

Chapter 1 Background

The ***Merging Two Worlds (M2W)*** curriculum, is based on the concept that resiliency is critical to a student's successful reintegration into the community. Resiliency is the ability to come back from and successfully adapt to adversity. A 15-year-old high school student defined it as, "Bouncing back from problems and stuff with more power and smarts." A student's self-awareness strengthens resiliency. Chapter 1 starts this self-assessment.

The student's observation and evaluation of himself, requires that he observe and evaluate his circumstances as well. This encourages the student to look with appreciation beyond himself, toward his connections with his world, to look at life through a wide-angle lens, even from other points of view.

AN OVERVIEW OF CHAPTER 1 CONTENTS / Self-awareness

1. Some of the topics and skills include:

- All Chapter 1 lessons include the topics: Values, beliefs, self confidence, learning styles and interests, personal skills, job/career pathways, decision making.
- Topics also included are: Self-talk and resiliency building are introduced in Chapters 2 and 3, respectively, but are appropriate to use throughout the *M2W* curriculum

2. The dynamic nature of planning and process.

- Career planning is a dynamic process. Tentative job interests developed in the first step, "Who Am I?" might be reevaluated after the student learns more about job expectations, work environment, and other factors. If that happens, encourage the student to review his answers to activities in the first packet to help him revise his plan.

3. Employment trends.

- The changes in the workplace created by technology, globalization, and "the new economy" are likely to continue at the same rapid pace. Rather than setting *the* career plan, it's most important that the student understands that since life is ever-changing, developing skills that effectively use "process" and self-awareness will help him successfully manage change. The goal of *M2W* isn't to find one career to last a lifetime. Its goals are to find a realistic starting point and to spark a plan.

4. Building MRG (My Resource Guide).

- As the student works through the four chapters of the *M2W* curriculum, he builds his own personal transition survival guide, **MRG (My Resources Guide)**. The activities in Chapter 4 have more information that students will find helpful as they re-enter the community.
- The student analyzes, evaluates, and synthesizes information from a variety of sources. He selects that which is personally relevant and saves it in his personal transition portfolio, MRG.
- The last lesson of each *M2W* chapter, guides the student to think about all past *M2W* lessons. The student is guided as they review, reevaluate, record, reflect and report on their work. These reflections are also saved in MRG.

5. A Career Plan

- In *M2W* Chapters 1 and 2, students start their *My Life Plan* and *Career Plan*. At the end of each chapter, the student is directed to reevaluate and add to the two plans.

6. Adapting materials to a particular group

- Scenarios
Most lessons include scenarios. It's recommended that the student or group create scenarios. A way of doing this is to have students anonymously write a scenario every day. The teacher collects them and files them for future use.

7. Practicing social skills

- Social skills practice is appropriate at any time during the *M2W* curriculum. The book, Skillstreaming the Adolescent, by Arnold Goldstein (see **Suggested Readings**), provides a structure for skills reinforcement. Goldstein implies Stop and Think, has the student follow steps and uses self-talk. All these processes are instrumental in the implementation of the *M2W* curriculum. Situations to be role-played are given, but students are encouraged to personalize the activity by suggesting and using their own.

My Resource Guide (MRG) CHECKLIST

Chapter 1		Completed
Chapter 1 Background	Competency Sheet Who Am I?	
Lesson 8	Career Plan	
Lesson 9	My Tentative High School Plans	
	Self-awareness Profile	
	My Life Plan (Parts 1&2)	
Lesson 10	Planning Calendar	
Teacher Re.	Statement of Transition Needs	

Chapter 2		Completed
Chapter 2 Background	Competency Sheet Where Am I Going?	
Lesson 2	Values Worksheet	
Lesson 3	Goals in My Lifetime	
Lesson 4	Eye on the Prize Timeline	
Lesson 7	Career Plan	
Lesson 9	Make a Decision (one completed for each Life Area)	
	Self Contracts (if completed)	
Lesson 10	Planning Calendar	
	My Life Plan (Parts 1&2)	
Teacher Re.	Statement of Transition Needs	

My Resource Guide (MRG) CHECKLIST (Page 2)

Chapter 3		Completed
Chapter 3 Background	Competency Sheet How Do I Get There?	
Lesson 2	What Are My Personal Resiliency-Building Skills?	
Lesson 5	Exercises to Help Reduce Stress	
	Emergency Information	
Lesson 7	Becoming My Own Self-advocate	
Lesson 9	Obstacles	
Lesson 10	Make a Plan (one for each Life Area)	
	My Life Plan (Parts 1&2)	
	Planning Calendar	
Teacher Re.	Statement of Transition Needs	

Chapter 4		Completed
Chapter 4 Background	Competency Sheet How Do I Keep It Together?	
Lesson 1	My Personal Data Sheet	
Lesson 4	Medical History Form	
	Locating Medical Treatment	
Lesson 5	Getting a Driver's License	
Lesson 7	Find the Job: If I Need to Know, Where Do I Go?	
	Let Your Fingers Do the Walking	
	Get the Job / Ready	
	Get the Job / Get Set	
	Get the Job / Go For It	
	Keep the Job	
Lesson 8	Education: If I Need To Know, Where Do I Go?	
	Education: What I Know, How Far I Go	
Lesson 9	Leisure (9B)	
	Leisure (9C)	
Lesson 10	Emergency MRG Card	
	My Life Plan	
	Planning Calendar	
Teacher Re.	Statement of Transition Needs	



OVERVIEW OF M2W LESSON FORMAT

“Steps to Follow”

1. Opening of each lesson

- Reinforce the important points from previous lesson(s).
- Discuss quotation in terms of its relevance to the chapter, previous lessons and the predicted content of the current lesson.

