

Chapter 3 How Do I Get There?

Lesson	Objective(s)	Activities	Additional Products
1. What's My Plan?	Students will analyze when and why planning is helpful and identify difficulties of planning. Students will demonstrate ability to make a plan to reach a goal.	<i>Make a Plan S3 (Leisure)</i> <i>When and Why to Make a Plan: The Web S1</i> <i>Find the Numbers S2</i>	
2. Be Motivated / Be Resilient	Students will define resiliency. Students will demonstrate ability to identify and evaluate personal resiliency-building skills. Students will name ways to get and stay motivated.	<i>What Are My Personal Resiliency-Building Skills? S1</i> <i>Be Motivated S2</i>	
3. Be Independent / Academic Skills and Employment	Students will explain relationship between competence and resiliency. Students will identify level of individual, basic, and transferable skills. Students will demonstrate awareness of relationship between work skills and getting and keeping a job. Students will demonstrate awareness of the connection between independence and employment.	<i>Make a Plan S17 (Career and Learning)</i> <i>The Cost of Dropouts S1</i> <i>Myths and Facts S2</i> <i>SCANS Workplace Competencies S3</i> <i>Skills S4</i> <i>Type of Payment S5</i> <i>Individual Skills</i> <i>Transfer Skills S6</i> <i>School Work on the Job S7</i> <i>Skills for Here and to Go S8</i> <i>Skills to Tell an Employer About S9</i> <i>Staying on the Job S10</i> <i>Evaluating Job Habits S11</i> <i>The Case of the I've Been Framed Art Company S12</i> <i>What Do Employers Want S13</i> <i>Would You Go To Work Today ? S14</i> <i>Who Would You Hire? S15</i> <i>Who Would You Fire? S16</i>	<i>Go Figure EN1</i> <i>Advertising Yourself EN3</i> <i>Math Used in Jobs EN2</i> <i>Judging Your Work Ethic EN4</i> <i>Characteristics of Good Workers EN5</i> <i>Identifying Written and Unwritten Rules EN6</i> <i>General Work Habits EN7</i> <i>Career Plan EN8</i>
4. Be Independent / Life Management Skills	Students will demonstrate ability to identify and evaluate personal life-management skills. Students will describe interrelationship among life management skills, independence and self-confidence.	<i>Make a Plan S15 (Financial)</i> <i>Time Management S1</i> <i>Where Does the Time Go? S2</i> <i>Pie of Life S3</i> <i>Tips for Time Management S4</i> <i>*Especially for Special Education students: What Will I Do With My Money? S11 Who Will Pay?</i>	Discuss quotations <i>Scenarios EN1</i> <i>Make a Decision EN2</i>

Chapter 3 How Do I Get There?

4. Be Independent / Life Management Skills		<i>S12</i> <i>Time Cards S5</i> <i>Miles / Gallon S8</i> <i>Deductions S7</i> <i>Overtime S6</i> <i>Commission S9</i> <i>Planning a Budget S10</i> <i>Self-confidence: The Web S13</i>	
5. Be Healthy and Well	<p>Students identify stressful situations and techniques to reduce stress.</p> <p>Students will demonstrate knowledge of resources to maintain health.</p>	<i>Make a Plan S16 (Spiritual and Health/Wellness)</i> <i>Stress S1</i> <i>Stress Events S2</i> <i>Stress and You S3</i> <i>Tips for Reducing Stress S4</i> <i>Exercises To Help Reduce Stress S9</i> <i>Name That Agency S10</i> <i>Can I See About My Own Health Needs? S6</i> <i>How My Insurance Works S7</i> <i>Support Satellite S11</i> <i>Comparing Health Benefits S12</i> <i>Worker's Compensation Form S13</i> <i>Family Medical Leave Act of 1993 S14</i> <i>Benefits I Need / Benefits I Want S8</i> <i>*Special Education students may include:</i> <i>Emergency Information S15, Making Smart Choices S5</i>	<i>Career Plan EN2</i>
6. Be Connected / Relationships	<p>Students will show an understanding of how relationships affect resiliency.</p> <p>Students will state importance of communication skills in relationships.</p> <p>Students will demonstrate awareness of a variety of personal relationships.</p>	<i>Make a Plan S16 (Family and Relationships)</i> <i>Poem, Mankind S1</i> <i>Family Stress Worksheet S2</i> <i>Child Care: What Do You Expect? S3</i> <i>Concerns of Working Parents S4</i> <i>Child Care Checklist S5</i> <i>Emergencies S6</i> <i>Positive Ways for Guiding Children S7</i> <i>Sexual Harassment: Questions and Answers S9</i> <i>Dealing with Discrimination S10</i> <i>Respect Cultural Differences S11</i> <i>Labor Laws That Protect You S12</i> <i>Gender Stereotyping Activity S13</i> <i>Cooperation Game S8</i> <i>Tower Building Activity S14</i>	<i>Types of Families EN1</i> <i>Tips for Strong Families EN2</i> <i>Marriage Readiness EN3</i> <i>Child Care Readiness EN4</i> <i>Family Lifestyles and Crisis EN5</i> <i>Stereotyping Role Play EN7</i> <i>Stereotypes EN6</i> <i>Open-ended Scenario: Networking EN8</i>

