



SECOND EDITION
STUDENT WORKBOOK – TREATMENT PROGRAMS

*Empower **YOUR** future:*

The Massachusetts Department of Youth Services
Career Exploration Curriculum

Comprehensive 
Education Partnership

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MassCIS Username _____

Password _____

Empower Your Future: Foundations

Empower Your Future is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective “Possible Self”. The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

“Possible Self” Elements	Definition
Life Skills	Financial literacy, job seeking skills, health and safety, independent living... skills to survive on one’s own
Create Effective Goals	A process to realize one’s potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
Believe in Yourself	An internal sense of overall positive self-worth and self-efficacy
Get Along with Others	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one’s actions
Learning How to Learn	Understanding one’s learning strengths and challenges
Explore and Pursue Your Interests	Skills to use resources and motivation to do so proactively; career awareness
Develop Your Character	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
Know Yourself	Self awareness with regards to interests, values and skills

Students work to acquire the Massachusetts Career Development Benchmark competencies as well as the eight "Possible Self" Elements.



INTRODUCTION TO UNIT 1

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Explore and Pursue Interests
- Learn to Learn

By using online and paper assessments, you will begin to understand more about yourself in relation to the world of work.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The vocabulary associated with this unit
- Your interests, values and skills as identified via assessment tools
- The kinds of information available on the MassCIS website
- How to use the MassCIS assessment tools
- How to save information into an electronic portfolio

UNDERSTAND

You will understand...

- That different interests, values and skills relate to different career clusters
- That assessment tools are only as valuable as the effort and honesty put into completing them
- That MassCIS is a valuable resource for career exploration

And therefore be able to DO

- **Create** your personal electronic portfolio
- **Complete** a series of online and paper assessments
- **Reflect** on the results of your assessments
- **Present** your reflections to the group

MEASURABLE STUDENT OUTCOMES:

- **You will complete 3 assessments (Interests (online), Values and Skills)**
- **You will complete a written reflection (scored with a rubric)**
- **You will present your reflection to the class**

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSONS 1 AND 2 VOCABULARY

Career

Employability

Portfolio

Assessment

8 "Possible Self" Elements

Survey – Thinking About Your Future

Date: _____

Student Name: _____

Directions: Using the 5-point scale below, please rate how true each statement is for you. There are no right or wrong answers. You are the only one who can say what is true or not true for you. Please be as honest as you can. Your answers will help us provide better life skills education. Put your score for each question on the line next to that question.

Not Really True

A Little True

Somewhat True

Mostly True

Almost Completely True

1

2

3

4

5

Know Yourself – understanding career interests, work values, and job skills

1. I know what my career interests, work values, and job skills are _____
2. I understand what career clusters are _____
3. I can use the Massachusetts Career Information System for future educational and career planning _____

Goal Setting – know what effective career goals are and how to set them

4. I know what my short and long range educational and career goals are _____
5. I understand what effective education and career goals are and how to set them _____
6. I set goals and track how well I am doing to reach these goals _____

Interests – discover and go after your career dreams

7. I know what my career interests really are _____
8. I understand how different interests go with different career clusters _____
9. I can link together what I am interested in doing for a career with the education I need to get _____

Get Along with Others – develop good relationships and make good decisions

10. I know how to make good decisions in school, in the community, at home, and in a job _____
11. I understand how to problem solve and peacefully settle conflicts _____
12. I can be responsible and dependable in a job _____

Learn How to Learn – become a successful student and lifelong learner

13. I know how to take charge of my learning and become a successful student _____
14. I understand how I learn best and what I need to do to succeed _____
15. I am really engaged in my schoolwork and I am trying to do my best _____

Character – be respectful of yourself and others

16. I know how to recover from setbacks _____
17. I understand how to make good decisions that will keep me out of trouble in the future _____
18. I am respectful of others _____

Life and Career Skills – know basic skills for life success

19. I know how to get a bank account, balance a checkbook, and responsibly use credit cards _____
20. I understand what careers would earn my way into the kind of life I want for myself _____
21. I can handle upsetting emotions, calm down, think about it, and respond constructively _____

Believe in Yourself – benefit from self-confidence and positive beliefs

22. I know how to speak confidently about my strengths in a job interview _____
23. I understand how my personal beliefs help me to succeed or fail _____
24. I can handle problems and overcome obstacles to reaching my educational and career goals _____

Thank you for answering the questions. Now, please take some time, think about the following questions, and write answers in the space provided. Please be as specific as you can. Remember, be as honest and open as you can. This will help us provide better career readiness education.

1. What educational and career plans would you like to go after in the future?

2. Right now, how are you preparing yourself to reach these goals?

3. What personal strengths will help you to successfully reach your educational and career goals?

4. What challenges are likely to get in your way as you try to reach your educational and career goals? How will you deal with these challenges?

MassCIS Log-On Instructions

- Go to **www.masscis.intocareers.org**
- Scroll down the page and select your **City/Town**. Enter the Zip Code
- Choose the type of user (HS student)
- Click on **Sign In**

Create a Portfolio

- Creating a Portfolio allows you to choose your own **User Name** and **Password** and enables you to save your work in MassCIS
- Click on My MassCIS Portfolio (top right hand corner of the screen)
- Under **New Users**, click on **Create My MassCIS Portfolio...** complete the form
- Record your Username and Password on the inside cover of your workbook
- When finished click **Submit**

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSONS 3, 4 AND 5 VOCABULARY

Interests

- **Crafts – Realistic**
- **Scientific – Investigative**
- **The Arts – Artistic**
- **Social – Social**
- **Business – Enterprising**
- **Office operations – Conventional**

Values

Skills

Directions to complete the survey on MassCIS

The Interest Profiler can help you identify your interests and match them with a wide variety of careers. It doesn't tell you what you should be but organizes your interests in six broad categories of work.

The *O*NET Interest Profiler* contains activities related to various careers. For each activity, choose the response that indicates if you would like or dislike the activity. Don't worry if some of the activities are unfamiliar or require training that you do not have. Don't worry about salary, status, or training. Keep in mind that all occupations and careers are open to everyone.

There are 180 activities. Do not spend too much time on any one item or talk with your friends to see how they are doing. There is no time limit, but try to work at a steady pace.

The response choices are:

- Like
- Unsure
- Dislike

NOTE: Your results will be saved automatically when you reach the results page. To add personal comments, click on the **Save** option. If you need to log off before rating all the activities, be sure and **Save** what you have completed.

How to get there:

1. Go to MassCIS at www.masscis.intocareers.org
2. Log in
3. Scroll down the Homepage until you see the yellow heading: **Assessment Tools**. Click on the **O*NET Interest Profiler**

Once you complete the assessment, record the interest areas with your top 3 scores on page 13

You will need this information to complete your unit 1 and 2 projects!

Budgeting Values Worksheet

Directions: Imagine that you have \$10,000 and a list of possible items to spend it on. Read the list of items carefully. In the space to the right of the item decide how much of your \$10,000 you would pay for that item. Spend money only on those items you REALLY want to have. The more important it is to you, the more \$ you should budget for that item. You might want to spend the whole \$10,000 on one item...spend it all but do not go over your budget.

Items to Buy

Amount Spent

1. A chance to rid the world of prejudice _____
2. A chance to serve the sick and needy _____
3. A guarantee to become a famous person (movie/music star, sports hero, astronaut, etc.) _____
4. An idea that will bring you money and fame _____
5. Perfect understanding of the meaning of life _____
6. A vaccine to make all persons incapable of theft or lying _____
7. A chance to set your own working conditions _____
8. To own stock in a highly successful company _____
9. The Presidency of the United States _____
10. The perfect love affair _____
11. A house with a beautiful view, with your favorite works of art _____
12. To be the most attractive person in the world _____
13. To live to one hundred with no illness _____
14. The most complete library of great books for your own private use _____
15. Harmony with God, doing God's work _____
16. A way to rid the world of unfairness _____
17. The resources to donate one million dollars to your favorite charity _____
18. To be voted outstanding person of the year and praised in every newspaper _____
19. To master the profession of your choice _____
20. Time with nothing to do but enjoy yourself, with all needs and desires automatically met _____
21. To be the wisest person in the world _____
22. A scheme to sneak "truth serum" into the drinking water _____
23. A way to do your own thing, without hassles _____
24. A large room full of silver dollars _____
25. The love and admiration of the whole world _____
26. Peace of mind _____
27. Your own powerful computer, for any and all facts you might need _____

On which 3 items did you spend the most \$\$\$

1st most \$ item # _____

2nd most \$ item # _____

3rd most \$ item # _____

Now... look at the next page and learn about your top 3 values

Key

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 16	Justice	The quality of being impartial or fair
2 & 17	Humanitarianism	Regard for the interests of others
3 & 18	Recognition	Being made to feel significant and important
4 & 19	Achievement	Accomplishing goals
5 & 21	Wisdom	Insight, good sense, judgment
6 & 22	Honesty	Straightforwardness, integrity
7 & 23	Autonomy	Able to be independent
8 & 24	Material wealth	Abundance of material possessions
9	Power	Authority or influence over others
10 & 25	Love	Affection, attachment to others
11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	Concern for the appearance of one's body
13	Health, physical well-being	Concern for the health of one's body
26	Emotional well-being	Freedom from overwhelming anxieties
20	Pleasure	Satisfaction or gratification
14 & 27	Knowledge	The seeking of truth and/or information
15	Religious faith	Communion with and action in behalf of a Supreme Being

For which 3 items did you budget the most money? What is the value from the list above?

