

Choosing Personal Goals

TEACHER'S MANUAL

BY

Laura Huber Marshall

James E. Martin

Patty Jerman

Wanda Hughes

Laurie Maxson

**ChoiceMaker
Instructional
Series**



CHOOSING GOALS

EXPRESSING GOALS

TAKING ACTION

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Teacher Manual and Student Lessons

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S E C T I O N O N E

Overview

Introduction

Once school supports are gone, will your former students be successful? That is, will they secure the life they want after leaving school? This is the crucial question that educators must address. Individuals with disabilities should be encouraged to make their own choices, set their own goals, and self-manage their lives. Facilitating student empowerment and self-determination holds great promise for improving students' quality of life and their post-school success.

Successful people know what they want and persistently go after it (Hill, 1960; Hill & Stone, 1987). They decide upon major goals, set timelines, and develop specific plans to attain their goals. They determine the benefits that reaching their goals will bring and build coalitions with others who share similar goals. Successful people encourage and support each other in the pursuit of their goals.

The studies conducted by Hill are part of a body of research identifying success behaviors. Garfield (1986) interviewed more than 1,500 successful people from business, science, sports, and the arts. He found that successful people in any field excel at making decisions, self-managing their behavior, and adapting to changing circumstances. When Garfield's peak performers made decisions, they: (1) Chose a mission leading to action; (2) Envisioned and communicated a clear mission; and (3) Developed an action plan consisting of specific goals and benchmarks to evaluate the timing, quality, and quantity of their results.

Garfield reached two conclusions. First, regardless of age, education, or profession, the most successful people share the same basic set of skills. Second, individuals can learn these skills.

Self-Determination

The evolving self-determination definition includes many of the behaviors and skills from Hill's research. Self-determined individuals know how to choose; they know what they want and how to get it. From an awareness of personal needs, self-determined individuals choose goals and then persistently pursue them. This involves making their needs known, creating unique approaches for solving problems using self-management and learning strategies, evaluating progress, and adjusting their performance (Field & Hoffman, 1994; Halpern, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, & Maxson, 1993; Mithaug, 1991, 1993; Schloss, Alper, & Jayne, 1993; Ward, 1988;

Wehmeyer, 1992, 1995). People who are self-determined choose and enact their choices in persistent pursuit of their best interests (Mithaug, 1993; Mithaug, Martin, Agran, & Rusch, 1987). Self-determined people are their own best advocates (Martin et al., 1993).

Individuals With Disabilities and Success

Do these same success and self-determination behaviors apply to people with disabilities? Yes, they do. In a unique study, Gerber, Ginsberg, and Reiff (1992) interviewed a group of adults with learning disabilities to determine why some were successful and others weren't. They found that successful individuals with learning disabilities had:

- Control of their lives and surroundings
- A desire to succeed
- Well-thought-out goals
- Persistence
- The ability to adapt to their environments
- A social support network that facilitated their success

After conducting the interviews, Gerber et al. realized that successful individuals decided, long before they became successful, that they would be successful. The authors concluded that successful adults with learning disabilities wanted to succeed, set achievable goals, and confronted their learning disabilities so that appropriate measures could be taken to increase the likelihood of success. One successful young man explained it in this way: "Successful people have a plan. You have to have a plan, goals, strategy; otherwise you are flying through the clouds and then you hit the mountain" (p. 480).

Transition From School to Adult Life

Unless we make changes in what we teach secondary students receiving special education services, they will "hit the mountain." Their future is clouded with increased probabilities for dropping out of school, unemployment or underemployment, low earnings, and dependent living situations. Student outcome data verify the extent of the problem (Roessler, Brolin, & Johnson, 1990; Sitlington & Frank, 1993; Sitlington, Frank, & Carson, 1993; Wagner et al., 1991; Walker & Bunsen, 1995; Ward & Halloran, 1989; Wehman, 1992). Parental reports identified the most important problems as poor self-confidence; ineffective problem solving; little self-direction; and a lack of awareness of their interests, needs, and abilities (Mithaug et al., 1987).

Students in general education are not faring much better. According to *A Nation at Risk*, three out of four students are “unprepared to meet the basic problem-solving demands of college or work” (cited in Mithaug, 1993, p. 6). The William T. Grant Foundation Commission report entitled *The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report* (1988, p. 1) states:

Our two-year study of 16-24-year olds has convinced us that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college bound young people we have termed The Forgotten Half.

Self-Determination Facilitates Success

The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report (William T. Grant Foundation, 1988) offers this suggestion to increase students’ likelihood of success: “Young people become competent when adults encourage them to try, allow them to fail, and help them to try again; they become leaders when adults share . . . leadership opportunities with them” (p. 12).

