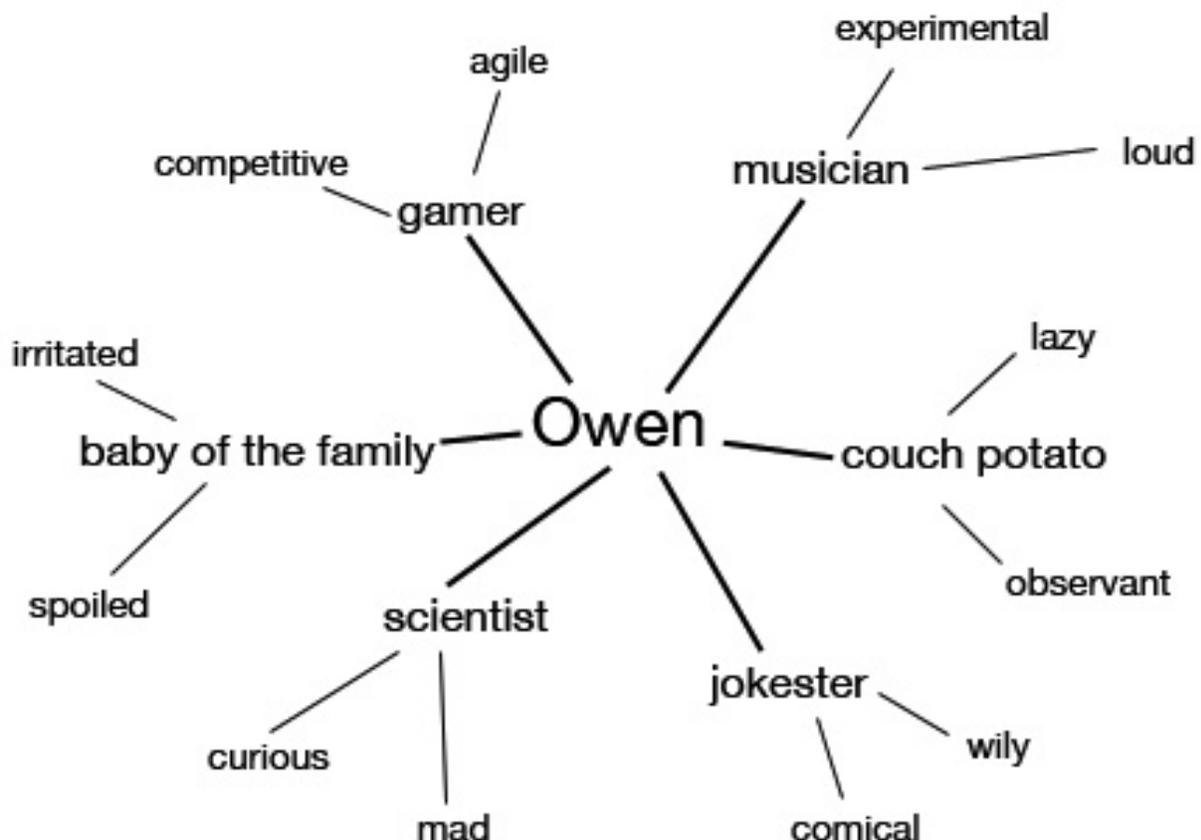
## Journal prompt

Now that you've created your identity map, reflect on the following statement: "Our Identity Drives Our Actions". Using complete sentences, explain what this means to you.

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

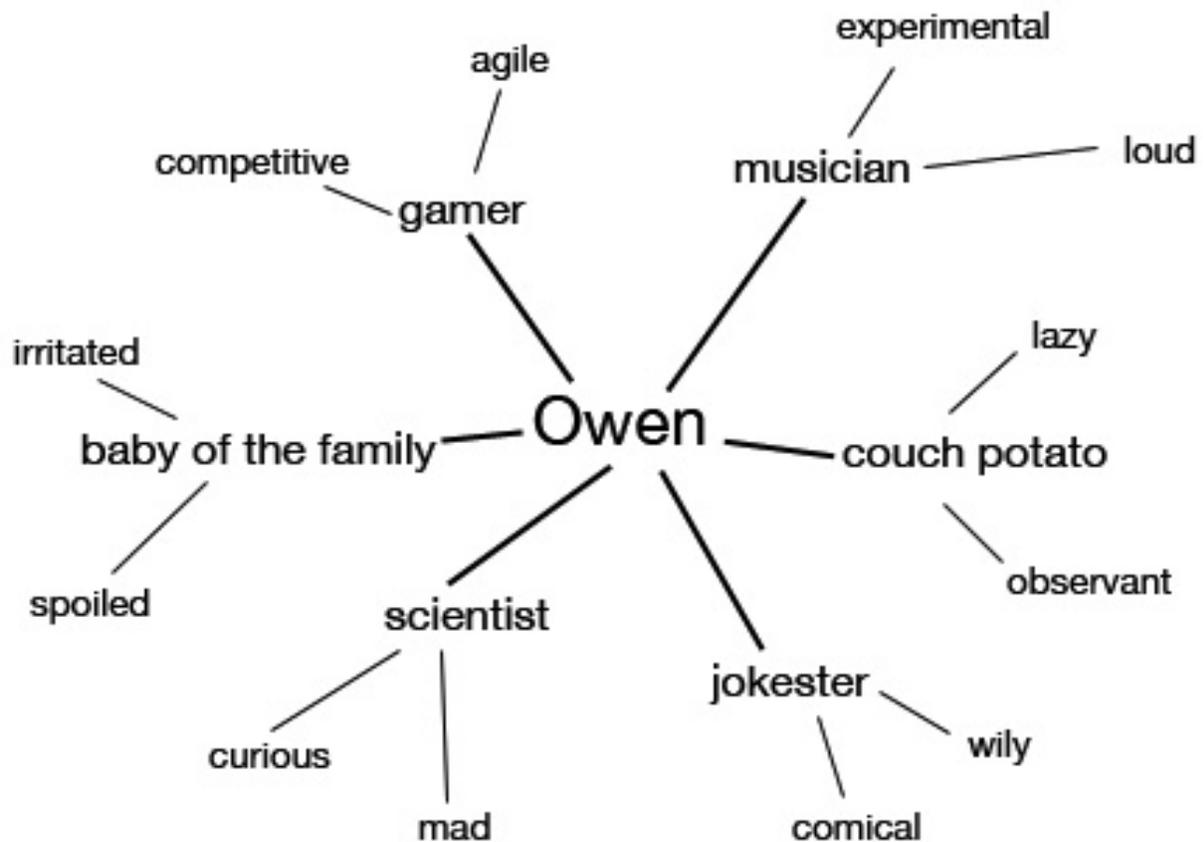
- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



# How to Make an Identity Map

- This is about your identity, so write your name in the middle in **BIG BOLD** letters.
- Figure out which roles you want to include and draw branches to them from the center, beginning to look like a spider web.
- Use short phrases or even just one word.
- Feel free to add images to get people to think about what you are trying to say.
- Try to think of at least two main points for each role you listed and create branches out to those.

## SAMPLE IDENTITY MAP





## Untying the Knot

### PLP Critical Elements

Student Profile – Student Strengths, Abilities and Skills

### Background information

Students play a group interaction game that help them to develop teamwork skills.

### Materials needed

None

### Activity summary

1. Divide students into small groups of 8 or 9 students.

Create groups of students who don't seem to know each other well.

2. Have students listen to directions and then play the game.

Have each group stand in a circle. If space is limited, have only one or two groups working at the same time.

Tell students to listen closely to these directions before following them:

- **First, reach your right hand into the center of the circle.**
- **Join your right hand with another person who is not standing next to you.**
- **Now, reach your left hand into the center of the circle.**
- **Join your left hand with a different person who is not standing next to you.**
- **Without letting go of one another's hands, untangle yourselves and form a circle again. When you would like someone to move or take some sort of action, you must address that person by name.**
- **As students work, encourage their efforts.**

**\*\* Observe the success of each group for use in the next step \*\***

3. Have students reflect on their experiences by discussing the following questions as a group.

- Some groups seemed to work especially well together. How did you work together to "untie" yourselves?
- Was this activity easy or difficult? Why?
- Some groups were not as successful. What happened?
- What would you do differently if you had to do this activity again?
- What was the most difficult part of this activity?

### Journal prompt

What did you learn today about working together as a team to accomplish your task?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



## It's OK to FAIL!

### PLP Critical Elements

Student Profile – Student Strengths, Abilities and Skills

### Background information

Failure is an inevitable part of life, but the stigma that is attached to failure is epic. As we all know, individuals will go to great lengths to avoid situations where they will potentially embarrass themselves. However, it is exciting to note that new research is determining how we learn and make decisions.

“To the brain, a new thought or idea is like a spider. If it is industrious enough, an intricate web of knowledge spins out from it. Snapshots of the brain taken during learning actually show neurons firing, growing, and forming new connections.”

**Antoine Becher, Professor of Psychology and Neuroscience at the University of Southern California**

### YAY!! Failure can grow your brain.

“We always knew people could learn from their mistakes, but now we’re finding out exactly how and where this happens,” explains Bechara. “Basically, it all comes down to survival. In a normally functioning brain, failure is welcomed as an opportunity for learning and strengthening the species.”

According to educational philosopher John Dewey: **“A true thinker learns as much from failures as from successes.”**

One could argue that it is time to reframe failure as an important learning experience which assists students with reframing their thought process and their image of self.

### Materials needed

- Computer and projector
- Internet connection and access to YouTube

### Activity summary

1. Discuss the concept of failure with students.
2. Ask students to brainstorm the meaning of failure.
3. Inform students that they are going to watch a video(s) that show people learning from failure.

**PLEASE NOTE:** Each of the videos below have the time listed and a brief synopsis. If you are under time constraints, please choose the video(s) that you feel best represents the topic in the time you have available with students. Preview this list of videos to help start the conversation about embracing the concept of failure.

1. [Thank You, Mom | Pick Them Back Up](#) (2:00min)  
This ad was launched during the 2014 Sochi Olympic Winter Games. It's a moving reminder of how many times you have to fall before you can run and the importance of getting a little help from someone who believes in you.
2. [Failure: The Secret of Success](#) (8:19min)  
This short film is actually a Honda ad, but it makes its point by describing how innovation only comes from the willingness to try new things and take risks -- illustrated by interviews with engineers, designers, and race car drivers.

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3. [Famous Failures](#) (2:58min)

If you can get past the overly-dramatic voiceover and shamelessly motivational music, this little video is a nice visual list of people who failed early in their lives but went on to become incredibly successful. Maybe play it without sound?

4. [You Don't Know Jack](#) (3:44min)

I had to share this brilliant video one more time. High school student Jack Andraka was rejected by 199 professors before one agrees to let him explore his idea for a solution to fight pancreatic cancer in the lab.

5. [Fast Company Exclusive: Inside Google X](#) (5:12min)

Take a rare sneak peek inside Google X's notoriously secretive Design Kitchen, where creative thinkers are encouraged to take "moonshots" and fail quickly with rapid prototyping to solve global problems.

## Journal prompt

Read this Winston Churchill quote to the class and have them complete the Journal prompt:

“Success is stumbling from failure to failure with no less enthusiasm.”

In your own words, what does this quote mean to you?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

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## CHAPTER 3

### **Student Profile:** Student Core Values

**Identifying and Visualizing Your Core Values** ..... p.21

worksheet - Identifying Your Core Values worksheet

**Reality Check: Teaching Media Literacy** ..... p.23

handout - How to Recognize Fake News: the 5 Ws

**The Value of Spoken History** ..... p.24

worksheet - Spoken History Interview

**The Role of Social Media in Our Lives: Cyberbullying** ..... p.26

**What is Global Citizenship?** ..... p.28





## Identifying and Visualizing Your Core Values

### PLP Critical Elements

Student Profile — Student Core Principles

### Background information

Our values are the ideas we hold about what is important and what is not, what is wrong and what is right. Generally, we don't stop to think about our values, but they are behind all of our beliefs, interests, and goals. They affect the friends we choose, what we do with our free time, how we spend our money — in other words, values often are what drive our actions.