Chapter 3 How Do I Get There?

		<i>Make a Decision S15</i>	
7. Be Connected / Be Assertive	Students will name characteristics of assertiveness. Students will demonstrate assertiveness skills.	<i>Stick and Stones S1</i> <i>Check Your Assertiveness S2</i> <i>Identifying Communication S4</i> <i>Assertiveness Ingredients S3</i> <i>Assertive Role Plays S5</i> <i>Role Play: Handle This Conflict S12</i> <i>Managing Conflict S6</i> <i>How Do You Handle Conflict? S7</i> <i>Strategies for Handling Conflicts – Keep It Simple S8</i> <i>Strategies for Handling Conflicts – Get the Facts S9</i> <i>Strategies For Handling Conflicts – Don't Build A Wall S10</i> <i>Strategies For Handling Conflicts – Give Your Point of View and Get Another Point of View S11</i> <i>Strategies For Handling Conflicts – Practicing "I" Messages S12</i> <i>Leadership Qualities S14</i> <i>Leadership Evaluation S15</i> <i>The Case of Matthew Rude S16</i> <i>Make a Decision S17</i> <i>*Special Education students include: Becoming My Own Self-Advocate S18, Skills I Need to Be More Assertive S19</i>	<i>You've Transitioned Before! EN1</i>
8. Be Connected / Be Emotional	Students will demonstrate knowledge of interaction of behavior, emotions and thoughts. Students will state personal chain of anger and behavior to manage anger.	<i>Attitudes and Values S1</i> <i>An Attitude Inventory S2</i> <i>Understanding Feelings S3</i> <i>Thoughts ↔ Emotions ↔ Behavior S4</i> <i>The Anger Survey S5</i> <i>Taking Charge S6</i>	
9. Be Indomitable	Students will demonstrate knowledge of skills that build resiliency.	<i>Make a Plan S7 (Citizen of the Community!)</i> <i>Self Confidence – Do I Have It? 1 S1</i> <i>Self Confidence – Do I Have It? 2 S2</i> <i>Self Confidence – Do I Have It? 3 S3</i> <i>The Cup is Half Full S4</i> <i>Assignments from previous lessons in Chapter 3</i> <i>Obstacles S5</i>	<i>Career Plan EN1</i> <i>Stumbling Blocks Checklist EN2</i> <i>Risks EN3</i> <i>Comfort Zone EN4</i> <i>The Diamond of My Life EN5</i>

Chapter 3 How Do I Get There?

		<i>How To Do Your Share S6</i>	
10. Make a Plan	Students will show ability to review, re-evaluate, record, reflect and report on each of the previous lessons. Students will demonstrate ability to report findings in written and oral form.	Chapter 3 <i>Reflection Sheet How Do I Get There? Transition Planning S1</i> Written work from previous nine lessons <i>Planning Calendar S2</i> <i>My Life Plan S3</i> <i>Career Plan S4</i>	<i>After Release: You and Your Family EN1</i> <i>After Release: Especially for You EN2</i> <i>Been There Done That: The Real You EN3</i>