Students experiencing learning and behavior problems need these leadership opportunities as well (Halpern, 1994). This is affirmed by the fact that the Individuals With Disabilities Education Act (IDEA) (P.L. 101-476) requires students to be involved in their education and preparation for life after high school. Student self-determination facilitates success while in school and after the school transition process. Students need to be able to identify their interests, skills, and limits, compare them to the opportunities available to them, set goals for themselves, and attain goals in all areas of their lives. They need to participate and lead as much as possible their own education planning process, express their goals, accomplish their goals, and advocate for themselves. Success is dependent upon students choosing appropriate goals for themselves and accomplishing them (Field, Martin, Miller, Ward, & Wehmeyer, 1998).

Choosing Personal Goals is one of the sets of lessons that comprise the ChoiceMaker Self-Determination Curriculum. The purpose of the ChoiceMaker curriculum and lessons is to increase students’ self-determination skills necessary for success by teaching them to choose goals and follow through with them. The *Choosing Personal Goals* lessons provide a method for students to choose goals in their personal lives by identifying their interests, skills, and limits and matching them to opportunities in their school and community. This curriculum and the lessons are described in the next section.

ChoiceMaker Self-Determination Curriculum

The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life.

It consists of three strands: (1) “Choosing Goals,” (2) “Expressing Goals,” and (3) “Taking Action.” Each strand addresses teaching objectives in three transition areas: (1) Education, (2) Employment, and (3) Personal. (See the ChoiceMaker Self-Determination Curriculum Matrix in this *Teacher’s Manual*.)

ChoiceMaker Lessons

ChoiceMaker lessons provide the methodology and materials to teach the goals and objectives of the ChoiceMaker Self-Determination Curriculum. The modules for each curriculum strand are displayed in the following table. The lessons are designed to be infused into existing school coursework and programs. Because the “Choosing Goals” and “Taking Action” modules can be used with a variety of content, they can be used in either general education or special education classrooms. The *Self-Directed IEP* module is designed for use with students receiving special education services.

Use of the Lesson Modules

The different ChoiceMaker lesson modules may be used together or separately in whatever order best matches your educational needs. Again, the *Self-Directed IEP* is the only module designed for use only by students receiving special education services; all the other modules are designed for use by **all** students. Many educators choose to start with *Self-Directed IEP*, then continue with the other modules. For example, once the student begins to participate in the school staffings, the “Choosing Goals” modules (such as *Choosing Employment Goals*) provide content and assessment information for the student to use at future meetings. (The *Choosing Employment Goals* package may also be used with students to help develop their vocational plan as a part of the school’s school-to-work effort.) The “Taking Action” lessons are used to teach students a process to facilitate attainment of their IEPs as well as other educational, personal, employment, and community participation goals and objectives.

ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. "Choosing Goals"	A. Student Interests B. Student Skills and Limits C. Student Goals	<i>Choosing Education Goals</i> <i>Choosing Employment Goals</i> <i>Choosing Personal Goals</i>
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	<i>Self-Directed IEP</i>
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	<i>Take Action</i>

"Choosing Goals" Strand

These lessons and materials provide students with school- and community-based experiences to help them choose goals in each of the three transition areas by identifying their interests, skills, and limits. The three Choosing Goals lesson modules in this strand are *Choosing Education Goals*, *Choosing Employment Goals*, and *Choosing Personal Goals*. A student video entitled *Choosing Goals to Plan Your Life* is included in all three lesson modules and introduces the concepts by showing high school students using the "Choosing Goals" process. (This video is also available in an open-captioned format upon request.)

"Expressing Goals" Strand

Self-Directed IEP is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a *Teacher's Manual*, and a *Student Workbook*. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the 11 steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own IEP meeting. (The second video, *Self-Directed IEP*, is available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete 11 lessons in the *Student Workbook* that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

“Taking Action” Strand

This strand has one module, entitled *Take Action*. The module consists of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons teach students to plan how they will attain their goals by making decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules. Students learn to act on their plans, evaluate their plans and results, and make any necessary adjustments.

The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing “Student Skills” to “Opportunity at School” across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. Test-retest means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.

Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student’s completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) “Choosing Goals,” (2) “Expressing Goals,” and (3) “Taking Action.” All of the lessons are based on the same basic concepts, so information students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information, to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits, and then to the *Take Action* lessons to accomplish their goals.

Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a

comprehensive list of self-determination concepts. (Please see the table that follows for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum's teaching goals and objectives. Third, we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on its importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

- | | |
|---|---|
| <p>1. Self-Awareness consists of:</p> <ul style="list-style-type: none"> • Identifying needs • Identifying interests • Identifying and understanding strengths • Identifying and understanding limitations • Identifying one's own values | <p>5. Independent Performance consists of:</p> <ul style="list-style-type: none"> • Initiating tasks on time • Completing tasks on time • Using self-management strategies • Performing tasks to standard • Following through on one's own plan |
| <p>2. Self-Advocacy consists of:</p> <ul style="list-style-type: none"> • Assertively stating wants and needs • Assertively stating rights • Determining needed support • Pursuing needed support • Obtaining and evaluating needed support • Conducting one's own affairs | <p>6. Self-Evaluation consists of:</p> <ul style="list-style-type: none"> • Monitoring one's own task performance • Comparing one's performance to a standard • Evaluating the effectiveness of one's self-management strategies • Determining attainment of plan or goal |
| <p>3. Self-Efficacy (self-confidence) consists of:</p> <ul style="list-style-type: none"> • Expecting to obtain one's goals | <p>7. Adjustment consists of:</p> <ul style="list-style-type: none"> • Changing goals • Changing standards • Changing plans • Changing strategies to improve performance • Changing support • Persistently adjusting • Using environmental feedback to aid adjustment |
| <p>4. Decision Making consists of:</p> <ul style="list-style-type: none"> • Assessing the demands of a situation • Setting goals (outcome expectations) • Setting standards • Identifying information needed to make decisions • Considering past solutions for new situations • Generating new, creative solutions • Considering options • Choosing the best option • Developing plans | |

ChoiceMaker Self-Determination Curriculum Matrix

Strands	Teaching Goals	Teaching Objectives							
1. "Choosing Goals"	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests					
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits					
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals					
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-3)	E2. Express skills & limits (from B1-3)	E3. Express options & goals (from C1-3)					
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

ChoiceMaker Self-Determination Assessment

James E. Martin, Ph.D. and Laura Huber Marshall, M.A.

Student's Name _____ Date 1 _____

Teacher's Name _____ Date 2 _____

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

- Part I: The ChoiceMaker Assessment consists of three sections that rate the student's skills and proficiency in performing each of 51 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.
- Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.
- Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each "Teaching Objective" relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress towards the goals. You may also use the information from the Assessment to make program changes where the "Opportunity at School" was low.

Reliability A multi-state test-retest reliability study found a .8 or higher significant correlation between the first and a second administration given two weeks later.

Instructions to Part I ChoiceMaker Assessment

Student Skills Rate the student from "0" to "4" indicating the skill level and fluency with which the student performs each of the 51 skills. In the "Student Skills" column a rating of "0" means that the student does not perform any part of the skill; a rating of "4" means that the student performs the skill in its entirety and whenever needed. If you have not observed the

student perform certain skills, you may "interview" the student in order to obtain the necessary information. However, it is important that you do not prompt the student with possible answers. You may consult other teachers or support staff for their observations as well. The purpose is to get as accurate an assessment of the student's skills as possible.

Opportunity at School Rate the degree to which the school provides a structured, planned time for the student to perform each of the skills. In the "Opportunity at School" column a rating of "0" indicates that there is no structured time for the student to perform the skill; a "4" shows that there is a regularly scheduled time or activity available when the student has the opportunity to demonstrate the skill.

Subtotal Subtotal the points at the end of each part for both the "Student Skills" and "Opportunity at School" categories and enter the totals in the blank spaces provided at the bottom of each page. Transfer each total to the space provided on Part II: ChoiceMaker Assessment Profile.

Instructions to Part II ChoiceMaker Assessment Profile

Initial Administration Transfer the point totals from the "Student Skills" and "Opportunity at School" categories of Part I to the "Date 1" spaces for each section. Shade in the bar graphs to the number of total points as indicated in the middle column. By looking at the "Student Skills" bars you can see the sections in which the student needs instruction. Likewise, scores on the "Opportunity at School" bars show the sections in which school programs need to be improved to allow opportunity to learn and practice the skills.

Follow-Up Administration Transfer the point totals from subsequent administrations of the assessment to the "Date 2" spaces on the profile. Shade in the bar graphs. Compare the follow-up scores to the initial levels.

Use of the Percent Scale The percent of self-determination points by section is automatically computed by looking at the 0-100 scale on the left side of the profile. The number on the scale that corresponds to the top of the shaded area will tell you the percentage of points for that section. This tells you what percentage of the time the student demonstrated the skills, and what percentage of structured time your school provides to perform them.

Instructions to Part III ChoiceMaker Curriculum Matrix

After completing Part I, circle each objective you marked "0," "1," or "2" on the "Student Skills" portion of Part I. These objectives and corresponding goals are the ones you or your team may want to consider as teaching priorities. There are ChoiceMaker lessons for teaching each of the goals and objectives.