	Top 3 Items	The Value
1.	_____	_____
2.	_____	_____
3.	_____	_____

Now... Record your top 3 values on page 13

Skills Inventory Worksheet

For each skill, rank your degree of competence as you would compare yourself with others – your classmates, friends etc. For those skills where your degree of competence is above average, describe briefly the experience(s) in which you gained the skill.

Skill	Never Done	Needs Work	Average	Above Average	Experience(s) Where You Gained the Skill
Analyzing Situations or Data					
Assembling Equipment or information					
Calculating Mathematical computations or risk assessment					
Coaching Guiding or tutoring					
Competitiveness Ability to compete with others and a willingness to be measured on performance					
Compiling Data or facts					
Constructing Objects or buildings					
Coordinating Activities or events					
Creating Artistic creations, new ideas or inventions					
Deciding Finding alternatives, making best use of resources or materials					
Designing Products or systems					
Direction Ability to define personal goals and needs					
Displaying Ideas, products or equipment					
Editing Newspapers or magazines					
Energy Level Ability to demonstrate a forcefulness and capacity to make things move ahead					

(Adapted from Job Search Manual (a free internet resource) found at www.sunraye.com/job_net/ws5.htm)

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Skill	Never Done	Needs Work	Average	Above Average	Experience(s) Where You Gained the Skill
Estimating Costs, income or physical space					
Evaluating Performance, programs, processes or events					
Flexibility Capable of change and receptive to new situations and ideas					
Goal Achievement Ability to identify, work toward and obtain specific objectives					
Group Facilitating Managing group interactions					
Interviewing Seeking information from others and making subsequent decisions or suggestions					
Investigating Private information underlying causes or events					
Making Layouts For printed media public displays or advertising					
Measuring					
Motivating Self and others					
Observing Physical phenomena, human behavior or situations					
Operating Equipment, machines or vehicles					
Organizing People, information or events					
Patience Ability to remain calm, endurance					
Planning Budgeting, goal setting, scheduling					
Perseverance Ability to continue a course of action in spite of difficulties or opposition					
Record Keeping Logs, files or time sheets					
Repairing Equipment, vehicles, furniture, appliances, accessories, etc.					

Skill	Never Done	Needs Work	Average	Above Average	Experience(s) Where You Gained the Skill
Researching Obtaining information from the library, surveys or physical data					
Self-knowledge Ability to assess your own capabilities					
Self-starter Ability to identify purposeful work and to take action					
Selling Ideas, products or policies					
Serving A product or an individual					
Sketching Pictures, diagrams or charts					
Supervising People or processes					
Teaching Formal or informal					
Timing Organizing time or events					
Troubleshooting Equipment or situations					
Updating Information or records					
Using Instruments Engineering, medical or scientific					
Writing Creative, business, or non-fiction					
Other Skills You'd Like to Add (e.g. Word Processing, Spread Sheets, Accounting)					

My top 3 skills are:

1. _____
2. _____
3. _____

Now... Record your top 3 skills on page 13

Interests, Values and Skills Worksheet

Record the information from your assessments **HERE!**

	Possible Careers?
<p>My Key Interests (From <i>O*NET Interest Profiler</i>)</p> <p>1.</p> <p>2.</p> <p>3.</p>	
<p>My Key Values (from <i>Budgeting Values Worksheet</i>)</p> <p>1.</p> <p>2.</p> <p>3.</p>	
<p>My Key Skills (from <i>Skills Inventory Worksheet</i>)</p> <p>1.</p> <p>2.</p> <p>3.</p>	

Unit 1 Project Scoring Guide

Writing Reflection and Presentation

On the next page, write a 3 paragraph self-reflection essay that shows what you have learned about yourself from taking the 3 assessments (interests, values and skills)

Paragraph #1: My Interests (write about 3 interests: 10 points each)

Say what the interests are and give examples of things you like to do related to these interests.

30 Points Total

Paragraph #2: My Skills (write about 3 skills: 10 points each)

Say what your skills are and give examples of times when you have used these skills to help you be successful.

30 Points Total

Paragraph #3: My Values (write about 3 values: 10 points each)

Say what your values are and give examples of when and how these values have been important to you.

30 Points Total

Oral Presentation:

Stand up in front of the class and share your essay. Speak clearly and confidently!

10 Points Total

TOTAL POINTS POSSIBLE = 100

INTRODUCTION TO UNIT 2

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Explore and Pursue Interests
- Learn to Learn

After completing research on the MassCIS website, you will create a PowerPoint presentation about a career of interest and present it to your class. You will also participate in a mock interview for a job in your career area of interest.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- Your interests, values and skills as identified via assessment tools
- The vocabulary associated with this unit
- How to use MassCIS for researching a career of interest
- Proper interview etiquette

UNDERSTAND

You will understand...

- That different interests, values and skills relate to different career clusters
- That MassCIS is a valuable resource for career exploration
- That knowing your interests, values and skills helps you to interview

And therefore be able to DO

- **Research** a career of interest
- **Create** an informational poster or PowerPoint presentation using a rubric
- **Reflect** on what assessment and research have taught you about yourself
- **Present** your project to their class
- **Participate** in a mock interview

MEASURABLE STUDENT OUTCOMES:

- **You will complete a poster or PowerPoint presentation**
- **You will present your project to your class**
- **You student will participate in a mock interview**