2. The presentation and analysis of information in each lesson

- The concept, “goals,” for example, is introduced and the student’s prior knowledge is activated through discussion.
- The instructor uses this discussion to determine the student’s level of understanding and to establish a “need to know” in the student by showing the concept’s importance and usefulness.
- “Webs” (or mapping) and charts are used as comprehension and data analysis strategies. The AZ K-12 Academic Standards, AZ Adult Standards and GED preparation recommend the use of webs.
 1. A web is a universal tool shown to improve not only comprehension and analysis skills, but also, skills in the application, synthesis and evaluation of data.
 2. A web can be used to break apart a text. For example, the student puts the main idea of an article in the center of the web, and then adds details and examples around it as he reads.
 3. A web can be used to create a new text. For example: using the completed web that describes “planning,” the student goes around the web, makes sentences from each of the “arms” and puts the sentences into a format. As appropriate to the assignment, the format could be an essay, a letter or a presentation.
- Each lesson has a variety of information and activities. Included are core material that’s recommended and Enrichment materials for further study. This allows an instructor to choose what’s most appropriate for the student or group.



“Evaluation”

1. Evaluation of student progress: The Rubric

The student's progress is evaluated with A Work Evaluation Rubric. Two important implementation recommendations are:

1. **Students don't compete with each other.** Rather, they're challenged to achieve their own personal best. The teacher sets each student's standard based on that student's abilities, teacher expectations and the AZ State Standards. Each student "product" will be reviewed to see how it measures up to that student's personal criterion.
2. **The teacher shows the student the Rubric.** The teacher explains each segment to ensure that the student has a working understanding of the expectations, how to include "examples" and "details," for example. After the student finishes the first written assignment, the student and teacher evaluate it using the Rubric. They note the work's strengths and discuss improvements.

A Work Evaluation Rubric

Work Rated:	Work Content	Work Behavior	Work Presentation
Excellent	Work is very complete. Includes original ideas and more than enough specific information to demonstrate comprehensive understanding and expression of topic. Selects insightful examples and important details to support the topic. Clearly and consistently uses details and examples to support opinions.	Follows all directions given by teacher and on worksheet. Demonstrates pride and enthusiasm in the work. Work is neat and organized. Works responsibly with others. Works well independently.	Completely free of grammar, punctuation, spelling errors. Ideas are clearly expressed through well-developed paragraphs and sophisticated word choice and sentence structure. Handwriting is easy to read.
Proficient	Work is complete. Includes enough information to demonstrate basic understanding and expression of topic. Selects adequate examples and details to support the topic. Mostly (>50%) uses details and examples to support opinions.	Follows directions. Demonstrates pride in work. Work is neat and organized. With minimal redirection, works with others. With minimal redirection, works independently.	Completely free of grammar, punctuation, spelling errors. Ideas are adequately expressed through developed paragraphs, sentence structure and word choice. Good handwriting.
Competent	Work is complete. Includes some information and details to demonstrate basic understanding and expression of topic. Omits important examples and details. Sometimes (<50%) uses details and examples to support opinions.	Follows most of the directions. Work is messy and disorganized enough to detract from content. Needs supervision and repeated teacher intervention to work with others or independently.	Some grammar, punctuation, spelling errors. Needs to use better paragraph organization, sentence structure and word choice to express ideas. Handwriting difficult to read.
Unacceptable	Work is incomplete. Selects inadequate examples and few details. Consistently omits examples and details to support stated opinions.	Does not follow directions. Does not demonstrate interest in assignment.	Many grammar, punctuation, spelling errors. Needs organization.

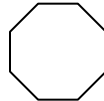
IF THE STUDENT HASN'T STUDIED M2W CHAPTER 2 and 3

1. Self-talk / Stop and Think

- To stop and think is the most important skill taught in the *M2W* curriculum. Developmentally, adolescent thinking and decision making is impulsive and non-reflective. Impulsive decisions and behavior frequently get our students into trouble.
- Self-talk is introduced and practiced in Chapter 2. Teachers will find it helpful in all chapters, however. See **TR**.

The Concept of the Self-talk litany

- Self-talk is what a person says to himself. Research, experience and common sense indicate that self-talk affects behavior.
- The student is taught an auditory prompt, a litany, "Before your choice, hear your voice say, Stop and Think, VGC." V recalls the student's values, G, goals, C, choices and consequences. (See Lesson Backgrounds). This stop sign is used as a visual cue to think, "Stop and Think, VGC."