### Materials needed

- Computer access and Internet connection for each student
- White board or chart paper
- Pens
- Identifying Your Core values worksheet

### Activity summary

1. Talk to the group about values.
2. Brainstorm a list of values with students and record them on chart paper or a white board.
3. Hand out the Identifying Your Core Values worksheet.
4. Tell participants to circle the words that mean something to them
5. Have students log onto [Wordart.com](http://Wordart.com).
6. Using the words they circled, have each of them create a word cloud (see sample on next page).

### Journal prompt

- Describe your word cloud. What image did you choose and why?
- What value words describe you and why?

### Differentiating instruction

Visit [TeachBytes](http://TeachBytes) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

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## Word cloud example



Source: [www.wordart.com](http://www.wordart.com)

# Identifying your core values worksheet

## Instructions

Look at the values listed below. Circle every value that's important to you.

Acceptance	Excellence	Reputation
Accomplishment	Excitement	Resourcefulness
Accountability	Fairness	Respect
Achievement	Faith	Responsibility
Adventure	Fame	Risk Taking
Ambition	Family	Self-control
Appreciation	Flexibility	Self-esteem
Belonging/Team	Freedom	Sensitivity
Boldness	Friendship	Solitude
Caring	Generosity	Spirituality/Religion
Challenge	Happiness	Success
Cheerful	Having Fun/Playing	Teamwork
Clever	Health	Thoughtfulness
Commitment	Helping Others	Tolerance
Community	Honesty	Trust
Compassion	Hope	Truth
Competence	Humor	Understanding
Competitiveness	Independence	Diversity
Consideration	Insightfulness	Funny
Cooperation	Integrity	Working Hard
Courage	Intelligence	Working with Others
Creativity	Joy	
Dedication	Kindness	
Dependability	Leadership	
Determination	Love	
Dignity	Loyalty	
Structure	Making a Difference	
Diversity	Originality	
Education/Learning	Passion	
Elegance	Recognition	
Empathy	Relationships	
Environmental concern	Relaxation	



## Reality Check: Teaching Media Literacy

### PLP Critical Elements

Student Profile – Student Core Values

### Background information

From fake news to viral memes, the internet is full of news: true, false, and everything in between. For many students, it is hard to find both credible and reliable sources. It is more important than ever to encourage students to look for and distinguish fact from fiction, especially when students are barraged with constantly with messages and images that are difficult to ascertain as legitimate. It is critical for students to develop skills and resources to judge the reliability of media and media sources. For more information, read the following article: [Here's what non-fake news looks like](#) (Columbia Journalism Review, Feb. 23, 2017).

### Materials needed

- Computer and projector
- Internet connection and access to YouTube
- The 5Ws of Recognizing Fake News handout

### Activity summary

1. Read the following statement to students:

“The overwhelming amount of fake news, propaganda, rumors, and false advertising has made it harder than ever to separate fact from fiction.”

Tell students that they are going to watch a video with Ali Velshi to learn How Fake News Grows. Read the following information about Ali Velshi to the class.

“Velshi has been nominated for three Emmy Awards and he holds a B.A. and an honorary Doctorate from Canada’s Queen’s University. Velshi is a member of the Council on Foreign Relations and serves on the boards of the X-Prize Foundation, Seeds of Peace, and the Chicago History Museum. He volunteers weekly with New York’s homeless outreach program.” (YouTube biography)

2. As a group, go to YouTube to watch the following video:  
[Ali Velshi How Fake News Grows](#) (18:24min)
3. After watching the video, ask students to pair up and discuss how we, as individuals, are affected by fake news. If time allows, students could also discuss the effects of Fake News on society.
4. If time allows, or on the next day so that the information is still fresh, hand out How to Spot Fake News/Content Tip Sheet. Ask students to pair up and share with the group the importance of “The Five W’s”.

### Journal prompt

What does the following statement mean to you?

“Getting information off the internet is like taking a drink from a fire hydrant.”

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



# THE 5 W'S OF RECOGNIZING FAKE NEWS

## **Who wrote it?**

Real news contains the "real byline of a real journalist". Look up the journalist's biography to verify it is a real person writing the piece. Fake news (including "sponsored content" and traditional corporate ads) does not.

This can help you identify whether the item you're reading is a "reported news article (written by a journalist with the intent to inform), a persuasive opinion piece (written by an industry expert with a point of view), or something else entirely".

## **What claims does it make?**

Real news will include multiple primary sources when discussing a controversial claim. Fake news may include fake sources, false urls, and/or "alternative facts" that can be disproven through further research. When in doubt, dig deeper. Facts can be verified.

## **When was it published?**

Look at the publication date. If it's breaking news, be extra careful.

## **Where was it published?**

Real news is published by trustworthy media with strong fact checking records, such as the BBC, NPR, ProPublica, Mother Jones, and Wired. (To learn more about any media outlet, look at their About page and examine their published body of work.) If you get your news primarily via social media, try to verify that the information is accurate before you share it.

## **Why does it make you feel strong emotions?**

Fake news is designed to make you feel strong emotions. When you read a news item that makes you feel angry, stop and take a break. Do some fact finding by comparing the piece you read to the news on any of the media outlets listed above. Then decide for yourself if the item is real news or fake news.

For more information, watch this short Ted Talk:  
<https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown>



## The Value of Spoken History

### PLP Critical Elements

Student Profile – Student Core Values

### Background Information

**\*\*Note:** this is a companion activity to *Who Are the People Who Guide and Help Me?* Students should complete the *Guide* activity first.

Often the most powerful learning comes from talking to other people about their experiences. Introduce students to the concept and value of **spoken history** and how they can learn from the adults in their lives. This activity will allow students the opportunity on how to do a spoken history by both being interviewed and interviewing a trusted person in their life.

### Materials Needed

- Spoken History Interview handout

### Activity Summary:

1. Write the definition of spoken history on the board:

**“Spoken history is evidence taken from the spoken words of people who have knowledge of past events and traditions. Spoken history is often recorded and then put in writing. It is sometimes used in history books.”**

2. Discuss the definition with students and ask them to give you examples of a spoken history they have either experienced or given themselves.
3. Tell students that they may face challenges or detours as they follow their path through high school. It is important to tell students:

**“during challenging situations, it is easy to feel confused or overwhelmed. It is important to realize that there are people in our lives that we can, and will, need to rely on. For example: peers/friends and/or guides, such as the “dogs” we identified, who can provide support and encouragement.”**

Also share that ***challenges are experienced by everyone, and that facing these challenges allows us to learn and grow.***

4. Tell students that one way to overcome challenges is to learn how other people have handled those situations in their own lives. To do this, we can record spoken histories by interviewing people and learning from their experiences.
5. Tell them that every person in their family, and all the adults in their lives, have interesting and valuable stories to relate.
6. Pair students with partners to practice interviewing skills, and distribute the Spoken History Interview handout. Give students time to interview each other and record their answers.
7. Once students have completed their interviews, ask them to share with the class what they learned about each other.
8. Distribute a second copy of the Spoken History Interview handout.

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9. Tell students that they will practice their skills by interviewing an adult they trust about the challenges they faced growing up and how they handled them. Remind students to consider interviewing one of the adults they identified in their guide dog sheet.

## Journal Prompt:

What did you learn from today's activity?

Why is spoken history important to everyone and what can we learn from it?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

# Spoken History Interview

Interview one of your *Guides*, or another adult you trust, about challenges he/she faced growing up and how he/she handled them.

1. Who is someone you admire, and why?
2. Flashback to when you were fourteen or fifteen, what did you find challenging about your life?
3. What did you do to resolve this challenge?
4. What have you liked best about your life so far? What's your happiest or proudest moment?
5. What was/is your *least* favorite thing about school?
6. What kind of student were/are you?
7. What do you wish was different in your education?



## The Role of Social Media in Our Lives: Cyberbullying

### PLP Critical Elements

Student Profile – Student Core Values

### Background information

- A 2016 report from the Cyberbullying Research Center indicates that 33.8% of students between 12 and 17 were victims of cyberbullying in their lifetime. Conversely, 11.5% of students between 12 and 17 indicated that they had engaged in cyberbullying in their lifetime. (Cyberbullying Research Center, 2016).
- In a random sample study, over 14% admitted to cyberbullying another person, with spreading rumors online, via text, or email being the most common form of bullying. (Cyberbullying Research Center, 2015).
- Girls (40.6%) are much more likely to be victims of cyberbullying than boys (28.8%). Girls also dominate social media, while boys tend to play videogames. (Cyberbullying Research Center, 2015).
- 60% of teens say they have participated in online bullying. (PBS, 2015)
- The [NSTeens](#) website has assembled videos that provide students the opportunities to see real life examples of cyberbullying.

### Materials needed

- Computer access for each student
- Internet connection to access YouTube
- White board

### Activity summary

“Cyberbullying is the use of digital-communication tools (such as the Internet and cell phones) to make another person feel angry, sad, or scared, usually again and again. Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or video on social media, and spreading mean rumors online or with cell phones.”

Put bluntly: The offender is being *intentionally and repeatedly* hurtful. ([commonsensemedia.org](#))

1. In a large group, ask students to brainstorm: (record on board)
  - a. The definition of cyberbullying.
  - b. Why some people engage in cyberbullying behaviors?
  - c. What are some ways that kids cyberbully other kids?
  - d. What are some strategies that you can use to not participate in cyberbullying?
2. Have students watch videos and answer the corresponding Journal prompt questions.

### Video1

This short video features students discussing the effects of bullying.

[Teens Talk Balk Cyberbullying](#) (2:20min)

### Journal Prompt

- What would you do if you are being cyberbullied?
- How do you think bullies feel when they humiliate someone else?

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## Video 2

A teenage boy is sorry that he participated in a rating game about girls in his school.

[Cyberbullying You Can't Take It Back](#) (1:38min)

### Journal Prompt

- How do you think the girls felt when they found out about the rating game?
- How would you feel if this happened to you?

## Video 3

Two young men share their stories to show that cyberbullying can happen to boys too.

[Survivor Diaries](#) (2:46min)

### Journal Prompt

- Were you surprised that cyberbullying happens to boys?
- Why were you surprised?

## Video 4

Students learn about the effects of “terrible” texts and what they can do if this happens to them.

[NSTeens Terrible tEXt](#) (1:34min)

### Journal prompt

- How do people feel when they are being cyberbullied? How does this make you feel?
- Did the cyberbullies have any consequences for their behavior? What do you think the consequences should be for their behavior?
- Why do you think that someone would be intentionally and repeatedly hurtful?

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## What is Global Citizenship?

### PLP Critical Elements

Student Profile – Student Core Values

### Background information

This activity is designed to introduce students to the concept of Global Citizenship. Students need opportunities to learn about different cultural perspectives, and develop the skills and knowledge necessary to consider and address our shared global challenges.

### Materials needed

- Computer and projector
- Internet connection and access to YouTube

### Activity summary

**PLEASE NOTE:** Each of the videos below have the time listed and a brief synopsis. If you are under time constraints, please choose the video that you feel best represents the topic in the time you have available with students. Preview this list of videos to help start the conversation about embracing the concept of Global Citizenship. You can also choose to have students watch videos individually and then respond to Journal prompts.

Go to YouTube to watch the following video(s):

- [Learning to live together in peace](#) (2:39min)
  - The UNESCO video explains the importance of Global Citizenship Education (GCED) in a globalized and increasingly interconnected and interdependent world.
- [What does it mean to be a citizen of the world](#) (16:57min)
  - This Ted talk provides awareness on what is needed in the fights against extreme poverty, climate change, gender inequality and more.
- [EF Tours what does global citizenship mean to you](#) (1:00min)
  - High school students share their thoughts on Global Citizenship.
- [How does one become a Global Citizen?](#) (17:35min)
  - An exploration of Global Citizens -- with personal stories by the presenter.
- [Lisa Parisi Dancing Around the World](#) (4:13min)
  - In 2014, the internet exploded with dance videos set to Pharrell William's hit song "Happy." Teacher Lisa Parisi helped her students work with other students across the globe to create a video that will make you smile.