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

LESSONS 1 AND 2 VOCABULARY

Wages

Employment Outlook

Working Conditions

Physical Demands

Job Tasks

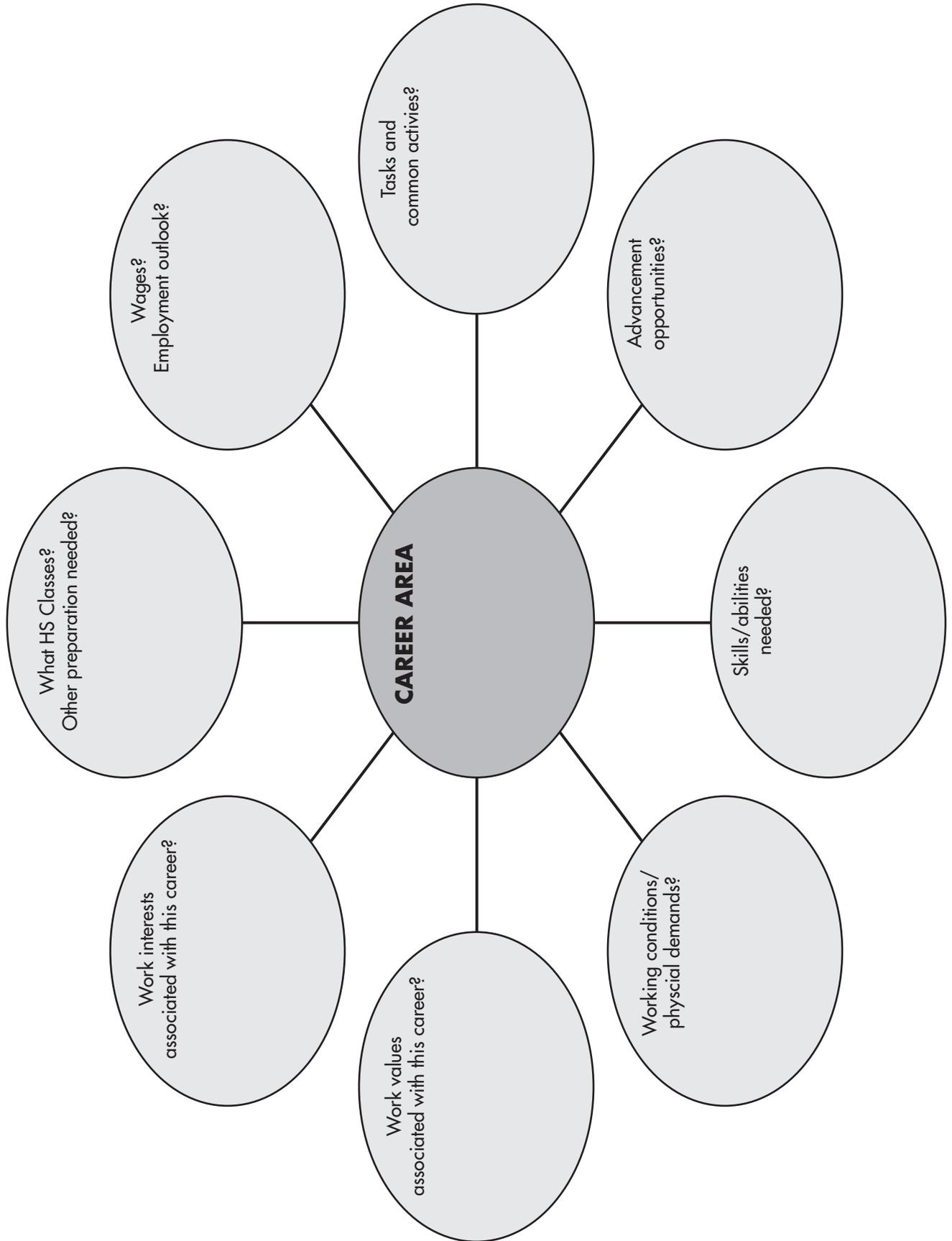
Advancement Opportunities

Associates Degree

Bachelors Degree

Advanced Degree

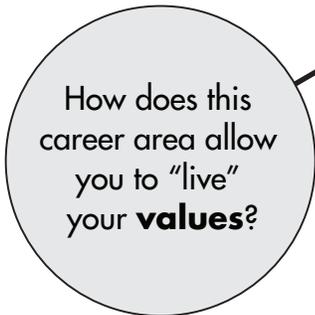
Licensure



Relating your career to YOU

Next to each circle, please answer each question.







Unit 2 Poster or PowerPoint and Presentation Rubric

75 Points Possible

Create a Poster or PowerPoint that provides information about a career of interest (from your research) and include how this career is related to your interests, values and skills (from your assessment results)

Criterion	Distinguished (15 points)	Proficient (12-9 points)	Needs Improvement (6-3 points)	Comments/Score
Career Information	The poster/PPT includes information from all 8 circles on the <i>Job Information Web</i>	The poster/PPT includes information from 5-7 of the circles on the <i>Job Information Web</i>	The poster/PPT includes information from 4 or fewer circles on the <i>Job Information Web</i>	
Assessment Information	The poster/PPT includes information about how this career relates to 3 personal interests, 3 values and 3 skills (<i>from the Interests, Values and Skills Web</i>)	The poster/PPT includes information about how this career relates to 2 personal interests, 2 values and 2 skills	The poster/PPT includes information about how the career relates to 1 personal interest, 1 value and 1 skill	
Quality/Effort	The poster/PPT is easy to read and reflects responsible work habits (initiative, follow through, etc)	The poster/PPT is reasonably easy to read and reflects minimally responsible work habits	The poster/PPT is not easy to read and does not reflect initiative or follow through	
Creativity	The poster/PPT demonstrates creativity of thought and design	The poster/PPT demonstrates minimal creativity of thought and design	The poster/PPT lacks creativity of thought and design	
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information 1 minute or less	

Total Score _____

How to Improve My Interview Worksheet

Practice Interview	What I will do better in the 2nd Interview
What personal interests was I able to talk about?	Here is what I will say about my interests 1. 2. 3.
What personal skills was I able to talk about?	Here is what I will say about my skills 1. 2. 3.
What personal values was I able to talk about?	Here is what I will say about my values 1. 2. 3.
What was my feedback about my body language? <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	How will I improve my body language?
What was my feedback about my communication style? <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	How will I improve my communication style?

Unit 2 Mock Interview Rubric

25 Points Possible

Criterion	Distinguished (5 points)	Proficient (4-3 points)	Needs Improvement (2-1 points)	Comments/Score
Interests Question	The students can list 3 personal interests related to the job	The students can list 2 personal interests related to the job	The students can list 1 personal interest related to the job	
Skills Question	The students can list 3 personal skills related to the job	The students can list 2 personal skills related to the job	The students can list 1 personal skill related to the job	
Values Question	The students can list 3 personal values related to the job	The students can list 2 personal values related to the job	The students can list 1 personal value related to the job	
Body Language	Demonstrates all 5 of the items on this list <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	Demonstrates 3-4 of the following <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	Demonstrates 1 or 2 of the following <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	
Communication Style	Demonstrates all 5 of the items on this list <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	Demonstrates 3-4 of the following <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	Demonstrates 1 or 2 of the following <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	

Total Score _____

INTRODUCTION TO UNIT 3

UNIT 3: POSSIBLE SELVES TREES

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Believe in Yourself

You will complete activities that help you get to know yourself better by exploring your hopes, expectations and fears. You will be able to show your creative side by drawing a tree that captures what you are thinking about your future.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The definition of *Possible Selves*
- The definition of hopes, fears and expectations
- Your own personal hopes, fears and expectations

UNDERSTAND

You will understand...

- *Possible Selves* can be good or bad
- *Possible Selves* can be driven by fear or hope
- The difference between a hope and an expectation
- That everyone has personal strengths
- How fears can impact healthy growth

And therefore be able to DO

- **Identify** your hopes, fears and expectations
- **Create** a *Possible Selves Tree* that graphically portrays your current hopes, fears and expectations
- **Present** the *Possible Selves Tree* to the class

MEASURABLE STUDENT OUTCOMES:

- **A Completed *Possible Selves Tree***
- **Presentation**

UNIT 3: POSSIBLE SELVES TREES

LESSON 2 VOCABULARY

Hope

Expectation

Fear

Individual Strength

Learner

Worker

Person

Possible Selves Worksheet

List 5 personal strengths

List 5 personal weaknesses

	PERSON	LEARNER	WORKER
What are your HOPES in each category (you are not sure they will happen but you would like them to)			
What are your EXPECTATIONS in each category (you are pretty sure they will happen)			
What are your FEARS in each category (what scares or worries you)			

(adapted from Possible Selves, Hock, Schumaker and Deshler, 2008)

Unit 3 Possible Selves Tree and Presentation Rubric

Tree Maximum = 75 points; Presentation Maximum = 25 points

TREE	Distinguished (15 points)	Proficient (12-9 points)	Needs Improvement (6-3 points)	Comments/Score
Worker hopes and expectations	The tree has 5 or more branches depicting worker hopes and expectations	The tree has 3-4 branches depicting worker hopes and expectations	The tree has 1-2 branches depicting worker hopes and expectations	
Learner hopes and expectations	The tree has 5 or more branches depicting learner hopes and expectations	The tree has 3-4 branches depicting learner hopes and expectations	The tree has 1-2 branches depicting learner hopes and expectations	
Personal hopes and expectations	The tree has 5 or more branches depicting personal hopes and expectations	The tree has 3-4 branches depicting personal hopes and expectations	The tree has 1-2 branches depicting personal hopes and expectations	
Roots	The tree has at least 5 long roots depicting personal strengths	The tree has 3-4 long roots depicting personal strengths	The tree has 1-2 long roots depicting personal strengths	
Threats	The poster has 5 possible threats to its growth	The poster has 3-4 possible threats to its growth	The poster has 1-2 possible threats to its growth	

TOTAL Score for Tree _____

PRESENTATION	Distinguished (25 points)	Proficient (15-20 points)	Needs Improvement (10-15 points)	Comments/Score
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information and completes the presentation in 1 minute	

TOTAL Score for Presentation _____

TOTAL SCORE _____

INTRODUCTION TO UNIT 4

UNIT 4: CREATING LONG AND SHORT TERM GOALS

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Believe in Yourself
- Create Effective Goals
- Get Along with Others

People who set goals and write them down are more likely to achieve them. You will learn how to write both long and short term goals. Through role playing you will be able to practice some of the skills needed to reach short term goals.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The difference between a long term and short term goal
- How to write a measurable, time specific, short term goal
- How to fill out the short term goal tracking sheet

UNDERSTAND

You will understand...