- The litany reminds the student to refrain from acting and gives him a chance to assess what's going on.
- VGC reminds the student of whom he says he is and wants to be. It prompts the questions: What are my values? What are my goals? What are my choices? What consequences do I want to live and want others to live?
- These questions prompt the decision making pattern shown on the worksheet, *Make a Decision*.

The Implementation of the Self-talk litany

- The student should always say the litany aloud. The teacher models the litany orally. To become an automatic response, it must be "over learned." To accomplish this the litany must be practiced repeatedly over a long period of time. It doesn't happen quickly, although it may seem easy at first. It's not enough to teach the words and procedure only during the lesson. To be successful, the student must be required to say the litany as often as possible, until he's comfortable with it.
- Further more, because the teacher plays a critical role as a model in the classroom, it's essential that the teacher use the litany too. It's likely that the teacher uses a variation of the litany or some other self-talk that they've developed that works for them. However, it's important that the teacher models the "Stop and Think" litany for the students so as to avoid confusion.
- When a student or the group recites the litany without teacher prompts, they've reached the first step in making the litany an automatic part of their Self-talk.

2. Resiliency

The success of a person's decision and plan depends not only on the wisdom of the decision and the viability of the plan, but also the persistence with which the plan is implemented. Research from the fields of psychology, psychiatry, and sociology is concluding that each person has an innate capacity for resiliency, which operates best when people have resiliency-building skills and conditions that improve these skills.

Each of the lessons in *M2W* Chapter 3 emphasizes the skills that build resiliency. Resiliency is the ability to come back from and successfully adapt to adversity. A 15-year-old high school student defined it as, "Bouncing back from problems and stuff with more power and smarts."

Resiliency-building skills:

Sense of Purpose

- Inner direction
 - Bases choices on internal evaluation
 - Internal locus of control
- View of future
 - Optimistic
- Spirituality
 - Personal faith in something greater
- Perseverance
 - Doesn't give up despite obstacles

Social Competence

- Relationships
 - Able to build and maintain
 - Able to be a friend, form and keep close
- Humor
 - Can see the "funny"
- Perceptive
 - Insightful understanding of people and situations
- Assertive
 - Clearly expresses opinions, feelings, ideas
 - Understands how attitude influences others

Problem Solving

- Flexibility
 - Can adjust to change
 - Can adapt to cope
- Love of learning
 - Needs to know
 - Loves to find out
- Creativity
 - Sees unique choices, consequences
 - Individualistic
- Goal Setting
 - Knows power of goals
- Decision making
 - Uses process can explain

Autonomy

- Independence
 - Health/wellness
 - Adaptive distancing from unhealthy people and situations
- Self-motivation
 - Inner passion and direction
- Competence
 - Is “good at something”
 - Have skills to manage life
- Self worth
 - Feeling self-confident

Conditions that build the resiliency skills

- Live the “resiliency attitude”: what’s right with you is more powerful than what ever could be wrong with you
- Clear expectations and goals
- High expectations: focus on a person’s strengths, what a person can do
- Persistence and patience, it takes time to “keep on” and to bounce back after a crisis
- Positive connections giving mutual care and support
- Life skills
- Opportunities for meaningful participation

Additional information: www.resiliency.com

3. The decision-making process.

- Lesson 2 introduces the 3-Steps to DECIDE WITH PRIDE decision making process:
 - Step 1 Self-talk
 - Step 2 Gather Information
 - Step 3 Decide with Pride.
- Chapter 2 uses the template, or advanced organizer, *Make a Decision* (Chapter 2, Lesson 2) to guide the student's decision-making process. Each lesson includes information; activities and skills needed to recognize personal values, to set goals, to consider choices and consequences, in order to make a reasoned decision.

4. The Nine Life Areas

- In *M2W* Chapter 2, Lesson 3, students divide their lives into Nine Life Areas:
 - Leisure, Spiritual, Health/Wellness,
 - Learning, Career, Financial,
 - Family, Relationships,
 - Community
- They set long and short term goals for themselves in each Area. Chapter 3 helps the student plan to reach the goals in each Area.

Competency Sheet

Who Am I? Career Assessment

Chapter 1 Lessons 1-10 *Merging Two Worlds*

Lesson	Date Started	Date Completed	Instructor Signature
1. What's In It For Me?			
2. Exploring My Values			
3. What's Your BQ (Belief Quotient?)			
4. Exploring My Personality			
5. Knowing Who You Are			
6. I Can Do That! Exploring My Skills			
7. Exploring Career Pathways			
8. Knowledge Is Power			
9. Envisioning My Future			
10. Check Me Out!			

Certificate of Competency in Career Assessment
 Certificate of Competency in Career Assessment
 (.5 High School Credit)

Date: _____

Date: _____

MRG

Merging Two Worlds

Transition/Career Planning Curriculum

CERTIFICATE OF COMPETENCY

THIS CERTIFICATE IS PRESENTED TO

Student's Name

Career Assessment
Career Preparation
Transition Planning
Life Planning

◇
◇
◇
◇

Certified Instructor

Date

Administrator

Date

Check one: ☐ Vocational ☐ Elective
.50 High School Credit Awarded