### Journal Prompt

After watching the video(s), what does this quote mean to you?

"Alone we can do so little; together we can do so much."  
— Helen Keller

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



## CHAPTER 4

### **Student Profile:** Baseline Assessments Results

**Learning Style Inventory in Naviance**..... **p.29**

handout - Tips for Auditory Learners

handout - Tips for Visual Learners

handout - Tips for Kinesthetic/Tactile Learners

**Learning Style Inventory (for non-Naviance users)**..... **p.30**

handout - Tips for Auditory Learners

handout - Tips for Visual Learners

handout - Tips for Kinesthetic/Tactile Learners

**Career Interest Profiler in Naviance**..... **p.32**

**Career Searching with My Next Move**..... **p.33**





## Learning Style Inventory in Naviance

### PLP Critical Element

Student Profile – Baseline Assessments Results

### Background information

The Learning Style Inventory assessment allows students to boost academic potential by recognizing their natural learning styles, discover better learning strategies, and gain career development skills.

The assessment provides each student with a report that can be used to increase understanding of the student's needs at school. The results of the assessment provide each student with an analysis of his or her personal preferences in 16 different areas.

### Instructions

- Have students log in to their Naviance accounts.
- From the “about me” tab, students should scroll down to “my assessments” and click on “learning style.”
- The assessment takes approximately 20 minutes to complete. Students can stop and save their progress at any time.

### Making Learning Style Inventory available

To make Learning Style Inventory available to students in Family Connection, you must first enable the setting in Naviance.

To enable Learning Style Inventory for students:

1. Go to Connections > Family Connection.
2. Click “Select” and “Update Optional Features.”
3. Find “Learning Style Inventory” in the features table.
4. Check the boxes for the grade levels for which the assessment should be activated.
5. Click the “Update Features” button.



## Tips for Auditory Learners

Auditory learners process information when it comes through your ears. You need to hear it.

- Take video of class lectures on your phone for later review.
- Summarize your class notes onto your phone.
- Study with a friend so you can discuss and hear the information you need to learn.
- Recite quotes, lists, dates, etc., out loud.
- After you read a section, summarize it out loud.
- Before beginning an assignment, set a specific study goal, and say it out loud. Example, "First, I will read my history chapter."
- Read aloud whenever possible. In a quiet library, try hearing the words in your head as you read.
- When doing complicated math problems, use graph paper or use regular lined paper to help keep all your work lined up.
- Use color and graphic symbols to highlight main ideas in your notes, handouts, etc.
- When learning new material, especially equations, talk your way through the material.
- Read aloud whenever possible. Including your notes.



## Tips for Visual Learners

Visual learners understand and retain information best when they read or see it.

- Sit close to the front of the class with a clear view of the teacher and the whiteboard.
- Look at speakers while they are talking to stay focused.
- Study both by yourself and in study groups.
- Take a lot of notes, and leave extra space to add missed details.
- Use color to highlight main ideas in your notes, handouts, etc.
- Before reading an assignment, set a specific study goal, and write it down. Post it in front of you. Example, "From 7:00 to 7:30, I will read the first chapter."
- Preview a chapter before reading it by first looking at the title, introduction, any key terms, subtopics, and the conclusion or summary. Pay attention and make notes about any graphs, diagrams, pictures, charts in the chapter.
- Use graphic note taking such as mapping, concept trees or time lines.



## Tips for Kinesthetic/Tactile Learners

Kinesthetic/Tactile Learners process information best by doing, moving, or having hands-on experiences.

- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words.
- If you need to fidget when in class, try squeezing a soft ball or crossing your legs and bouncing the foot that is off the floor. Experiment with other ways of moving; just be sure you are not making noise or disturbing others.
- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of studying and 5 minutes of break.
- When trying to memorize information, close your eyes and write the information in the air, on a desk, or in the carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes, and see it with your mind's eye, hear it in your head.
- Move around as you study different topics. For example, you can picture your bed and think of one thing and your desk to think of another.
- Organize information into charts, graphs, and models. Creating these physical representations will give you hands-on experience with abstract concepts.



## Learning Style Inventory (for non-Naviance users)

### PLP Critical Element

Student Profile – Baseline Assessments Results

### Background information

The Learning Style Inventory assessment helps students to perhaps become better learners by discovering their preferred way of assimilating and processing information. It can be argued that an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

“Learning styles are simply different ways for how we learn. Theories of learning styles suggest that individuals think and learn best in different ways. These are not differences of ability but rather preferences for processing certain types of information or for processing information in certain types of ways.” (Kolb, 2008)

Preview the websites listed in Materials Needed to become familiar with the free learning styles inventory assessments. Students can utilize these websites to learn more about their learning style and strategies for being an attentive learner.

#### Auditory Learners

Best understand and assimilate new information through listening and speaking. They respond well to lectures and group discussions.

Frequently they:

- Learn effectively through lectures, books on CD, oral presentations, music, or verbal instructions
- Like to be talkative during in class
- Prefer giving oral reports to written ones
- Follow oral directions better than written ones
- Unless heard, information has little relevance

#### Visual Learners

Absorb information best by seeing. They prefer the use of visual aids.

Frequently they:

- Relate best to written information, notes, diagrams, maps, graphs, flashcards, highlighters, charts, pictures, computers.
- Need to see the instructor's facial expressions and body language
- Concentrate better with clear line of sight to blackboard or visual aids
- Prefer written instructions to oral ones
- Often ask for verbal instructions to be repeated

#### Kinesthetic/Tactile Learners

Learn best by moving, doing and touching. They relate most effectively to being active.

Frequently they:

- Remember by using tools, building models, and manipulating things
- Enjoy demonstrations of concept demonstrations
- Master skills through imitation and practice
- Benefit from hands-on teaching techniques
- Find it difficult to sit still for long periods of time

## Materials Needed

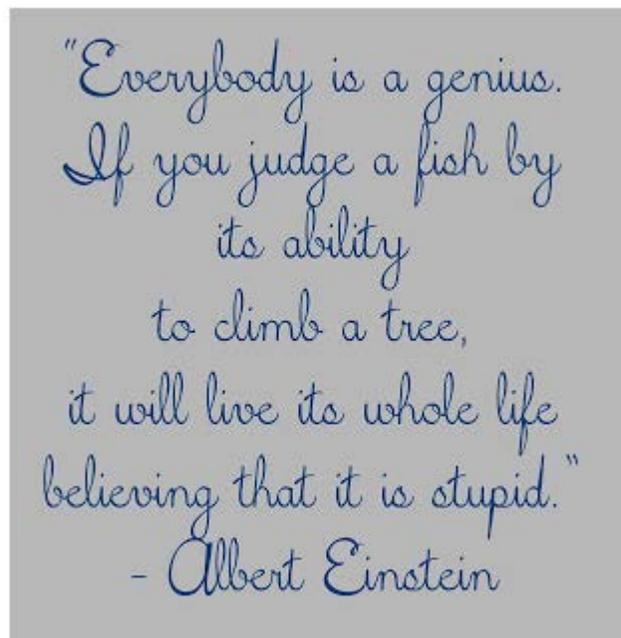
- Computer access for each student
- Access to online assessments
  - [Education Planner Learning Style](#)
  - [How to Study Learning Style Assessment](#)
  - [North Carolina State Learning Styles](#)
- **Handouts:**
  - **Tips for Auditory Learners**
  - **Tips for Visual Learners**
  - **Tips for Kinesthetic/Tactile Learners**

## Activity Summary

- Have students complete one of the on-line Self-Assessments: What's Your Learning Style?
- When students have completed the assessment, have them share their results with a partner.
- Have students talk about and record why they think that their Learning Style preference is a good match.
- Students report out to the class.

## Journal Prompt

After completing the Learning Styles Assessment, respond to the quote by Albert Einstein. What does this mean to you? How does knowing your Learning Preference make sense if you read this quote?



## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

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Auditory learners process information when it comes through your ears. You need to hear it.

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- Summarize your class notes onto your phone.
- Study with a friend so you can discuss and hear the information you need to learn.
- Recite quotes, lists, dates, etc., out loud.
- After you read a section, summarize it out loud.
- Before beginning an assignment, set a specific study goal, and say it out loud. Example, "First, I will read my history chapter."
- Read aloud whenever possible. In a quiet library, try hearing the words in your head as you read.
- When doing complicated math problems, use graph paper or use regular lined paper to help keep all your work lined up.
- Use color and graphic symbols to highlight main ideas in your notes, handouts, etc.
- When learning new material, especially equations, talk your way through the material.
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- Use color to highlight main ideas in your notes, handouts, etc.
- Before reading an assignment, set a specific study goal, and write it down. Post it in front of you. Example, "From 7:00 to 7:30, I will read the first chapter."
- Preview a chapter before reading it by first looking at the title, introduction, any key terms, subtopics, and the conclusion or summary. Pay attention and make notes about any graphs, diagrams, pictures, charts in the chapter.
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- When trying to memorize information, close your eyes and write the information in the air, on a desk, or in the carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes, and see it with your mind's eye, hear it in your head.
- Move around as you study different topics. For example, you can picture you bed and think of one thing and your desk to think of another.
- Organize information into charts, graphs, and models. Creating these physical representations will give you hands-on experience with abstract concepts.



## Career Interest Profiler in Naviance

### PLP Critical Element

Student Profile – Baseline Assessments Results

### Background information

Explain to students that they are about to begin the Career Interest Profiler, a tool that can help them discover the types of work activities and careers that match their interests. When choosing their answers, they should think about whether they would like or dislike doing a particular activity if they had a chance to do it, not whether they have enough education or training to perform the activity. Explain also that this is not a test; there are no right or wrong answers.

*Note: This assessment is included here to help students connect interests and careers.*

### Materials needed

Computer access and Internet connection for each student

### Activity summary

*Note: This assessment has 180 questions; however, it can be saved and completed at another time.*

1. Have students log in to their Naviance accounts, go to the careers tab, and click on “Career Interest Profiler.”
2. Remind students that this is just to get an idea of their interests. When choosing their answers, students should think about whether they would like or dislike doing the task presented to them in the assessment if they had a chance to perform it — *not* whether or not they have the skills or knowledge. **They should answer based on their interest in the task.**
3. In a discussion, have students share their codes and results with a partner or with the group.

### Journal prompt

- What are your top interest areas? List three careers that are matches for your top interest areas.
- Describe why you would or would not be interested in gathering more information about these careers.

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Career Searching with My Next Move

### PLP Critical Elements

Student Profile – Baseline Assessments Results

### Background information

The My Next Move website allows students to learn more about their career options. The site has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through keyword search; by browsing industries that employ different types of workers; or through the O\*NET Interest Profiler, a tool that offers personalized career suggestions based on a person's interests and level of work experience.

### Materials needed

- Computer access and Internet connection for each student

### Activity summary

- Ask students “What do you want to do with your life?”
- Then explain that they will spend their time today exploring careers.
- Have students go to [My Next Move](#).
- Tell them to go the section labeled “Tell us what you like to do.” and click **Start**.
- When they have completed the assessment, ask them to read about the careers on their list and be prepared to report out to the group about:
  - The three careers that interested them the most.
  - What interested them the most about the careers?