- Goals will help you achieve your *Possible Selves*
- That you need to learn to advocate to include **your long term goals** in DYS planning documents
- That role playing is a way to practice skills needed to meet short term goals

And therefore be able to DO

- **Identify and prioritize** at least 5 long term goals
- **Create** your own vision statement
- **Identify** 2 short term goals to begin working on (“tracking”) immediately
- **Role play** scenarios designed to practice skills needed for short term goals and employment

MEASURABLE STUDENT OUTCOMES:

- **5 measurable and time specific long term goals**
- **A personal vision statement**
- **2 measurable and time specific short term goals**

UNIT 4: CREATING LONG AND SHORT TERM GOALS

VOCABULARY/TERMS

Long Term Goal

Measurable

Time Specific

Personal Vision Statement

To Advocate

Short Term Goal

Long Term Goal Setting Worksheet

Look at your Possible Selves Trees. Your tree has your hopes and expectations on its branches. Look these over and think about which of the things you have included are **most important** to you to make happen.

From the LEARNER branch, pick the 2 things that are most important to you

1.

2.

From the WORKER branch, pick the 2 things that are most important to you

1.

2.

From the PERSON branch, pick the 1 thing that is most important to you

1.

Now use these important things to write your long term goals... each goal should state SPECIFICALLY what you want to accomplish and by when.

Long Term Goal #1

I will

by

Long Term Goal #2

I will

by

Long Term Goal #3

I will

by

Long Term Goal #4

I will

by

Long Term Goal #5

I will

by

Goals Reviewed by:

Score for goals

(maximum = 50)

Short Term Goal Setting Worksheet

In order to reach your long term goals, you probably need to start making some changes TODAY! What kinds of attitudes/behaviors do you struggle with? For example, do you "blow off" school work? Do you argue with staff? Setting short term goals that will help you be more successful while you are in DYS, will help you get ready for returning to school or work in the community.

From the list below pick two (2) things that are important to you

- Earn daily points
- Advance on the level system
- Get positive feedback from staff
- Learn new skills
- Get good grades
- Earn passes
- Earn an early release
- Have my family told that I am doing well
- Have the judge told that I am doing well
- Other _____
- Other _____

What do you want? (from the items you checked off above)	What do you need to do differently to get what you want?	By when do you want it?
Example: Advance on level system	Stop arguing with staff and peers	By 2 weeks from today

Now write 2 short term goals using the information above:

Example: I will not argue with staff or peers so that I can advance on the level system in 2 weeks.

Short Term Goal #1

Short Term Goal #2

Short Term Goal Tracking Chart

SCORING GUIDE 5=MET 100% 4=MET 80% 3=MET 60% 2=MET 40% 1=MET 20% 0=BLEW IT

	DATE:	DATE:	DATE:	DATE:	DATE:
GOAL #1 (Write in Goal #1 from page 31)	SCORE <input type="radio"/> COMMENTS:				
GOAL #2 (Write in Goal #2 from page 31)	SCORE <input type="radio"/> COMMENTS:				

GOAL #1 5 DAY AVERAGE SCORE:

GOAL #2 5 DAY AVERAGE SCORE:

Unit 4 Grading Sheet

5 Long Term Goals (10 points each)
(maximum = 50)

Vision Statement (5 points for each sentence)
(maximum = 30)

2 Short Term Goals (10 points each)
(maximum = 20)

TOTAL SCORE

INTRODUCTION TO UNIT 5

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Learn to Learn
- Create Effective Goals

By conducting research, you will learn factual information about the steps you need to take to reach your transitional goals. You will also track progress you are making towards your short term goals identified in Unit 4.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- What a transitional goal is
- How to use the internet to obtain specific information
- Specific information about what is involved in preparing for a career of interest

UNDERSTAND

You will understand...

- The differences between long term, transitional and short term goals
- That you have to think about, plan and do things in order to attain transitional goals
- That you have to get the facts in order to make effective plans

And therefore be able to DO

- **Analyze** your progress towards your short term goals
- **Create** transitional goals related to your career of interest
- **Conduct research** using the internet to obtain factual information about how to prepare for a career of interest
- **Present** your *Researched Career Action Plan Worksheet* to the group
- **Reflect** on short term goal attainment

MEASURABLE STUDENT OUTCOMES:

- **Researched Career Action Plan Worksheet**
- **Presentation**

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

VOCABULARY/TERMS

Transitional Goal

Action Plan

Research

Job Corp

Bridging the Opportunity Gap (BOG)

Transitional Goals Worksheet

Long Term Goal # 1:

Transitional Goals:

Long Term Goal # 2:

Transitional Goals:

Long Term Goal # 3:

Transitional Goals:

Long Term Goal # 4:

Transitional Goals:

Long Term Goal # 5:

Transitional Goals:

Action Plan Worksheet

Example:

Long Term Goal: Be a chef

Transitional Goal: Work in a restaurant

To accomplish my transitional goal I must:

1. Get my driver's license by June
2. Identify 5 restaurant within driving distance by April
3. Identify 3 people to use as references; ask them to be my job references by April
4. Fill out and submit applications to the 5 restaurants by May
5. Save money to buy uniform to wear at the job by June

Your Action Plan:

Long Term Goal:

Transitional Goal:

To accomplish my transitional goal I must:

1. _____ by _____
2. _____ by _____
3. _____ by _____
4. _____ by _____
5. _____ by _____

Get The Facts Worksheet

Go to www.jobcorps.gov/home.aspx and list as many facts as you can about how to get into Job Corps and the benefits of going:

Go to www.mass.gov/rmv and list as many facts as you can about how to get a driver's license and register a car

Go to www.acenet.edu/Content/NavigationMenu/ged/test/Intro_TestTaker.htm and list as many facts as you can about taking the GED

Go to www.goarmy.com and list as many facts as you can about how to enlist and possible career opportunities

Go to www.bhcc.mass.edu and list as many facts as you can about taking classes (how to enroll? How much \$, etc?)

Go to www.commcorp.org/dys/aboutbog.html and list as many facts as possible about BOG (Bridging the Opportunity Gap)

Researched Career Action Plan

My career area of interest: _____

	Researched Facts	My Action Steps
Education and/or Licensure Required		
How/where can I get the training I need?		
How much does the training cost? Is there a way to get help paying for the training?		
Skills Required		
Fill in this row OR the next row List 5 places that employ people to do this work		
List 5 things you would need to do in order to open your own business in this field.		

Unit 5 Researched Career Action Plan and Presentation Rubric

100 Points Possible

Criterion	Distinguished (20 points)	Proficient (15 points)	Needs Improvement (10 points)	Comments/Score
Education	The following 4 elements are covered <ul style="list-style-type: none"> • Important HS courses listed • Advanced degrees listed • College major included • Licensure covered 4 action steps	3 of the elements are covered 3 action steps	2 of the elements are covered 2 action steps	
Location/ Cost of training	4-5 schools/training programs are listed Costs of training included 3 action steps	2-3 schools/training programs are listed Costs of training included 2 action steps	1 school/training program is listed Costs of training included 1 action step	
Skills	5 skills are listed 5 action steps	3-4 skills are listed 3-4 action steps	1-2 skills are listed 1-2 action steps	
5 employment possibilities OR Info about how to start own business	5 employment possibilities OR 5 facts about starting one's own business 5 action steps	3-4 employment possibilities OR 3-4 facts about starting one's own business 3-4 action steps	1-2 employment possibilities OR 1-2 facts about starting one's own business 1-2 action steps	
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information 1 minute or less	

Total Score _____

Short Term Goals Reflection

My 1st short term goal is:

I have been successful with this goal when...

The major difficulty I have had reaching this goal so far is:

In order to score higher on this goal over the next few days I will...

The person I will ask for help with this goal is...

My 2nd short term goal is:

I have been successful with this goal when...

The major difficulty I have had reaching this goal so far is:

In order to score higher on this goal over the next few days I will...

The person I will ask for help with this goal is...

INTRODUCTION TO UNIT 6

UNIT 6: REALITY CHECK

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Learn to Learn
- Life Skills

Will the career you are interested in support the lifestyle you want to live?
You will complete activities online that will help you answer this question.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The elements of a budget for a person who is living on his/her own
- How to write a check
- How to balance a checkbook

UNDERSTAND

You will understand...

