

## Chapter 3 Background

The **Merging Two Worlds** (*M2W*) curriculum, Chapter 3, continues the concept of self-assessment as a means to increase self-awareness, and self-awareness as an important skill for the student's successful reintegration into the community.

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 3 CONTENTS / Planning**

#### **1. Some of the topics and skills include:**

- All Chapter 3 lessons include the topics: Self-talk, self-awareness, Stop and Think, resiliency, decision-making and planning.
- Topics also included are: Motivation, self confidence, work ethics, life management, decision making, health/wellness, relationships, communication, handling conflict and emotion, persistence.

#### **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”
  - Has 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](http://www.resiliency.com)

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### 3. The process of planning

- Chapter 3 uses the template, or advanced organizer, *Make a Plan* to guide the student’s thinking and planning process. Each lesson includes information, activities and skills needed to design a plan to reach the goal.
- Review the *Make a Plan* worksheet. The *Make a Plan* guides the student in creating a plan to reach each of the goals he set in the activity, *GOALS IN MY LIFETIME* (M2W Chapter 2 Lesson 3).

### 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.

### 5. A Career Plan

- In M2W Chapters 1 and 2, students started 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.

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## 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.

## 8. Building MRG (My Resource Guide).

- As the student works through the four chapters of the *Merging Two Worlds* curriculum, he builds his own personal transition survival guide **MRG (My Resource Guide)**. The activities in Chapter 3 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.

## My Resource Guide (MRG) CHECKLIST

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

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



## My Resource Guide (MRG) CHECKLIST (Page 2)

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

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

## **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, “planning,” 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 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 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. The format could be an essay, a letter, and a presentation, as appropriate to the assignment. The student revises to finish the new text.
- Each lesson has a variety of information and activities. Included is 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.

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## “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

<b>Work Rated:</b>	<b>Work Content</b>	<b>Work Behavior</b>	<b>Work Presentation</b>
<b>Excellent</b>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Proficient</b>	<i>Work is complete. Includes enough information to demonstrate basic understanding and expression of topic. Selects adequate examples and details to support the topic. Mostly (&gt;50%) uses details and examples to support opinions.</i>	<i>Follows directions. Demonstrates pride in work. Work is neat and organized. With minimal redirection, works with others. With minimal redirection, works independently.</i>	<i>Completely free of grammar, punctuation, spelling errors. Ideas are adequately expressed through developed paragraphs, sentence structure and word choice. Good handwriting.</i>
<b>Competent</b>	<i>Work is complete. Includes some information and details to demonstrate basic understanding and expression of topic. Omits important examples and details. Sometimes (&lt;50%) uses details and examples to support opinions.</i>	<i>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.</i>	<i>Some grammar, punctuation, spelling errors. Needs to use better paragraph organization, sentence structure and word choice to express ideas. Handwriting difficult to read.</i>
<b>Unacceptable</b>	<i>Work is incomplete. Selects inadequate examples and few details. Consistently omits examples and details to support stated opinions.</i>	<i>Does not follow directions. Does not demonstrate interest in assignment.</i>	<i>Many grammar, punctuation, spelling errors. Needs organization.</i>

## **IF THE STUDENT HASN'T STUDIED CHAPTERS 1 or 2**

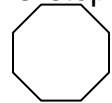
### **1. Self-talk**

#### ***Self-talk Litany***

- 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.
- Each lesson in Chapter 2 practices the Self-talk litany.