### Journal prompt

- What career did you learn about today?
- What was something that surprised you about the careers you researched?
- Was there an occupation that seemed interesting to you? Why?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## CHAPTER 5

### Student Goals: Post-Secondary Goals

**Creating S.M.A.R.T. Goals**..... p.34

handout - What Are S.M.A.R.T. Goals?

worksheet - S.M.A.R.T. Goals Worksheet

**The Importance of Goal Setting**..... p.36

**Post-secondary Search in Naviance**..... p.39

handout - Finding Colleges that Fit

handout - College Comparison chart

**Post-secondary Search using College Navigator**..... p.40

handout - Finding Colleges that Fit

handout - College Comparison chart

**College Facts Quiz**..... p.41

worksheet - College Facts Quiz - True or False

**What are Apprenticeships?**..... p.43

handout - Apprenticeship FAQs

worksheet - What are Apprenticeships? Q&A

**Fastest Growing Occupations in Vermont**..... p.45

worksheet - Fastest Growing Occupations in Vermont

**Benefits of Working in the Trades**..... p.46

handout - 6 Benefits of Working in the Skilled Trades

worksheet - Benefits of Working in the Trades worksheet

**Hot Under the Blue Collar**..... p.47

**Road Trip Nation — What's Your Road?** (for Naviance users)..... p.49

**Road Trip Nation — What's Your Road?** (for non-Naviance users)..... p.50





## Creating S.M.A.R.T. Goals

### PLP Critical Element

Student Goals — Post-secondary Goals

### Background information

This activity introduces students to the concept of S.M.A.R.T. Goals. Creating goals and action steps are an important component of students' PLPs. The Vermont AOE has created a document *Personalized Learning Plan Critical Elements* which can be found at the end of this activity.

Why set goals? Every one of us may spend countless hours thinking about our present life and future. Almost everyone wishes to change our lives. Whether it is family life, friendship, career or finances. We all want to change something. The first step is to set goals.

#### S.M.A.R.T Goals

**S = Specific:** What exactly will you accomplish?

**M = Measurable:** Can track your progress and know when it is complete. (usually includes numbers)

**A = Achievable:** Is the goal realistic? Do you have the tools to accomplish the goal? Is it too hard or too easy?

**R = Realistic:** Are you willing and able to do the work involved with this goal?

**T = Timely:** What is a time frame for accomplishing the goal.

\*\* See Educator Tips for Creating S.M.A.R.T. Goals on page viii of this guide.

### Materials needed

- "What Are S.M.A.R.T. Goals?" PowerPoint
- S.M.A.R.T. Goals worksheet

### Activity summary

1. Explain the following to students:  
**Goal setting** is the process of deciding what you want to accomplish and creating a plan to achieve the result you want.
2. Introduce the activity by asking students these questions: Record answers on board or flip chart for students to reference as they are creating goals.
  - a. What are goals?
  - b. Why set goals?
  - c. How do you meet those goals?
3. Discuss academic goals. Have students brainstorm a list of academic goals and write examples on the board or flip chart.
4. Review the S.M.A.R.T. Goal PowerPoint with students; answer any questions.

# High School PLP resource guide

FROM VSAC >>

5. Create a S.M.A.R.T. Goal as a group so that students understand the process.
6. In small groups, or in one large group, discuss the goals that students have set.

## Journal prompt

How can creating and using S.M.A.R.T. Goals help you? Be specific and list examples.

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



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Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

## Personalized Learning Plan Critical Elements

The choice of formats for Personalized Learning Plans (PLPs) is a local school decision that should consider - with student and staff input - local needs, structures, and capacity. It would be helpful for a school to use this list of critical elements when developing PLPs to ensure that they meet the mandate and purpose of PLPs described in Act 77:

“The plan shall be developmentally appropriate and shall reflect the student’s emerging abilities, aptitude, and disposition. The plan shall define the scope and rigor of academic and experiential opportunities necessary for a secondary student to complete secondary school successfully, attain postsecondary readiness, and be prepared to engage actively in civic life.”  
16 V.S.A. §942 (10)

Schools may choose to include elements not listed here that align to their own specific school and community values. Additional guidance on the personalized learning planning process can be found for students and adults in the companion documents [Student Guide: How to Develop Your PLP](#) and [Personalized Learning Planning Process: Framework for Adults](#).

This document has organized recommended critical elements that align with the student and adult PLP companion documents. This organization does **not** suggest a recommended template, format or design to the actual PLP.

### **Plan Information**

- Student name and student ID
- Name of school
- Date of initial plan development
- Dates of each update and/or ensuing meetings
- Participants in each development meeting listed [*e.g., student, family member or advocate, advisor/mentor, core teacher(s), etc.*]

### **Student Profile**

- Student strengths, abilities and skills [*such as relationships, positive characteristics, leadership, communication, etc.*]
- Student core values [*e.g., What do you stand for? What is important to you? Why? Who inspires and influences you? Why? What do you value?*]
- Baseline Assessments results [*including academic, career and interest assessments/inventories to use as a basis for measuring student growth*]

## **Student Goals**

- Secondary school goals [*These goals should be both long and short term; include the school's common learning expectations and the student's proposed pathway to meeting those expectations; and integrate the student's personal core values and interests.*]
- Post-secondary goals [*These should identify what students want to do after graduation from high school as well as what they need to do to prepare for those after-graduation goals. These goals could include attending a two or four-year college, enlisting in the military, enrolling in certificate-granting training programs, or employment.*]

**Note: If you are developing PLPs with students prior to 7<sup>th</sup> grade you could include primary as well as secondary and post-secondary goals**

## **Action Steps**

- Student goals action steps [*Action steps should include what students will do both immediately and over time, the overall timeline, and evidence that will demonstrate progress. Action steps should clearly indicate the relationship between short-term and long-term goals (e.g., maintaining a certain academic performance level will allow me to meet specific higher-education institutions eligibility requirements).*]
- Post-secondary goals action steps [*Action steps should include what students will do both immediately and over time, the overall timeline, and evidence that will demonstrate progress*]

## **Achievement of Action Steps**

- Progress toward meeting student goals
- Progress toward meeting common learning expectations and goals (as a means to measure student growth, achievement of action steps, and goal attainment).
- Assessments could include:
  - baseline assessment results,
  - evidence of student learning,
  - benchmark assessments,
  - performance assessment, self-assessment, peer assessment, formative assessments

## **Reflection**

- Student Self-evaluations [*This evaluation process should include questions and generate thinking that can inform the revision process (e.g., Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?)*]
- Parent/Guardian Reflection [*This is an opportunity for stakeholders to provide feedback and an external reflection for the student to consider when entering the revision process.*]
- Teacher/Advisor(s) Reflection [*This is an opportunity for stakeholders to provide feedback and an external reflection for the student to consider when entering the revision process.*]

## **Revision**

- Documentation of the revision process [Because the personal learning planning process is cyclical and ongoing, it is important for students to be able to reflect on their growth and revise based on their learning.]
  - edits, amendments, improvements, alterations, etc.
  - correspondence of revisions with reflections, etc.
- Once revisions are finalized the following would be included in the goals and action steps:
  - Updated short term and long term goals
  - Updated Action Steps
  - Transition Plan \*(if applicable)

## **Transition\***

Transition Plans are critical to coherence for students as they undergo major changes and transitions in their lives. Some transition plans may be part of a school's or supervisory union/district's existing PLP process (e.g., from middle school to high school), whereas other transition plans may need to reflect new processes or forms (e.g., transition from high school to college/career, etc.). For students with disabilities or unique considerations, additional resources are available and can be found on the AOE Special Education team page.



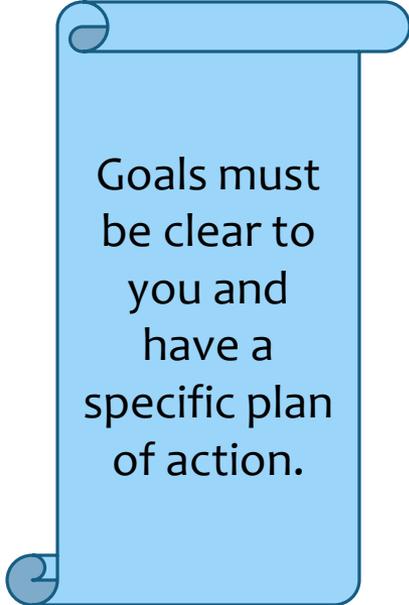
What are S.M.A.R.T. Goals?

They are something that  
you want to accomplish  
in the future!

# S.M.A.R.T. Goals

## Why are goals important?

- \* S.M.A.R.T. Goals help you to identify what you would like to be successful at.
- \* S.M.A.R.T. Goals help you create a plan and follow through on it.
- \* S.M.A.R.T. Goals can help you make good decisions.
- \* S.M.A.R.T. Goals are something you have the ability to achieve.



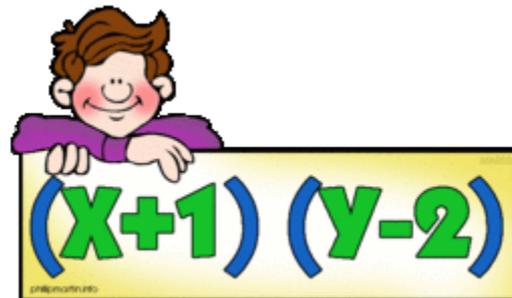
Goals must be clear to you and have a specific plan of action.

# How do S.M.A.R.T. Goals work?

- \* **Specific** – What exactly will you do? What specific things will you accomplish? **What, Why, How?**
- \* **Measurable** – How will you know you met your goal?
- \* **Achievable** – Is this goal realistic? Do you have the tools you need to achieve it?
- \* **Relevant** – Why is this goal important in your life?
- \* **Timely** – When can you achieve this goal?

# My S.M.A.R.T. Goal

- \* I want to get a B in Algebra II so I gain the skills that I will need when I take the next math course required for graduation.



# Specific

## What exactly will you do?

I will:

- \* talk to teachers to see what assignments I am missing.
- \* write down my daily class assignments in a planner.
- \* work on homework from 6:00- 7:30 at night (Monday – Friday).
- \* get a special folder to put my completed work in and **turn it in on time.**
- \* ask my parents to help me find a quiet place to do my work.
- \* get weekly grades from my teacher to assess how I am doing on my goal.



# Measurable

How will you know you are in good shape to meet your goal?

I will:

- \* check with my teachers to look at my progress .
- \* go to my school online portal and look at my grades on homework assignments and tests to see if I am on track.
- \* look at my report card to celebrate!



# Achievable

Is this goal realistic?

- \* Yes, I have a plan and a list of specific things that I can use to meet my goal.
- \* If I need more help, I will ask my teacher and/or my parents for help.

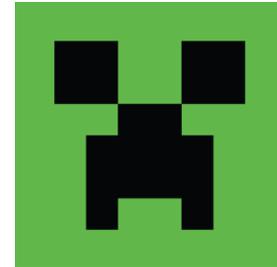


# Relevant

Why is this goal important to you?

I want:

- \* To get a good grade so that I can take the math classes that interest me in high school.
- \* To learn how to create new video games.
- \* To beat Stampylongbeard.



# Timely

When can you achieve this goal?

- \* I can achieve this goal by the end of the marking period.



# S.M.A.R.T. Goals

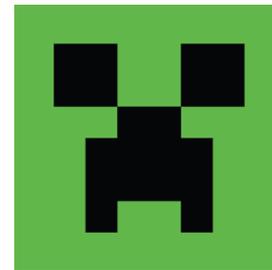
Specific

Measurable

Achievable

Relevant

Timely



CALENDAR

			1	2	3
4	5	6	7	8	9 10
11	12	13	14	15	16 17
18	19	20	21	22	23 24
25	26	27	28	29	30 31

# Steps to Reach Your Goals!

(one step at a time)



**SET YOUR GOAL**

Identify what you want to achieve.



**MAKE A PLAN**

Choose the strategies that you will use.



**WORK HARD**

Apply yourself.



**STICK WITH IT**

Examine your plan and adjust if needed.



**REACH YOUR GOAL**

Rate how you did.





# S.M.A.R.T. GOALS WORKSHEET



A SMART GOAL IS LIKE A GPS IN LIFE. IT GIVES YOU DIRECTION AND HELPS YOU CHOOSE THE RIGHT ROAD. WHEN YOU HAVE ACHIEVED THE GOAL, YOU IMPROVE YOUR LIFE AND BECOME A BETTER VERSION OF YOURSELF.



MY SMART GOAL IS:

CREATE YOUR ACTION STEPS BELOW

Specific:

What specific things will you accomplish?

Measurable:

How will you know when you have achieved this goal?