- Even modest spending adds up quickly
- How much one needs to earn each month to support a desired life style
- That different levels of education yield different levels of life long earning power
- What jobs in your area of interest would support your desired life style
- If there is a realistic connection between your desired life style, long term goals and your plans for education during and after HS

And therefore be able to DO

- **Complete** the Reality Check activity on MassCIS
- **Complete** banking activities
- **Reflect** on how this information might impact your goals developed earlier

MEASURABLE STUDENT OUTCOMES:

- **Reality Check Worksheet**
- **Wants vs. Needs Worksheet**
- **Reality Check Reflection Activity**
- **Check Writing Activity**
- **Maintaining a Checking Account Balance Sheet**

UNIT 6: REALITY CHECK

VOCABULARY/TERMS

Housing

Utilities

Food

Transportation

Clothes

Medical

Entertainment

Personal up-keep

Miscellaneous

Savings

Federal Taxes

State Taxes

Annual Income

Budget Estimating Worksheet

Estimated Monthly Cost

Housing

Utilities

Food

Transportation

Clothes

Medical

Entertainment

Personal up-keep

Miscellaneous

Savings

TOTAL

Reality Check Worksheet

Directions: Log onto MassCIS. On the home page click on Reality Check (bottom left). On the next screen, click on the "Get a Reality Check" tab. On the next screen, choose a location and then hit the red "NEXT" button in the upper right. Complete the activity. Keep hitting the "NEXT" button to advance through the activity. When you have finished, a Total Expenses summary will appear; copy the information from that screen below.

	Monthly cost
Housing	_____
Utilities	
Electricity	_____
Heat	_____
Phone	_____
Cable	_____
Internet	_____
Cell phone	_____
Food	_____
Transportation	_____
Clothes	_____
Health	_____
Entertainment	_____
Personal care	_____
Miscellaneous	_____
Student Loans	_____
Savings	_____
Monthly Expenses	_____
Annual Expenses	_____
Federal Taxes	_____
State Taxes	_____
Annual Salary Needed	_____

After recording the information from the Total Expenses summary screen, click the "next" button on the top right hand side of the screen.

Select the education level you plan to attain and write it below

Educational level you plan to attain: _____

Select the Occupation clusters that interest you and record them below

Occupational Cluster(s) that interest you: _____

Now hit the red next button in the top right side of the screen and record what comes up below

Occupations that provide this annual salary:

If the career that you are interested in did NOT come up, go back to the MassCIS home page, click the "occupations" tab and select the career that you researched and record the annual salary below

My Career of Interest:

Annual Salary:

Wants vs. Needs Worksheet

	What kinds of things did you include when you did the Reality Check?	Which of these items are NEEDS?	Which of these items are WANTS	What might you need to give up?
Housing				
Utilities				
Food				
Transportation				
Clothing				
Health Care				
Entertainment				
Personal upkeep				
Miscellaneous				
Student Loans				
Savings				

Practice Checks

Write the 1st check out to Verizon Wireless for \$89.43

Write the 2nd check out to the Registry of Motor Vehicles for \$55.00

Maria Sanchez	321
12 Main St	
Worcester, Ma	
Pay to the order of _____	\$ _____
_____	Dollars
For _____	_____

Maria Sanchez	322
12 Main St	
Worcester, Ma	
Pay to the order of _____	\$ _____
_____	Dollars
For _____	_____

Write the next 2 check out as follows:

- Banner Enterprises for \$750 for your rent
- Bank of America for \$250. 75 for your car loan

Maria Sanchez	323
12 Main St	
Worcester, Ma	
Pay to the order of _____	\$ _____
_____	Dollars
For _____	_____

Maria Sanchez	324
12 Main St	
Worcester, Ma	
Pay to the order of _____	\$ _____
_____	Dollars
For _____	_____

Practice Check or ATM/Debit Card Register

On May 30 you got your first pay check and opened a bank account and deposited the whole amount: \$1,500. The bank gave you a check book and an ATM card.

- On June 1 you wrote a check for your rent for \$750.00
- On June 3 your wrote a check to pay your cell phone bill for \$89.43
- On June 5 you used your ATM debit card to pay for gas \$20.45
- On June 6 you used your ATM debit card to buy a new outfit at the mall \$65.99
- On June 8 your friend paid you back the \$50 you lent him and you deposited it using your ATM card

How much money do you have on June 9?

Date	Number	Transaction	Debit	Credit	Balance

Unit 6 Grading Sheet

Reality Check Worksheet

(maximum = 50)

Wants vs. Needs Worksheet

(maximum = 20)

Reality Check Reflection Activity

(maximum = 20)

4 Completed Checks

(maximum = 5)

Balance Sheet

(maximum = 5)

TOTAL SCORE

INTRODUCTION TO UNIT 7

UNIT 7: HOW BELIEFS AFFECT DECISIONS

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Develop Your Character
- Believe in Yourself

By thinking positively about the future, you are more likely to reach your goals. In this unit you will learn how to create positive beliefs and write a vision statement to help you with goal attainment.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The definitions of optimistic and pessimistic
- The definitions of internal and external locus of control

UNDERSTAND

You will understand...

- That personal beliefs can impact personal success or failure
- That you can work to create new beliefs, giving you more control

And therefore be able to DO

- **Identify** your perceptions and beliefs about yourself, the world and your place in the world
- **Create** positive belief statements that will assist with long term goal attainment
- **Reflect** on how your personal beliefs may impact your attitude and goal attainment

MEASURABLE STUDENT OUTCOMES:

- **Positive Belief Webs**
- **Prediction Letters**
- **Presentation**

UNIT 7: HOW BELIEFS AFFECT DECISIONS

VOCABULARY/TERMS

Optimistic

Pessimistic

Attitude

Perceptions

Beliefs

Positive belief statements

Prediction

Optimism vs. Pessimism Worksheet

Describe hard situations in your life where you chose to be CHEERFUL (optimistic)

Describe situations in your life where you let things happening around you BRING YOU DOWN (pessimistic)

Describe times in your life when you were filled with GRATITUDE (optimistic)

Describe times in your life when you felt that you were ANGRY THAT YOU GOT A RAW DEAL (pessimistic)

Describe some things in your life about which you feel HOPEFUL (optimistic)

Describe some things in your life about which you feel HOPELESS (pessimistic)

Describe some things in your life about which you feel ENTHUSIASTIC (optimistic)

Describe some things in your life that you find BORING (pessimistic)

Was it easier for you to come up with examples of being OPTIMISTIC or PESSIMISTIC?

What does that say about your attitude?

Who Controls Your Life? Worksheet

Since you have been at this treatment center, have you been trying to take control of your behavior and learning?
Give 3 examples of how you have taken control.

1.

2.

3.

Do you sometimes get frustrated and give up? When you do, who or what do you tend to blame things on?
Give 3 examples of how you sometimes give your control away.

1.

2.

3.