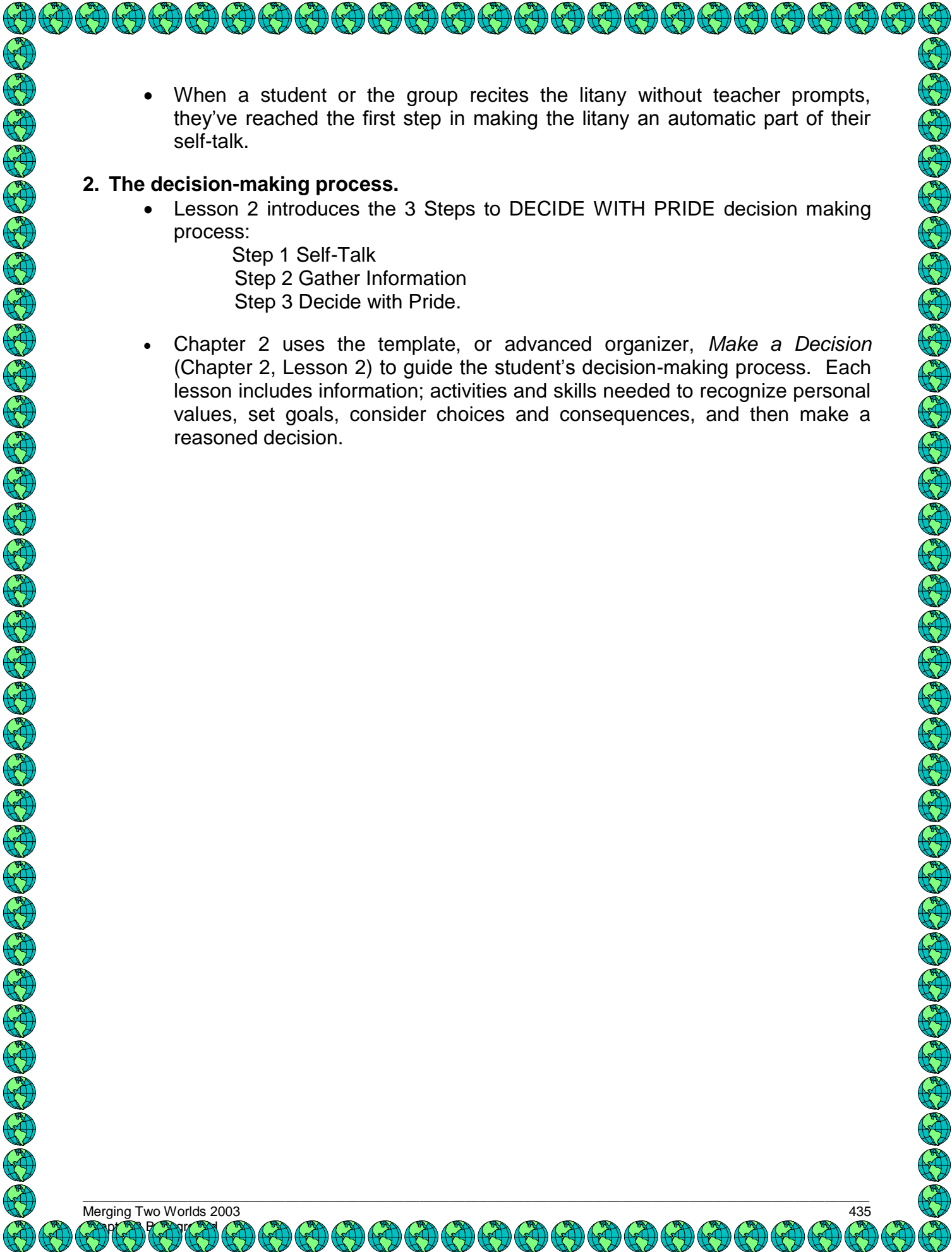
#### ***The Concept of the Self-talk litany***

- Self-talk is what a person says to himself. Research, experience and common sense indicate that metacognition, including self-talk, affects behavior.
- The student is taught a prompt or a litany, "Before your choice, hear your voice say, Stop and Think, VGC." V recalls the student's values, G the goals, C the 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* (Chapter 2, Lesson 2).



#### ***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, 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.

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- 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. 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, set goals, consider choices and consequences, and then make a reasoned decision.

# Competency Sheet

## How Do I Get There? Transition Planning

Chapter 3 Lessons 1-10 *Merging Two Worlds*

Lesson	Date Started	Date Completed	Instructor Signature
1. What's My Plan?			
2. Be Motivated/Be Resilient			
3. Be Independent			
4. Be Independent			
5. Be Healthy and Well			
6. Be Connected - Relationships			
7. Be Connected -Be Assertive			
8. Be Connected -Be Emotional			
9. Be Indomitable			
10. Be Ready - Make a Plan			

Certificate of Competency in Transition Planning  
 Certificate of Competency in Transition Planning  
 (.5 High School Credit)

Date: \_\_\_\_\_

Date: \_\_\_\_\_



# 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 Award