REVIEW YOUR ACTION STEPS DAILY

# S.M.A.R.T. GOALS WORKSHEET



For something to be a goal it should be:  
important to you.  
within your power to make it happen.  
something that you can achieve  
clear to you with specific action steps

Achievable:

Is this goal realistic?

Relevant:

Why is this goal important in your life?

Timely:

When can you achieve this goal?

REVIEW YOUR ACTION STEPS. DAILY

## The Importance of Goal Setting

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background information

Explain that goals are important because they provide a way for getting things accomplished. Meaningful goals provide students with the opportunity to create direction in their lives. Students will learn the importance of goal setting through the use of sounds.

### Materials needed

- White Board
- Chalk Board

### Activity Summary

1. Tell students that, in this lesson, they're going to talk about the meaning and importance of goals, and how to take specific actions to reach a goal.
2. Ask students to talk about what they would do if they wanted to get a certain grade in one of their classes. For example, ask:
  - What would you do if you only wanted a C in math class? (Some responses could be: barely do homework, don't study for tests.)
  - What would you do if you wanted to get an A? (Some responses could be: study hard, do homework, etc.)
3. List responses on the board. Spend a few minutes discussing similarities and differences between the lists.
4. Tell students that in each situation, ***specific actions were taken to reach a specific goal.***
5. Explain that the class is going to conduct an experiment.
6. Divide the class into four groups, and have members of each group sit together. Then, read the following directions while demonstrating each one:
  - **Members of group 1 will make sounds by stomping their feet on the floor, one foot after the other.**
  - **Members of group 2 will make sounds by continuously snapping their fingers.**
  - **Members of group 3 will slap their hands against their thighs.**
  - **Members of group 4 will rub the palms of their hands together.**
  - **At the count of three, all four groups will begin making their sounds and continue until I say stop.**
7. Give students about 30 seconds to make their sounds. Try not to show any reaction to what is happening. If the sounds begin to fade or stop, tell students to keep going. When time is up, call for students to stop.

8. Ask students:

- What was the purpose of this activity? (*to make different sounds*)
- What do you think we accomplished during this activity? (*Some students may respond that one thing they accomplished was to make a lot of noise. If some argue that they made music, point out that music is usually made from a pattern or rhythm of sounds, and encourage students to analyze whether their sounds could really be called music.*)

9. Tell students that they followed directions but, nothing was accomplished because there was no goal in place when we started.

10. Students repeat the activity, this time with a goal to achieve.

- **Our goal: make the sounds that replicate the sounds of a rainstorm**

11. Tell students that now they are going to use the noises they made before, to create the sound of a "rainstorm."

12. Tell them you will be giving them action steps to accomplish the goal of creating the sounds of a rainstorm.

### 13. Conductor Instructions:

You will make one of the sounds, and then point to a group. That group should repeat the sound, and continue making it until you give them a new sound. Remind students to watch your directions carefully, and then silently do the following:

- **Rub the palms of your hands together and point to group 1. Repeat these actions for group 2, then group 3, and finally group 4.**
- **Snap your fingers and point only to group 1. The other groups should continue rubbing their hands together.**
- **While snapping your fingers, point to group 2, then group 3, and finally group 4.** (*Everyone should now be snapping their fingers, which should sound like raindrops hitting the ground.*)
- **Slap your hands against your thighs and point to each group in turn.**
- **Stomp your feet and point to each group in turn.** (*It should now sound like a full rainstorm.*)
- **Reverse the order of the actions (slap thighs, snap, rub palms) so that it sounds as if the storm is stopping.** (*you may have to practice before you do the lesson with students*)

14. Ask students to discuss the differences in each activity. The second time, the group had a definite purpose or goal in mind **and** they made sounds in a specific order at a specific time to accomplish that goal. Discuss with students:

- What was different from the first time to the second time? **Creating a goal.**
- What was the goal? **Make sounds of a rainstorm.**
- How did the goal get accomplished? **Actions were completed in a specific way to make the sound of a rainstorm.**
- How did having a goal and action steps to follow help us to accomplish the goal? **Brainstorm the answer.**

15. Explain that goals are important because they provide a reason for doing things, and having specific actionable steps help to complete the goal.

# High School PLP resource guide

FROM VSAC >>

## Journal prompt

1. What did you learn about the importance of goal setting today?
2. What do you think Tom Landry means by this quote?  
**“Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan.”**  
Tom Landry was an American football player and coach. He is ranked as one of the greatest and most innovative coaches in National Football League history.

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Post-secondary Search in Naviance

### PLP Critical Element

Student Goals — Postsecondary Goals

### Background information

Read the handout *Finding Colleges That Fit* to learn more about the factors students can use to search for postsecondary options. Students can choose to use a few or all of the factors on the handout.

### Materials needed

Computer access and Internet connection for each student  
Finding Colleges That Fit handout  
College Comparison chart

### Activity summary

Students will learn about the factors that are important to them when doing a postsecondary search, and will then complete a postsecondary search in Naviance and create a postsecondary goal.

**Note:** *Naviance has several college search tools; however, in this lesson, students will focus on the link “college search tool” to generate a list of schools.*

1. To learn more about the postsecondary school search, ask students to brainstorm answers to the following questions.
  - **What is a postsecondary school?** (*an institution to receive education beyond high school*)
  - **What kinds of postsecondary schools are there?** (*trade school, 2- or 4-year college, technical college*)
  - **What is a college major?** (*a major is a specific subject area that students specialize in*)
    - **(If you specialize in something like nursing or engineering, you’re learning a specific trade. Many majors, however, prepare you to enter a range of careers once you graduate.)**
2. After discussion, pass out the ***Finding Colleges That Fit handout*** and the ***College Comparison chart***. Have students complete the column labeled “My wish list of college characteristics.”
3. Have students log in to Naviance and go to the college tab. In the college research area, click on “college search.” Have students complete their searches and save by clicking on the “Add to colleges I’m thinking about” list.
4. Have students go to the Goals section of Naviance and create a postsecondary goal using the information that they generated while filling out the worksheet and searching for schools.

### Journal prompt

- What did you learn today about the college search?
- Were you surprised by your results and, if so, why?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
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# Finding colleges that fit

## It's about YOU!

Finding the right college means searching for a program that meets your needs academically, socially, and financially. Avoid applying to a certain college or program just because you've heard the name or because "everyone else is." This is about you; it's *your* search. Keep in mind that there are likely to be a number of colleges that fit your "must haves."

### GIVE SOME THOUGHT TO:

#### Type of college

Do I want a two-year college, a four-year college or university, or a technical/ vocational program? Coed or single gender? Religious affiliation?

One- and two-year schools may offer a general education or specialized job-training program. Four-year programs include general education requirements in addition to major coursework.

#### Major/academic program

What do I want to learn? What field of study interests me?

A college "major" is a particular subject — such as education, engineering, or history — in which a student concentrates his or her studies. Other options include internships, study abroad, and opportunities for interdisciplinary and self-designed majors.

#### Size

What size student body, campus, and classes are right for me?

Smaller colleges may mean you might get to know most of the students; larger schools may have more academic and extracurricular activities. Do you want individualized attention? Regular access to faculty? Check the faculty-student ratio. Can you picture yourself in a large lecture auditorium, or would you prefer small group discussions? Remember that class sizes typically get smaller as you move further along in your major, away from introductory classes.

#### Selectivity

How do I compare academically to accepted students? What chance do I have of getting in?

A school's selectivity may be based on the average GPA (grade point average), class rank, and SAT/ACT scores of admitted students, as well as the percentage of applicants accepted. Refer to each college's Web site or catalog for its specific admissions requirements.

#### Location

Do I want to stay close to home or go farther away? City, rural, or suburban?

Choose a location and community that appeals to you.

#### Not sure?

No problem! Visit [www.collegenavigator.gov](http://www.collegenavigator.gov) to use the online College Navigator tool. In the left-hand column, you can select from different search options, including type of school, tuition levels, geographical setting, types of programs, and more.

Another useful search tool is the College Board's Big Future at <https://bigfuture.collegeboard.org/find-colleges>.

#### Lower your costs

Applying to schools at which you're near the top of the applicant pool academically may qualify you for more merit-based financial aid from the college.

### See yourself there.

Each student's college "wish list" will be different. Think about the environment that will best help you meet your goals. View "friendly" advice with an eye on what will work for you. Once you're at college, you'll be making new friends and heading off on new adventures. So as you embark on your college search, concentrate on the combination of factors that seem best for you and your family's situation.

### Campus atmosphere, student life, and diversity

What type of "personality" does the campus have? How do students spend their time? How diverse is the student body? What opportunities and activities are available?

Every campus has a different "feel," which you can best get a sense of by visiting the campus and talking with students. Also look at the school newspaper, talk with faculty and staff, and check out campus activities, housing, and food. Do students stay on campus on the weekends? How much time do they spend on academics each day/week? Are support services available? Look for campus activities and volunteer opportunities that interest you. Consider the demographic makeup of the students on campus (where they are from, what background they have), too. Go with your gut feeling: Can you imagine yourself as a student there?

### Cost and affordability

What is the cost of attending college, and what type of financial aid is available?

Total costs cover tuition, room and board, fees, books, and personal expenses. Affordability is a major concern for most families, so have that discussion early on. Don't immediately rule out a college because it seems too expensive — what you actually pay may be well below the "sticker price." Consider applying to several colleges in different price ranges, and check with VSAC and college financial aid offices about your options. For an overview of college financing, go to [www.vsac.org](http://www.vsac.org).

### Lower your costs

By taking your general education coursework at a community college and then transferring to a four-year program to focus on your major, you may be able to substantially cut your college costs.

### Organize the clutter

The paper load will grow senior year. Organize applications materials, deadlines, and financial aid forms in 7- to 12-pocket file folders. Use one folder for application info and a second folder for financial aid deadlines and forms.

**Students:** Your parents will want to organize the paper even if you don't.

## Use a chart to compare the colleges on your wish list.

Factors	My "wish list"	college name	college name
Major/academic program	<i>good science program possible bio major</i>		
Selectivity	<i>my GPA = 3.2 so far</i>		
Type of college	<i>4 year? (maybe 2-year and transfer?)</i>		
Size	<i>some big classes OK, want lots of options</i>		
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# College comparison chart

As you investigate colleges, use this worksheet to keep track of schools in which you're most interested and to compare them to your wish list of ideal characteristics. In the second column, list all 12 factors in order of importance to you — 1 for most important, 12 for least important.

Factors to consider	my factor rank (1-12)	my wish list of college characteristics	college name	college name	college name
Type (technical, two-year, college, university)					
Major/academic program					
Size of school					
Location (setting/surroundings)					
Selectivity					
Academic atmosphere					
Student life/activities					
Diversity of student population					
Housing					
Facilities (library, theater, cafeteria, sports)					
Cost (college budget) and affordability					
Other					



## Post-secondary Search using College Navigator

### PLP Critical Element

Student Goals – Post-secondary Goals

### Background information

Read the handout *Finding Colleges That Fit* to learn more about the factors students can use to search for postsecondary options. Students can choose to use a few or all of the factors on the handout.

### Materials needed

- Computer access and Internet connection for each student
- Finding Colleges That Fit handout
- College Comparison chart
- Web Address: [College Navigator](#)

### Activity summary

Students will learn about the factors that are important to them when doing a postsecondary search, and will then complete a postsecondary search using College Navigator and create a postsecondary goal.

1. To learn more about the postsecondary school search, ask students to brainstorm answers to the following questions.
  - **What is a postsecondary school?** (*an institution to receive education beyond high school*)
  - **What kinds of postsecondary schools are there?** (*trade school, 2- or 4-year college, technical college*)
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    - **(If you specialize in something like nursing or engineering, you're learning a specific trade. Many majors, however, prepare you to enter a range of careers once you graduate.)**
2. After discussion, pass out the ***Finding Colleges That Fit handout*** and the ***College Comparison chart***. Have students complete the column labeled "My wish list of college characteristics."
3. Have students go to the College Navigator website [College Navigator](#) to research postsecondary schools.