My Personal Belief Quotient Worksheet

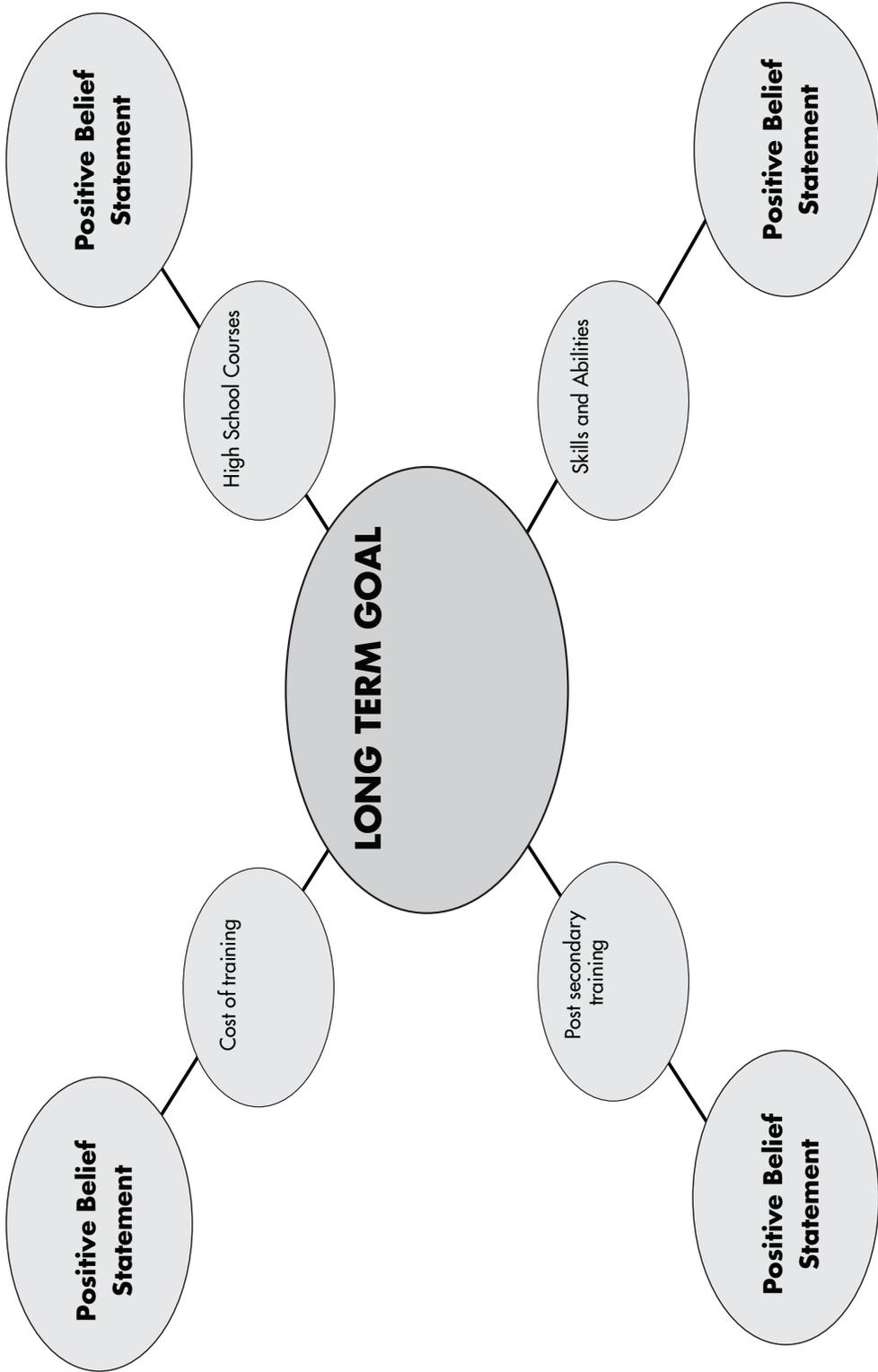
	Yes	No	Maybe
1. I am optimistic			
2. I am pessimistic			
3. I keep the power to run my own life			
4. I give away my power to run my life			
5. I loose control			
6. I can make my life go the way I want it to go			
7. I can change my thoughts			
8. I can change my feelings			
9. I can change my behavior			
10. I am a victim			

Look at #'s 1, 3, 6, 7, 8, 9... How many of these did you say YES to _____

Look at #'s 2, 4, 5, 10... How many of these did you say YES to _____

If you have more yes's to the 1st group...you have some POSITIVE beliefs

If you have more yes's to the 2nd group...you need to work on changing your personal beliefs



Dear Caseworker,

By two years from today I plan... *to have worked hard enough to have passed my classes and made my levels at this treatment center.*

I will also have passed MCAS so I will be able to graduate from my high school.

I will have a part time job and I will save my money to help pay for the computer training program I want to take after high school.

I plan to be working with you to make sure I can enroll in a computer training program when I finish high school.

I will be drug free and have a girlfriend.

Sincerely,

José Rodriguez

Dear _____,

By one year from today I plan...

Sincerely,

Unit 7 Grading Sheet

Positive Belief Web (10 points for each positive belief statement)
(maximum = 40)

Prediction Letter (7 points for each prediction)
(maximum = 35)

Presentation
(maximum = 25)

TOTAL SCORE

INTRODUCTION TO UNIT 8

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Develop Your Character
- Believe in Yourself

Life always presents obstacles and this unit will teach you how to develop the resilience and coping strategies to prevent you from getting stuck and giving up.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The definition of resilience
- What an affirmation is
- The difference between negative and positive self-talk
- Strategies for overcoming obstacles and maintaining a positive attitude

UNDERSTAND

You will understand...

- How obstacles can sometimes be opportunities
- The importance of a positive attitude

And therefore be able to DO

- **Create** personal affirmations
- **Practice** the language (self talk) associated with a positive attitude
- **Identify** a variety of strategies to overcome obstacles
- **Present** your strategies for overcoming personal obstacles

MEASURABLE STUDENT OUTCOMES:

- **Personal Affirmations**
- **Overcoming Obstacles Worksheet**
- **Presentation**

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

VOCABULARY/TERMS

Coping Strategy

Resiliency

Obstacles

Opportunities

Reframing a situation

Self Talk

Positive Belief Statements

Personal Affirmations

Resiliency IS/IS NOT

Resiliency IS

- The ability to adapt well to stress, adversity, trauma or tragedy
- The ability to recover from depression or discouragement; it means “bouncing back” from difficult experiences

Resiliency IS NOT

- A quality that some people possess and others do not
- Ignoring feelings of sadness or loss
- Always being strong and not asking for support (key component)
- Emotionally distant, cold or unfeeling

Resiliency Activity: Using Personal Strengths

Quote

"Let me tell you something you already know. The world ain't all sunshine and rainbows. It is a very mean and nasty place and it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't how hard you hit; it's about how hard you can get hit, and keep moving forward. How much you can take, and keep moving forward. That's how winning is done. Now, if you know what you're worth, then go out and get what you're worth. But you gotta be willing to take the hit, and not pointing fingers saying you ain't where you are because of him, or her, or anybody. Cowards do that and that ain't you. You're better than that!"

~ Rocky

Think of two people (history, family/friends, pop culture etc.) who you think of as a role model of Resilience.

1.

2.

Think of what factors/strengths helped those individuals to be resilient:

Role Model 1:

Role Model 2:

Resiliency Activity: Reframing

Reframing Example

For example, say a college student breaks his leg during summer vacation. He is crestfallen, because he can no longer play sports with his family and friends. A few days later, he realizes that he now has the quiet, alone time to learn how to play the guitar, something he had always wanted to do but had been too busy to attempt. He then discovers he has a great aptitude for music and becomes a decent guitar player by summer's end. One year later, he changes his major to music. After graduation he embarks on a successful music career. Years later, his friends recall how unfortunate his leg fracture was that summer, and he says, "Breaking my leg was the best thing that ever happened to me!" From then on, whenever he is disabled by injury or illness, he recalls the lesson and is far less despondent over his temporary disability than he otherwise would have been, as he takes the opportunity to do something novel.

1. Think of a setback in your life (something fresh in your mind and something you could share)

Situation:

2. Think how it made you feel and what you said to yourself. Write this down.

What you felt:

What you said to yourself:

3. What can be gained. Now ask yourself:

How can I use this as an opportunity:

What can I learn from this:

4. Rewrite and flip (REFRAME) the old script of what you said to yourself:

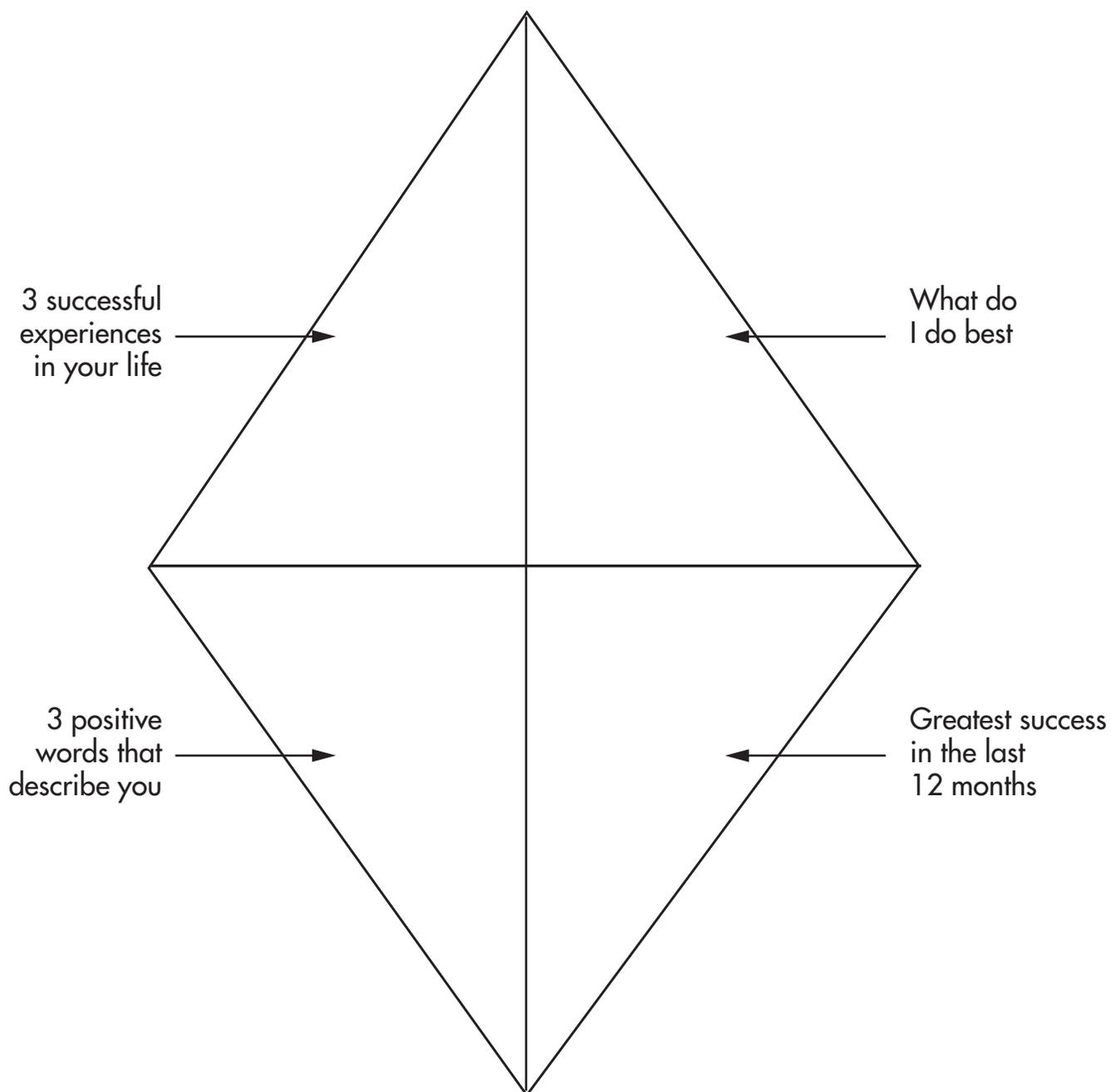
Personal Strength Diamond Worksheet

Fill in the diamond and then list 3 times recently when you have relied on your personal strengths.

1.

2.

3.



Adapted from Merging Two Worlds, 2003

The Cup is Half Full Worksheet

- **Focus on the Positive**
- **Positive Self Talk**

Focus on the Positive

Catch yourself doing something right! List 5 things you have done today that were positive.

1.

2.

3.

4.

5.

List 3 decisions you did decide with pride in your past.

1.

2.

3.

List 3 decisions you would like to decide with pride in your future.

1.

2.

3.

Positive Self Talk

Talk positively to yourself. If you talk to your friends the way you talk to yourself, how many friends would you have? You can replace negative, self-defeating thoughts with positive thoughts.

Practice turning negative thoughts into positive self talk. Change the putdown self talk into positive self talk.

He's so lucky, things never work out for me like that.	
It's too early. I'm too young.	
It's too late. I'm too old.	
I do all the work but never get any credit.	
I'll ignore the problems and hope no one notices.	
If I get caught, I'll manipulate my way out of it.	
It's not fair.	
I'll lie about it. No one will know.	
I'm a perfectionist. If I can't do it exactly right, I'm not going to do it at all.	
If I fail, I'll be embarrassed.	

What Are Positive Affirmations?

Positive affirmations are statements we think or say to ourselves or others. They make statements about people, places, things or situations.

Affirmations themselves can be either positive or negative. They are based on our beliefs and with them we create our reality. Both positive affirmations and negative affirmations have the ability to influence your life, your environment, and you.

Ralph Marston put it succinctly, **“There is a thought in your mind right now. The longer you hold on to it, the more you dwell upon it, the more life you give to that thought. Give it enough life, and it will become real. So make sure the thought is indeed a great one.”**

People who are highly successful **program their minds** with affirmations, images, and visualizations then back these up with action and persistence.

By using these affirmations, images and words either consciously or subconsciously you can create prosperity, abundance and success.

Positive Affirmations Worksheet

Examples:

I will hit a home run every night

I choose to be my own person

I am what I make myself

I will be educated

I am in control of my future

Now come up with 5 of your own:

1.

2.

3.

4.

5.

Overcoming Obstacles Worksheet

What obstacles do you think you will face over the next 6 months?:

1. *Moving forward with your education?*
2. *Maintaining positive behavior?*
3. *Getting along with others?*
4. *Maintaining a positive attitude?*

OK....so what are going to do about these obstacles? Pick 2 from what you listed above and fill out the charts below to describe what YOU will do to overcome these obstacles.

Obstacle #1 _____

What personal strengths will you count on?	What "self talk" will you use? (Positive belief statements)	How can you reframe things?	What in the situation that is positive can you focus on?	Which of your positive affirmations should you use?

Obstacle #2 _____

What personal strengths will you count on?	What "self talk" will you use? (Positive belief statements)	How can you reframe things?	What in the situation that is positive can you focus on?	Which of your positive affirmations should you use?

Unit 8 Grading Sheet

5 Positive Affirmations (2 points each)
(maximum = 10)

Overcoming Obstacles (8 points for each completed box)
(maximum = 80)

Presentation
(maximum = 10)

TOTAL SCORE

INTRODUCTION TO UNIT 9

UNIT 9: LIFE IS A ROLLER COASTER

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Create Effective Goals
- Develop Your Character
- Believe in Yourself

This unit will require you to pull together what you have learned in earlier units to create a roller coaster poster which depicts your goals, the obstacles you may face trying to reach those goals and the strategies you will use to cope with those obstacles. You may want to bring your finished roller coaster project to your community re-entry meeting.

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The scope and expectations for the roller coaster project

UNDERSTAND

You will understand...

- How many of the activities in this curriculum link together

And therefore be able to DO

- **Create** your *Life is a Roller Coaster* project
- **Present** your project

MEASURABLE STUDENT OUTCOMES:

- **Roller Coaster Project**
- **Presentation**

UNIT 9: LIFE IS A ROLLER COASTER

Project Organizer Worksheet

Complete the information below and then look for the corresponding letters on the roller coaster and enter it there as well.

A. What are your **long term goals**?

1.

2.

3.

B. What about **you** might cause you to “crash” (poisons from your tree)

1.

2.

3.

C. What **short term goals** are you working on right now?

1.

2.

3.

D. What are your **personal strengths**? (long roots on your tree; positive attitudes)

1.

2.

3.

E. What are your **transitional goals**? (things you will need to work on in order to get closer to your long term goals)

1.

2.

3.

F. What about **school and learning** might cause you to “crash”.

1.

2.

3.

G. What **coping strategies** will you use to deal with set backs? (What makes you resilient?)

1.

2.

3.

H. What in the **community** might cause you to crash?

1.

2.

3.

I. What **people** can I count on for **support** when I am experiencing difficulties?

1.

2.

3.

J. What **personal affirmations** will I use to help me keep on track?

1.

2.

3.