### Journal prompt

- What did you learn today about the college search?
- Were you surprised by your results and, if so, why?

### Differentiating instruction

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Selectivity					
Academic atmosphere					
Student life/activities					
Diversity of student population					
Housing					
Facilities (library, theater, cafeteria, sports)					
Cost (college budget) and affordability					
Other					



## College Facts Quiz

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background information/Activity Summary

1. Ask for student volunteers to share what they would like to do after high school. Some students may have definite ideas, others may not know. How many know what kind of education they will need after high school? Explain that most careers require some type of education or training after high school.
2. Explore college facts. Tell students that nearly every career requires some type of education or training after high school. Explain that this is called “postsecondary education” because it is after (or “post”) high school (secondary education). Postsecondary education is often called college. Ask students if they think they know a lot or a little about college. Ask student volunteers to share a few things they know. Then distribute the College Facts Quiz worksheet and have students complete it, working individually or in small groups. (5-10 minutes)
3. Review reasons for college. Correct the quiz with your students. Ask if knowing the reasons to go to college makes students more likely to think about college for themselves. Why or why not? Ask students how can they share this information with their families?

### Materials needed

- College Facts Quiz worksheet

### Journal prompt

- What did you learn about post-secondary education?
- Of the things you learned today, what one thing most surprised you? Why?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
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## College Facts Quiz

### ANSWER KEY

Help your students check their answers. Then discuss what they've learned.

- 1. 90% of high school students would like to go to college.**  
**TRUE.** Most teens say that they want to go to college. But getting to college takes hard work and careful planning, such as taking the right courses during high school. Remind students that if they think they would like to go to college – like most teenagers – they will need to work hard during middle school and high school.
- 2. You have to attend four years of college to get a degree.**  
**FALSE.** There are many types of colleges and degrees. Some careers require one or two years of college. Others require four years. Still others require more than four years. It just depends on what you want to do.
- 3. Only rich people can afford to go to college.**  
**FALSE.** College can be expensive, but that doesn't mean you can't afford to go. There are many ways to pay for a college education. Most students get financial aid to help pay for college, and most aid is based on need. That means that the less money you have, the more aid you can get. Tuition at community colleges is less expensive than four-year colleges, and you may be able to live at home to save money.
- 4. Anything that is taught in college you can learn on the job.**  
**FALSE.** Most jobs require some on-the-job training. However, for most jobs, you will also need technical or problem-solving skills before you are hired, and that almost always requires you to get some level of education after graduating from high school.
- 5. Many people don't know what they want to study when they start college.**  
**TRUE.** Join the crowd! Lots of college students haven't decided on a major or a career. At most colleges, you can spend your first year taking different courses so that you can narrow your choices. Academic advisors and counselors will help you make the decision.
- 6. If your grades aren't very good you can't get into college.**  
**FALSE.** Different colleges have different requirements for admission. Colleges also look at other qualities in addition to your grades, such as activities, involvement in the community, and hardship.
- 7. If you don't know how to apply to college you can't go.**  
**FALSE.** If you don't know how to apply to college, you can get help during high school from your school's guidance counselor. There are also many great resources on the Internet to help.
- 8. If you're tired of school there's no way that you'll like college.**  
**FALSE.** College is very different from high school or middle school. You'll choose a major and you'll be able to take specialized courses that interest you.
- 9. Middle school and high school don't really matter.**  
**FALSE.** Working hard in middle school and high school is the most important thing you can do to prepare for college... and an exciting career.

# College Facts Quiz

## True or False

**What are the facts about going to college?**

**TAKE THIS TRUE/FALSE QUIZ TO SEE HOW MUCH YOU KNOW!**

**T or F?**

- \_\_\_\_\_ 1. 90% of high school students would like to go to college.
- \_\_\_\_\_ 2. You have to attend four years of college to get a degree.
- \_\_\_\_\_ 3. Only rich people can afford to go to college.
- \_\_\_\_\_ 4. Anything that is taught in college you can learn on the job.
- \_\_\_\_\_ 5. Many people don't know what they want to study when they start college.
- \_\_\_\_\_ 6. If your grades aren't very good you can't get into college.
- \_\_\_\_\_ 7. If you don't know how to apply to college you can't go.
- \_\_\_\_\_ 8. If you're tired of school there's no way that you'll like college.
- \_\_\_\_\_ 9. Middle school and high school don't really matter.



## What are Apprenticeships?

### PLP Critical Elements

Student Goals – Post-secondary Goals

### Background Information

Refer to Apprenticeship FAQ handout for Information

### Materials Needed

- Flip Chart or Whiteboard
- Apprenticeship FAQs handout
- What is an Apprenticeship Q&A? worksheet

### Activity summary

**Introduce the idea of apprenticeships.** (refer to the Apprenticeship FAQs handout for information)

- Ask students if they have ever heard of an “apprenticeship”.
- Explain that:
  - An apprentice learns a job and earns money at the same time by working with a skilled expert who provides hands-on training.
  - Frequently, apprentices also take classroom courses at a community or technical college to deepen their knowledge.
- On the board or a flip chart, brainstorm the meaning of Apprenticeship.
- Review facts about apprenticeships by distributing the **Apprenticeship FAQs** handout.
- Have students complete the What is an Apprenticeship Q&A? worksheet.

### Journal prompt

- What was the most surprising thing that you learned today?
- Would you be interested in working in the trades? Why or why not?
- Based on the list of apprenticeship possibilities, which field sounds most interesting to you? Why?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Apprenticeship Q&A ANSWER KEY

Match the following apprenticeship terms to the correct definitions.

<b>D</b> 1. Trade	A. A person fully skilled in a trade. Some trades also have a master, which is a higher level of skilled worker.
<b>C</b> 2. Sponsor	B. This informs both the program sponsor (employer) and the apprentice of their rights and obligations during the training period. Under the agreement, the apprentice receives supervised instruction, increased job security and periodic wage increases throughout the training period.
<b>E</b> 3. Apprentice	C. Employers that participate in a Registered Apprenticeship program.
<b>B</b> 4. Agreement to Indenture	D. Any apprentice-approved occupation defined by the United States Department of Labor.
<b>A</b> 5. Journey Worker	E. An employee who learns a craft through planned, supervised on-the-job training combined with classroom instruction. In addition, apprentices are taught the proper use, care and safe handling of their tools and equipment.

Answer the following questions about apprenticeships.

What credentials do you need to begin an apprenticeship? High school diploma or GED

What else does it take to qualify as an apprentice? Qualifications vary from program to program. Almost all require some basic mathematics and science courses, aptitude and the physical ability to perform the work.

How long do apprenticeships take? Usually several years

How much are apprentices paid? New apprentices typically earn 50 percent of the journey worker wage and, if progress is satisfactory, they usually receive increases every 6 months. Most apprentice entry-level wages range from \$9 to \$11 per hour.

# Apprenticeship FAQs

HOW MANY APPRENTICE APPROVED TRADES ARE THERE IN VERMONT?



## What is an Apprentice?

An apprentice is an employee who learns a craft through planned, supervised, on-the-job training combined with classroom instruction.

In addition, apprentices are taught the proper use, care and safe handling of their tools and equipment.

## How is the training structured?

Most apprenticeship programs last from 2 to 4 years. Apprentices work on actual job sites under the supervision of qualified journey workers.

The training may include courses in mathematics, sciences, and other craft-related technical subjects.

## What does it take to qualify as an Apprentice?

Qualifications vary from program to program.

Almost all require a high school diploma or GED certificate, some basic mathematics and science courses, aptitude and the physical ability to perform the work.



## WHAT IS A JOURNEY WORKER?

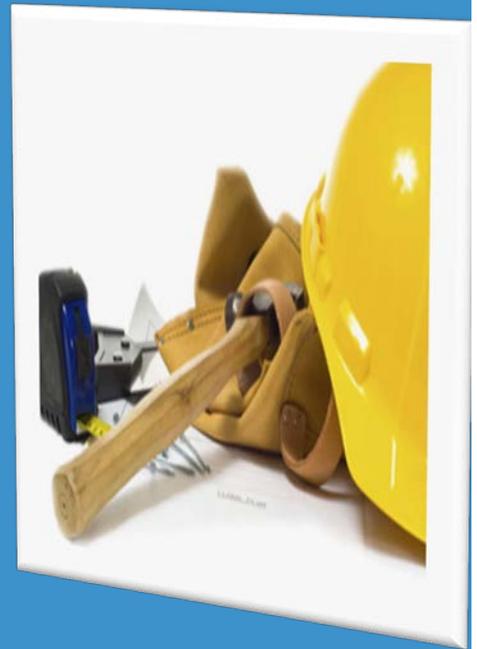
A journey worker is an individual who has completed the 4- or 5-year apprenticeship program required to work alone.

## HOW CAN I BECOME AN APPRENTICE?

If you are employed, your employer should contact the Apprenticeship office in Montpelier at 828-5250.

If you are not employed, you can find employers who may be interested in a variety of ways, including contacting your local Vermont Department of Labor Career Resource Center. You can also apply directly to employers who employ the type of workers in occupations in which you are interested. For example, if you would like to be a plumbing apprentice, you could apply for work with any of the local plumbing contractors.

[Apprenticeship Sponsors by Trade](#)



## HOW MUCH ARE APPRENTICES PAID?

New apprentices typically earn 50 percent of the journey worker wage and, if progress is satisfactory, they usually receive increases every 6 months. Most apprentice entry-level wages range from \$9.00 to \$11.00 per hour.

**APPRENTICES NEARING THE END OF THEIR TRAINING GENERALLY EARN 90 TO 95 PERCENT OF THE JOURNEY WORKER WAGE, WHICH TYPICALLY RANGES FROM \$14.00 TO \$20.00 PER HOUR.**

## What types of apprenticeship programs are available?

The Apprenticeship Department currently has over 800 Vermonters registered in more than 30 trades. All are employed in the crafts of their choice and, when they complete the program, enjoy continued employment at a higher, skilled rate of pay. These programs include electrical, plumbing, sheet metal, child care development and line maintenance.

## What is the difference between apprenticeship and other of training?

Apprenticeship includes on-the-job training and classroom instruction which usually occur simultaneously. The result is that apprentices learn both the theoretical and practical aspects of the job. Apprentices are taught all of the craft skills associated with the trade, and not just a few related segments.

# What are Apprenticeships?

## Apprenticeship Q&A

Match the following apprenticeship terms to the correct definitions.

\_\_\_ 1. Trade

\_\_\_ 2. Sponsor

\_\_\_ 3. Apprentice

\_\_\_ 4. Journey Worker

A. A person fully skilled in a trade. Some trades also have a master, which is a higher level of skilled worker.

B. Employers that participate in a Registered Apprenticeship program.

C. Any apprentice-approved occupation defined by the United States Department of Labor.

D. An employee who learns a craft through planned, supervised on-the-job training combined with classroom instruction. In addition, apprentices are taught the proper use, care and safe handling of their tools and equipment.

Answer the following questions about apprenticeships.

What credentials do you need to begin an apprenticeship? \_\_\_\_\_

What else does it take to qualify as an apprentice? \_\_\_\_\_

\_\_\_\_\_

How long do apprenticeships take? \_\_\_\_\_

How much are apprentices paid? \_\_\_\_\_

\_\_\_\_\_



## Fastest Growing Occupations in Vermont

### PLP Critical Elements

Student Goals – Post-secondary Goals

### Background information

Introduce the idea of an occupational outlook. Occupations can have both decline and growth. This activity helps students to think about some high growth careers in Vermont and do some research.

### Materials needed

- Computer access and Internet connection for each student
- Fastest Growing Occupations in Vermont worksheet

### Activity summary

- Ask students if they would rather find a job in an occupation area that is growing or in one that is shrinking. Why?
- Then explain that you will spend your lesson today exploring fast growth occupations in Vermont.
- Distribute worksheet and have students complete the first part on paper and then go to the computer to use [My Next Move](#) to finish the rest of the questions.

### Journal prompt

- What career did you learn about today?
- What was something that surprised you about the careers you researched?
- Was there an occupation that seemed interesting to you? Why?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos



# Fastest Growing Occupations in Vermont

What are the fastest growing careers? What education is required for these careers?

*Let's find out!*

According to the Vermont Department of Labor, the following occupations are among the fastest growing in the state of Vermont.

Fastest growth Occupations in Vermont (source: VT. Dept. of Labor)

1. Occupations requiring a High School diploma	2. Occupations requiring a four-year degree	3. Occupations requiring education beyond four years
Healthcare support workers Bus and truck mechanics Physical therapist aids Security/Fire Alarm Installers Information and Records Clerks Dental Laboratory Specialists Electricians	Software Developers Computer Systems Analysts Personal Financial Advisors Marketing Managers Hydrologists Conservation Scientists Medical and Healthcare Managers Substance Abuse Counselors	Physical Therapists Nurse Practitioners Mental Health Counselors Chiropractors Optometrist Physicians Veterinarians Statistician Anesthesiologists

Look at the list above and circle one career from each list. Go to <https://www.mynextmove.org/> to do some research. Type in the career title in the key words search box.

MY NEXT MOVE

What do you want to do for a living?

"I want to be a ..."

Search careers with key words.

Describe your dream career in a few words:

bus mechanic

Search

"I'll know it when I see it."

Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

"I'm not really sure."

Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start

# Occupations requiring a High School diploma

Fill in the blanks below to find out more about the career you chose from list #1.

Which occupation did you circle from the list?	
What career did you select at mynextmove.org?	
What is the median wage in Vermont?	 <p><b>JOB OUTLOOK</b> ————— Average New job opportunities are likely in the future. Local Salary Info</p>
On the job, what are three things you might do?	1.  2.  3.
Write the career description here.	
What do you like about this career?	
What do you dislike about this career?	
Dig deep and explain why you think you would be good at this career.	

# Occupations requiring a four-year degree

Fill in the blanks below to find out more about the career you chose from list #2.

Which occupation did you circle from the list?	
What career did you select at mynextmove.org?	
What is the median wage in Vermont?	 <p><b>JOB OUTLOOK</b> —————</p> <p> <b>Average</b> New job opportunities are likely in the future.</p> <p> <b>Local Salary Info</b></p>
On the job, what are three things you might do?	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Write the career description here.	
What do you like about this career?	
What do you dislike about this career?	
Dig deep and explain why you think you would be good at this career.	

# Occupations requiring education beyond four years

Fill in the blanks below to find out more about the career you chose from list #3.

Which occupation did you circle from the list?	
What career did you select at mynextmove.org?	
What is the median wage in Vermont?	
On the job, what are three things you might do?	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Write the career description here.	
What do you like about this career?	
What do you dislike about this career?	
Dig deep and explain why you think you would be good at this career.	

## Benefits of Working in the Trades

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background Information

See attached article for information on the benefits of working in the trades.

### Materials Needed

- 6 Benefits of Working in the Skilled Trades article
- Benefits of Working in the Trades worksheet

### Activity summary

- Have students read the article *6 Benefits of Working in the Skilled Trades*.
- After students have read the article, ask them to complete the worksheet *Benefits of Working in the Trades*. The worksheet could be completed as a group or individually.
- After students have completed the worksheet, ask them to partner with another student and report out to the group their response to the following question:
  - According to Jeremy Anderberg, why are the trades so important?

### Journal prompt

- What was the most surprising thing that you learned today?
- Would you be interested in working in the trades? Why or why not?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos





# 6 Benefits of Working in the Skilled Trades

**Discussion questions: partner with a friend to discuss these questions. Record your answers to share out to the group!**

- Are careers in the trades something that students should aspire to? Why?
- Do trade jobs have many of the same options as other types of careers? List some of the options.

## Six good reasons to choose a career in the trades:

### 1. Trade School: Cheaper & Shorter

- One of the biggest benefits of working in the skilled trades is the education required. Many of the training programs for the skilled trades last from 6 months to 2 years and are less expensive than other types of education.
- Trade school offers a good way to independence. You'll often stay close(er) to home, you receive real-world, hands-on training from the get-go, but the big pros of trade school are that you'll save a lot on tuition and start being able to make money sooner.

### 2. Compensation: Trades Jobs Are Well-Paying

- The earnings for the trades are either at or above other careers.
- The range for the skilled trades (*per hour*) was \$13-\$34, with a median of \$21/hour. For all other occupations, the range was \$8-\$39, with a median of \$16/hour.
- What are the national averages for wages earned by college educated employees and tradespeople? They're almost the same. In fact, in many cases, trades persons earn more money than college educated individuals.

Over the course of a 40-year career, that ends up as a lot of money. And, when you think about college costs and starting your career sooner, people in the trades will, potentially, **make more money over their lifetime.**

Review the starting salaries of the largest skilled trades careers: how do you think that this compares with the starting salary of people who have college degrees? Think about careers that need four years of college like teaching, nursing, engineering.

- § Maintenance Mechanic: \$38,000
- § Aircraft Mechanic: \$49,000
- § Sheet Metal Mechanic: \$47,000
- § Driver: \$51,000
- § Machinist: \$37,000
- § Electrician: \$44,000
- § Pipefitter: \$49,000

- § Plumber: \$59,185
- § Oil and Heating: \$46,000
- § Locomotive Engineer: \$63,000
- § Elevator Repairer/Installer: \$73,000
- § Subway Operator: \$60,000
- § Nuclear Technician: \$69,000
- § Aerospace Operations: \$61,000

- These are beginning salaries that come because of having the proper skills. Just like with other career choices, there are many trades fields in which you can move up the ladder and earn far more.
- If you show leadership skills and big picture vision, you'll receive promotions and raises, just as you would in any other career.
- You can also start your own business, and use your entrepreneurial, creative, and customer service skills to set yourself apart from the pack, at which point your income potential is as high as you want it to be.
- You may be surprised to learn that being a tradesperson could get into a six-figure salary range in far less time, and with far less money spent on schooling, than just about any other field of work.
- And you could possibly make even more than that; think a plumber can't make a million bucks a year? Think again!

## Which leads to our next point...

### 3. Job Security: The Skilled Trades Can't Be Outsourced What does it mean for jobs to be Outsourced?

The trades cannot be outsourced. While the world may not always need bloggers, it will always need **mechanics, electricians, plumbers, welders, etc.** When you're locked out of your house, you won't phone a customer service line and deal with robots trying to resolve your issue, you'll call a locksmith (unless of course you can pick your own lock!).

**The roads and bridges in this country are built here.** While jobs in the information/tech/customer service sectors can always be shipped away, the careers that require literal *hands-on work* is not as cost effective to outsource.

### 4. Availability: There Are Plenty of Jobs

- Trades jobs are not only very secure; there are a whole lot of openings for them because many of the people who are currently employed in these jobs are retiring leaving lots of openings.
- There is a skills gap here in America – the state of having more jobs available than workers who are trained and able to take those jobs.
- A big part of that reality is simply that there are more tradesmen retiring than entering the field.

**Among all jobs in the US, workers aged 25-44 make up about 48% of the workforce; among skilled trades jobs that number is 46%, a mere 2-point difference.**

**When you look at the 45-54 age range the picture is very different.**

That group makes up 23% of the general workforce, but 32% of skilled trades, meaning that millions more tradesmen will be retiring in the next 15 years than other career professionals.

In fact, in just the next two years, an expected 2.5 million middle-skill jobs (those that require less than a bachelor's degree but more than a high school diploma) will be added to the workforce, accounting for an incredible 40% of all job growth. All over the country, the skilled tradesman is in demand.

## 5. The satisfaction of working in the trades.

- The number one factor in overall job satisfaction is being able to use your skills and abilities.
- People are quickly discovering that feeling happy and fulfilled at work is incredibly important. Idleness is not often a problem for the tradesperson.

## 6. Independence at work and work/life balance.

- In today's world where most people's jobs are accessible by internet, disconnecting from work is hard to do.
- When you work with your hands, you can come home at night and actually disconnect from your job.
- You aren't always "plugged in," which gives you a better chance to refresh your body and mind for the next day's work.

Of course, you can choose to work after hours if you'd like – but you'll also be able to charge your customers a premium for your services if you do!

One final factor is simply the satisfaction that can come from doing something physical and concrete with your time.

“Fixing things, building things, seeing the actual, physical fruit of your labor; this is often far more personally fulfilling than spending 8 hours on an excel spreadsheet.”

Does this seem like a true statement? Why or why not?

## Conclusion

When thinking about which types of jobs to apply for, or even which jobs to accept, the differences often come down to benefits: pay, job security, work/life balance, work environment, etc.

For too long the skilled trades have been avoided as not having any benefits. People are starting to see that working in the trades offers some real advantages over other types of careers.

There are jobs available, pay is good, job security is excellent, and the satisfaction may be greater than being in other career fields.

adapted from <http://www.artofmanliness.com/2014/11/24/reviving-blue-collar-work-5-benefits-of-working-in-the-skilled-trades/>



# Benefits of Working in the Trades worksheet

Answer the questions below by referring to the article *6 Benefits of Working in the Skilled Trades* by Jeremy Anderberg.

*Use complete sentences.*

1. List the six benefits of working in the trades?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

2. What is the cost of training programs for the trades?

\_\_\_\_\_

3. What is the length of training programs for the trades?

\_\_\_\_\_

4. Do jobs in the trades pay well? Why?

\_\_\_\_\_

\_\_\_\_\_

5. Why is there job security in the trades?

\_\_\_\_\_

\_\_\_\_\_

6. Why can the trades not be outsourced?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. According to the article, why are the trades so important?

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8. Why are there “plenty of jobs for the taking”?

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9. Thinking about the lifestyle of someone who is a tradesperson, list several benefits to this lifestyle.

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10. Why would working in the trades be a satisfying career choice?

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## Hot Under The Blue Collar!

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background information

Mike Rowe is famous for his television show *Dirty Jobs*, but what most people don't know is that Mike is passionate about connecting people with careers in the trades.

His website, [MikeRowe.com](http://MikeRowe.com), is dedicated to teaching people about the trades and the availability of jobs in the trades.

"Hot Under the Blue Collar with Mike Rowe" is a webisode series created to dispel myths about the skilled trades industry and jobs within it. To learn more as a group or individually, have students watch the videos to discover the surprising truths about the benefits, rewards and opportunities that blue collar careers provide.

The brief videos below will assist students with more understanding of the importance of the trades.

### Materials needed

- Internet connection to access videos
- Projector if viewing as a group
- Computer access for each student if allowing to watch individually

### Activity summary

Have students watch all five videos and answer the corresponding Journal prompt questions.

#### Video 1

["Hot Under The Blue Collar – Part 1. There are No Good Jobs Left in America"](#) (2:25min)

- In this video, Mike Rowe addresses and **Debunks the "Myth"** that Americans believe that there are no "good" jobs left. However, by providing figures from the Bureau of Labor and Statistics ([bls.gov](http://bls.gov)), he discloses there are actually 3.1 million jobs available in the trades!

#### Journal prompt

- What was the most important thing you learned by watching this video? Why is it important to you?
- What one question related to this video are you still thinking about?

#### Video 2

["Hot Under The Blue Collar – Part 3. Trade Jobs are Dead End Jobs"](#) (2:10min)

- In this video, Mike Rowe addresses and **Debunks the "Myth"** that working in the trades is a dead-end career for individuals. Mike Rowe argues that a skilled tradesperson has the ability to engage in: Practical, Geographical and Upward Mobility as individuals become more skilled at their trade.

#### Journal prompt

- What did I learn by watching the video? How will this help me make future career choices?
- What steps should I take or resources should I use to learn more about the trades?

# High School PLP resource guide

FROM VSAC >>

## Video 3

["Hot Under The Blue Collar – Part 12. The Trades Don't Offer a Path to Success"](#) (2:30min)

- In this video, Mike Rowe addresses and **Debunks the "Myth"** that people who enter the trades industry will not prosper and be successful.