A LONG TERM GOALS

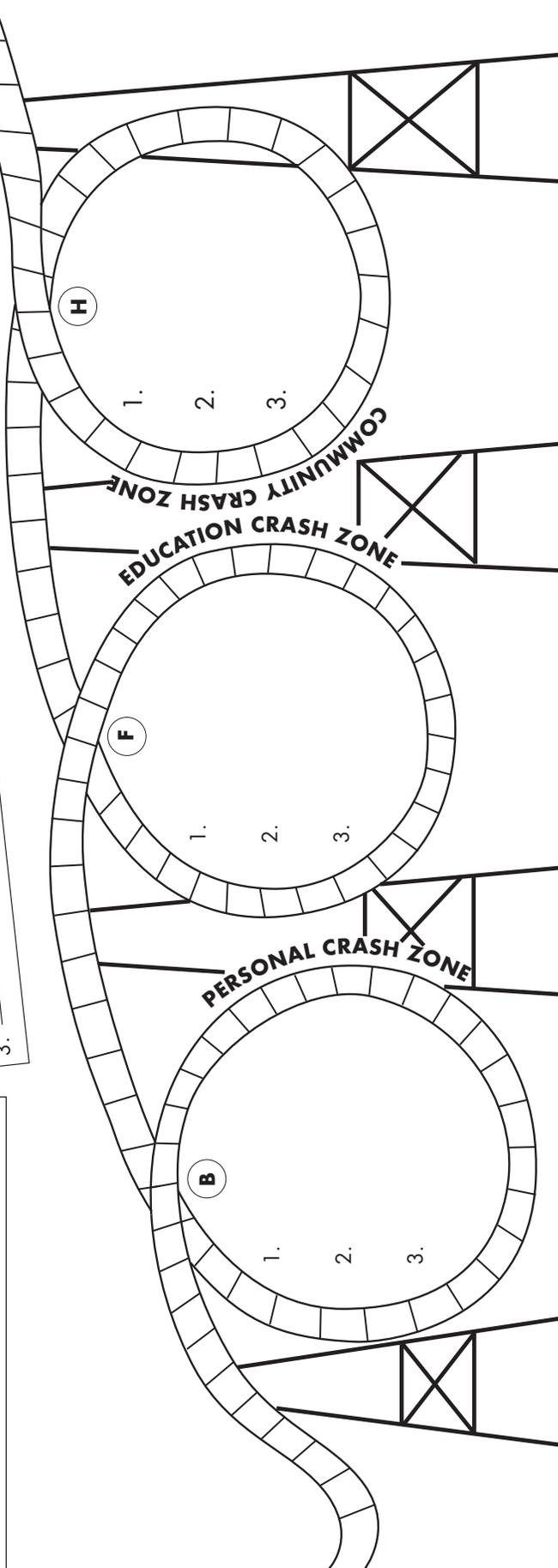
1. _____
 2. _____
 3. _____

E TRANSITIONAL GOALS

1. _____
 2. _____
 3. _____

C SHORT TERM GOALS

1. _____
 2. _____
 3. _____



D PERSONAL STRENGTHS

1. _____
 2. _____
 3. _____

G COPING STRATEGIES

1. _____
 2. _____
 3. _____

I PEOPLE I CAN COUNT ON FOR SUPPORT

1. _____
 2. _____
 3. _____

J PERSONAL AFFIRMATIONS

1. _____
 2. _____
 3. _____

Roller Coaster Project and Presentation Rubric

Maximum = 100 Points

PROJECT	Distinguished (6 points)	Proficient (4 points)	Needs Improvement (2 points)	Comments/Score
Long Term Goals	Includes 3	Includes 2	Includes 1	
Personal Crash Zone	Includes 3	Includes 2	Includes 1	
Short Term Goals	Includes 3	Includes 2	Includes 1	
Personal Strengths	Includes 3	Includes 2	Includes 1	
Transitional Goals	Includes 3	Includes 2	Includes 1	
Education Crash Zone	Includes 3	Includes 2	Includes 1	
Coping Strategies	Includes 3	Includes 2	Includes 1	
Community Crash	Includes 3	Includes 2	Includes 1	
People to Support Me	Includes 3	Includes 2	Includes 1	
Personal Affirmations	Includes 3	Includes 2	Includes 1	

TOTAL Score for Project (max = 60) _____

PRESENTATION	Distinguished (40 points)	Proficient (30 points)	Needs Improvement (20 points)	Comments/Score
Presentation	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information and completes the presentation in 1 minute	

TOTAL Score for Presentation (max = 40) _____

TOTAL SCORE _____

INTRODUCTION TO UNIT 10

UNIT 10: *EYF FINAL PROJECT*: EDUCATION AND EMPLOYMENT GOALS TO SUPPORT THE COMMUNITY SERVICES TREATMENT PLAN

In this unit you will explore the “Possible Self” elements

- Know Yourself
- Create Effective Goals
- Learn how to Learn
- Develop your Character
- Believe in Yourself

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- What the components of an *EYF FINAL PROJECT* are
 - Vision Statement
 - Transitional Goals
 - Potential Obstacles
 - Strengths and Strategies for Success

UNDERSTAND

You will understand...

- How activities in this curriculum link together and can help in planning for your transition to the community
- That creating a written plan will help facilitate the transition back to the community
- That self advocacy is an important skill to acquire

And therefore be able to DO

- **Create** your *EYF FINAL PROJECT*
- **Present** your *EYF FINAL PROJECT* at transition meetings (60 day – Long Term Treatment; 30 day – Short Term Treatment) in a manner which reflects the ability to self-advocate

MEASURABLE STUDENT OUTCOMES:

- **Completed *EYF FINAL PROJECT***
- **Presentation of the *EYF FINAL PROJECT***

Goal: School Enrollment

Last school attended:

Last grade completed:

School I would like to return to:

For students returning to High School, fill out the following:

Courses I still **need to complete** in order to graduate: (refer to graduation grid)

English	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Math	<input type="checkbox"/> Algebra 1	<input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra 2	<input type="checkbox"/> Other _____
Science	<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Physics	
History	<input type="checkbox"/> US History 1	<input type="checkbox"/> US History 2	<input type="checkbox"/> World History	
Foreign Language	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
Electives	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	

My career area of interest (from Unit 2):

Courses I need to take and do well in to pursue my career area of interest (from Unit 2):

MCAS (Grade 10)

Passed ELA Yes No

Passed Math Yes No

Passed Science Yes No

Support Services I will need are:

Special Education ELL MCAS prep Title 1

Extra curricular activities I would like to get involved in are:

Sports Arts Music After school employment Mentoring
 Other _____

For students who want to enroll in college or other post secondary training upon community re-entry, fill out the following:

Name of college or post secondary training:

Courses I want to take:

Other steps I need to take:

Goal: GED Enrollment

<p>The GED program I have researched is:</p> <p>Phone #: Email:</p> <p>The reason I think GED is right for me is:</p>	<p>Steps I need to take to get into this program:</p> <p>1.</p> <p>2.</p> <p>3.</p>
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Goal: Vocational Training

<p>Vocational area of interest:</p> <p>Skills I need to develop:</p> <p>Where I would like to be trained</p> <p><input type="checkbox"/> Vocational Training</p> <p><input type="checkbox"/> BOG Program</p> <p><input type="checkbox"/> Apprenticeship</p> <p><input type="checkbox"/> On-the-Job Training</p> <p><input type="checkbox"/> Other: _____</p> <p>Names of programs I'm interested in:</p> <p>Phone #: Email:</p>	<p>Steps I need to take to be able to get the training I want:</p> <p>1.</p> <p>2.</p> <p>3.</p>
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Potential Obstacles (refer to Unit 9):

1.
2.
3.

Personal Strengths and Strategies for Success (refer to units 8 and 9):

Strengths:
1.
2.
3.
Strategies for Success:
1.
2.
3.

Grading Rubric for EYF FINAL PROJECT

Maximum = 75 Points

Product Component	Areas for Improvement	Final Score
<p>Vision Statement</p> <ul style="list-style-type: none"> Includes vision for one year, five years and 10 years from date being written Contains at least 6 complete sentences <p style="text-align: right;">15 points</p>		
<p>Goals</p> <ul style="list-style-type: none"> All goal boxes corresponding to what was checked on page 1 have been completed Specific information from research is included <p style="text-align: right;">30 points</p>		
<p>Overcoming Obstacles</p> <ul style="list-style-type: none"> 3 obstacles are identified and explained Answers are written in complete sentences <p style="text-align: right;">15 points</p>		
<p>Strengths/ Strategies</p> <ul style="list-style-type: none"> 3 Strengths are identified 3 strategies from unit 8 are identified <p style="text-align: right;">15 points</p>		

TOTAL Score (max = 75) _____

Grading Rubric for *EYF FINAL PROJECT* Presentation

Maximum = 25 Points

	Areas for Improvement	Practice Score	Final Score
<p>Content</p> <ul style="list-style-type: none"> • Vision statement • Goals • Obstacles • Strengths/strategies <p style="text-align: right;">10 points</p>			
<p>Communication Style</p> <ul style="list-style-type: none"> • Introduces him/herself properly • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Speaks with conviction • Thanks the listeners at end <p style="text-align: right;">10 Points</p>			
<p>Body language</p> <ul style="list-style-type: none"> • Firm handshake • Stands/sits up straight • Good eye contact • Keeps body movement to a minimum • Conveys enthusiasm <p style="text-align: right;">5 points</p>			

TOTAL Score (max = 25) _____