### Journal prompt

- Take a few minutes and think about what you want from your life. List several examples.
- Referring to your list of things you want from life, answer the following question:
  - What would it look like for you if you were to enter the trades?
- Based on the video, how would pursuing a career in the trades affect your quality of life?

## Video 4

["Hot Under The Blue Collar – Part 7. The Trades are No Place for a Woman"](#) (2:31min)

- In this video, Mike Rowe addresses and **Debunks the "Myth"** that women shouldn't enter the trades. In reality, the trades are a lucrative and successful career choice for women.

### Journal prompt

- Do you believe that with hard work and focus you can do whatever you set your mind to? Why is this important?
- What steps should I take or resources should I investigate to learn more about the options available to me in the trades?

## Video 5

["Hot Under The Blue Collar – Part 11. Skilled Labor is Drudgery"](#) (2:25min)

- In this video, Mike Rowe addresses and **Debunks the "Myth"** that working in the trades is hard, menial and dull. In reality, the trades are a lucrative and successful career choice where many people prosper and are happy with their choice.

### Journal prompt

- What steps should I take, or resources should I investigate, to learn more about the options available to me in the trades?
- Referring to the videos, why do you think that people were happy with their career choice of the trades? List several reasons.

## Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Road Trip Nation — What's your road? (for Naviance users)

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background information

Road Trip Nation was originally a PBS television series. Naviance houses a video archive of the series, in which college students, who are searching for their paths in life, travel around the country and interview fascinating leaders from all walks of life who have built careers around their passions.

### Materials needed

- Computer access and Internet connection for each student

### Activity summary

1. Have students sign in to their Naviance accounts.
2. Once there, students should click on the careers tab from the Naviance home page and scroll down to the Road Trip Nation Archive. Students can then click “explore more” in the bottom right corner.
3. In the top right, have students choose “What’s my road?” and complete the interest inventory.
4. Have students watch one or two videos on an area that interests them (videos are all less than five minutes long).
5. Have students complete a journal reflection on the video(s) they watched (see journal prompts below).
6. Facilitate a class discussion about what the students learned from the videos they watched. Create a list of themes and ideas about career paths (e.g. passion, failure, perseverance, etc.).

### Journal prompt

- What video did you watch?
- Was this person’s career path easy?
- What was one piece of advice that you learned from the video?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
- Comic Strips – find online creators
- Vibby – a web application that allows you to edit, comment, and interact with YouTube videos

## Road Trip Nation — What's your road? (for non-Naviance users)

### PLP Critical Elements

Student Goals – Post-Secondary Goals

### Background information

“Roadtrip Nation empowers individuals to explore who they are and what they want to do with their lives. Through a public television series, online resources, and an educational curriculum, Roadtrip Nation helps career-seekers connect to real-world professionals and discover pathways aligned with their interests.” PBS.org

### Materials needed

- Computer access and Internet connection for each student

### Activity summary

1. Have students visit [PBS Roadtrip Roadmap](#)
2. Once there, students should click on the image in the middle of the page, and complete the interest inventory.
3. When they have completed the assessment, have students watch one or two videos on an area that interests them (videos are all less than five minutes long).
4. Facilitate a class discussion about what the students learned from the videos they watched. Create a list of themes and ideas about career paths (e.g. passion, failure, perseverance, etc.).

### Journal prompt

- What video did you watch?
- Was this person's career path easy?
- What was one piece of advice that you learned from the video?

### Differentiating instruction

Visit [TeachBytes](#) to discover alternate resources for completing the activity.

- Padlet – a digital bulletin board
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## Appendix

Bibliography and Websites (a)

Naviance Tools

Instructions for Uploading Documents (e)

Instructions for Learning Style Inventory (f)

Instructions for StrengthsExplorer (g)

Instructions for Creating a Resume (h)

How to find the Resource Guides in Naviance (i)





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### **Goal setting**

<https://www.weareteachers.com/goal-setting-for-students/>  
[www.educationworld.com/a\\_curr/profdev/profdev151.shtml](http://www.educationworld.com/a_curr/profdev/profdev151.shtml)  
<https://vpal.harvard.edu/publications/setting-goals-who-why-how>  
<https://www.ted.com/topics/goal-setting>  
<https://www.thebalance.com/smart-goal-setting-101-2951829>  
<https://www.acefitness.org/education-and-resources/lifestyle/blog/6763/a-smart-guide-to-goal-setting>

### **College and Career Planning**

<https://www.collegeboard.org>  
<https://bigfuture.collegeboard.org>  
<https://www.redefiningready.org>  
<https://www.petersons.com/college-search.aspx>  
<https://nces.ed.gov/collegenavigator/>  
<https://www.bls.gov>  
<https://www.bls.gov/bls/blswage.htm> (wage by state)

### **Trades**

<https://www.monster.com/skilled-trades-careers>  
<https://www.trade-schools.net/articles/trade-school-jobs.asp>  
[labor.vermont.gov/](http://labor.vermont.gov/)  
[profoundlydisconnected.com/success-stories-2/](http://profoundlydisconnected.com/success-stories-2/)

## Instructions for Uploading Documents

1. Students need to log in to their Naviance accounts.
2. From the “about me” tab, have students scroll down to “interesting things about me” and choose “journal.”
3. Have them choose “add new entry” and write a journal entry in the “notes” section, describing what they are adding to their account.
4. Under “find file,” choose “browse.” Have each student select the file that he or she wants to include in Naviance, and choose “attach.”
5. On the bottom of the screen, choose “add journal entry.”
6. Documents will now be saved in their Naviance accounts.

# Instructions for Learning Style Inventory

## PLP Critical Element

Results of Career Assessments — Inclusive of Learning Style Inventory

## Background information

The Learning Style Inventory assessment allows students to boost academic potential by recognizing their natural learning styles, discover better learning strategies, and gain career development skills.

The assessment provides each student with a report that can be used to increase understanding of the student's needs at school. The results of the assessment provide each student with an analysis of his or her personal preferences in 16 different areas.

## Instructions

- Have students log in to their Naviance accounts.
- From the “about me” tab, students should scroll down to “my assessments” and click on “learning style.”
- The assessment takes approximately 20 minute to complete. Students can stop and save their progress at any time.

## Making Learning Style Inventory available

To make Learning Style Inventory available to students in Family Connection, you must first enable the setting in Naviance.

To enable Learning Style Inventory for students:

1. Go to Connections > Family Connection.
2. Click “Select” and “Update Optional Features.”
3. Find “Learning Style Inventory” in the features table.
4. Check the boxes for the grade levels for which the assessment should be activated.
5. Click the “Update Features” button.

# Instructions for StrengthsExplorer

## PLP Critical Element

Results of Career Assessments — Inclusive of Learning Style Inventory

### Background information:

StrengthsExplorer is a strengths assessment that assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents. Upon completion of StrengthsExplorer, students will be provided with explanations of their top three themes, will learn how to capitalize on their success, and will discover what they need to do next to continue building on their strengths.

- The assessment contains 78 short questions and is recommended for grades 6–10.
- Students can take StrengthsExplorer only one time.
- School staff cannot take the assessment on behalf of a student.
- Students cannot go back and change their answers.
- Student answers are automatically saved as they progress through the assessment.

### Instructions

- Have students log in to their Naviance accounts.
- From the “about me” tab, students should scroll down to “my assessments” and click on “StrengthsExplorer.”
- The assessment takes approximately 20 minute to complete. Students can stop and save their progress at any time.
- When the assessment has been completed, a report will be generated. Have students read their reports.

### Making StrengthsExplorer available

To make StrengthsExplorer available to students in Family Connection, you must first enable the setting in Naviance.

To enable StrengthsExplorer for students:

1. Go to Connections > Family Connection.
2. Click “Select” and “Update Optional Features.”
3. Find “StrengthsExplorer” in the features table.
4. Check the boxes for the grade levels for which the assessment should be activated.
5. Click the “Update Features” button.

## Instructions for Creating a Resume

### To create a resume:

1. Log in to Naviance.
2. Go to the About Me tab.
3. Click Resume.
4. Follow instructions on screen:
  - Add entries
  - Edit the contents
  - Save

### To customize a resume:

1. Go to the About Me tab.
2. Click Resume.
3. Click Customize Your Printable Resumes.
4. Click Create a New Print Format if you have no saved print formats or click the Edit pencil next to the saved resume.
5. Next to Format, click the radio button to select a Style.
6. Next to References, click the radio button to include or not include References.
7. Select the primary boxes and the secondary boxes and/or Radio buttons of information within each section that you would like to be included in your resume.
8. Click Save and Close.

### To edit a printable resume:

1. Go to the About Me tab.
2. Click Resume.
3. Click Customize Your Printable Resumes.
4. Click the Edit pencil and make the desired changes to resume.
5. Click Save and Close.

### To print a resume:

1. Go to the About Me tab.
2. Click Resume.
3. Click Customize Your Printable Resumes.
4. Click the View/Print icon to view and print the resume.

*Note: Students can create multiple printable resumes. Printable resumes cannot be saved as a Word or PDF document. **\*The Resume Builder functionality does not support hard returns, so your view and printed format will look different.\****

# How to find the Resource Guides in Naviance

1. Hover over the question mark on the far right-hand side of the page.
2. Click on Learn From Your Peers.

The screenshot shows the Naviance dashboard for Bellows Falls Middle School. The top navigation bar includes the Naviance logo, menu items (Students, Planner, Courses, Scholarships, Colleges, Careers, Connections, Reports), a search bar, and a settings gear icon. A red arrow points to a question mark icon next to the gear. A dropdown menu is open, showing options: 'Get Help', 'Give Feedback', 'Browse Help Articles', 'Learn From Your Peers' (circled in red), and 'See What's New'. The main content area shows 'Class of 2017 Snapshots' with a dropdown menu set to 'Students with submitted applications'. Below this, it states 'There are no applications.' and 'Chart data is updated every 24 hours. Click graph for details'. There are also sections for 'Naviance Market', 'Naviance Professional Development Courses', and 'Naviance Updates'.

### 3. Click on the VSAC Naviance User Group.

The screenshot shows the 'Community Forums' section of the Naviance Network website. At the top, there are navigation buttons for 'Home', 'Community Forums', and 'Idea Exchange'. Below this is a search bar with a dropdown menu set to 'Forums' and a 'Search' button. The main content area is titled 'Community Forums' and contains a list of forum entries. A green arrow points to the 'VSAC Naviance User Group' entry, which is circled in red. The list includes the following entries:

TITLE	POSTS	NEW
Naviance EARCOS Common Members Joint Naviance Network/EARCOS membership	5	5
Minnesota User Group This group is for Naviance Network members in the state of Minnesota.	37	37
Chicago Area Naviance Network User Group Latest Post - Wake Forest - eDocs	151	123
Chicago Public Schools	2	2
Indiana Naviance Network User Group This group is for Naviance Network members in the state of Indiana.	80	80
Naviance User Group Leaders A space for User Group Leaders to share best practices, access resources, and keep Naviance informed of current user group happenings.	0	0
Kansas User Group	11	11
Oregon User Group	13	13
Ohio User Group	18	18
VSAC Naviance User Group For members of the VSAC Naviance Network! Latest Post - Instructions: How to Upload Documents to Naviance	18	0
Colorado User Group For Naviance Users in the great state of Colorado, Welcome!!	6	6

Steph

Home
Community Forums
Idea Exchange

## VSAC Naviance User Group

Group
Search

Naviance Network > Community Forums > VSAC Naviance User Group

New Message
Group Options ▾

SUBJECT	REPLIES	NEW	AUTHOR	VIEWS	LATEST POST
Instructions: How to Upload Documents to Naviance	0	0	Stephanie Gagnon	3	10m ago by Stephanie Gagnon
VSAC High School Resource Guide	0	0	Stephanie Gagnon	9	44m ago by Stephanie Gagnon
VSAC Middle School Resource Guide	0	0	Stephanie Gagnon	36	Wednesday by Stephanie Gagnon