Part I: ChoiceMaker Assessment

SECTION 1: Choosing Goals

A. Student Interests

- A1. Express **education** interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)
 A2. Express **employment** interests (e.g., jobs, careers)
 A3. Express **personal** interests (e.g., relationships, recreation, health)

Student Skills (Does the student do this?)					
(not at all)					(100%)
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	

Subtotal _____

Opportunity at School (Does school provide structured time?)					
(not at all)					(100%)
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	

Subtotal _____

B. Student Skills and Limits

- B1. Express **education** skills and limits
 B2. Express **employment** skills and limits
 B3. Express **personal** skills and limits

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

C. Student Goals

- C1. Indicate options and choose **education** goals
 C2. Indicate options and choose **employment** goals
 C3. Indicate options and choose **personal** goals

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

TOTAL (A+B+C) _____

TOTAL (A+B+C) _____

End of SECTION 1: Choosing Goals

Transfer each total to the appropriate blank on
 Part II: ChoiceMaker Assessment Profile

Part I: ChoiceMaker Assessment (cont'd)

SECTION 2: Expressing Goals

D. Student Leading Meeting

- D1. Begin meeting by stating purpose
- D2. Introduce participants
- D3. Review past goals and performance
- D4. Ask for feedback
- D5. Ask questions if you don't understand
- D6. Deal with differences in opinion
- D7. State needed support
- D8. Close meeting by summarizing decisions

Student Skills
(Does the student do this?)

(not at all) (100%)

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

Subtotal _____

E. Student Reporting

- E1. Express interests (from A1-3)
- E2. Express skills and limits (from B1-3)
- E3. Express options and goals (from C1-3)

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

Subtotal _____

Opportunity at School
(Does school provide structured time?)

(not at all) (100%)

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

0 1 2 3 4

Subtotal _____

TOTAL (D+E) _____

TOTAL (D+E) _____

End of SECTION 2: Expressing Goals

Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile

Part I: ChoiceMaker Assessment (cont'd)

SECTION 3: Taking Action

F. Student Plan

	Student Skills (Does the student do this?)					Opportunity at School (Does school provide structured time?)				
	(not at all)				(100%)	(not at all)				(100%)
F1. Break general goals into specific goals that can be completed now	0	1	2	3	4	0	1	2	3	4
F2. Establish standards for specific goals	0	1	2	3	4	0	1	2	3	4
F3. Determine how to receive feedback from environment	0	1	2	3	4	0	1	2	3	4
F4. Determine motivation to complete specific goals	0	1	2	3	4	0	1	2	3	4
F5. Determine strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
F6. Determine support needed to complete specific goals	0	1	2	3	4	0	1	2	3	4
F7. Prioritize and schedule to complete specific goals?	0	1	2	3	4	0	1	2	3	4
F8. Express belief that goals can be obtained	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

G. Student Action

G1. Record or report performance	0	1	2	3	4	0	1	2	3	4
G2. Perform specific goals to standard	0	1	2	3	4	0	1	2	3	4
G3. Obtain feedback on performance	0	1	2	3	4	0	1	2	3	4
G4. Motivate self to complete specific goals	0	1	2	3	4	0	1	2	3	4
G5. Use strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
G6. Obtain support when needed	0	1	2	3	4	0	1	2	3	4
G7. Follow schedule	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

H. Student Evaluation

H1. Determine if goals are achieved	0	1	2	3	4	0	1	2	3	4
H2. Compare performance to standards	0	1	2	3	4	0	1	2	3	4
H3. Evaluate feedback	0	1	2	3	4	0	1	2	3	4
H4. Evaluate motivation	0	1	2	3	4	0	1	2	3	4
H5. Evaluate effectiveness of strategies	0	1	2	3	4	0	1	2	3	4
H6. Evaluate support used	0	1	2	3	4	0	1	2	3	4
H7. Evaluate schedule	0	1	2	3	4	0	1	2	3	4
H8. Evaluate belief	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

I. Student Adjustment

I1. Adjust goals if necessary	0	1	2	3	4	0	1	2	3	4
I2. Adjust or repeat goal standards	0	1	2	3	4	0	1	2	3	4
I3. Adjust or repeat method for feedback	0	1	2	3	4	0	1	2	3	4
I4. Adjust or repeat motivation	0	1	2	3	4	0	1	2	3	4
I5. Adjust or repeat strategies	0	1	2	3	4	0	1	2	3	4
I6. Adjust or repeat support	0	1	2	3	4	0	1	2	3	4
I7. Adjust or repeat schedule	0	1	2	3	4	0	1	2	3	4
I8. Adjust or repeat belief that goals can be obtained	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

TOTAL (F+G+H+I) _____

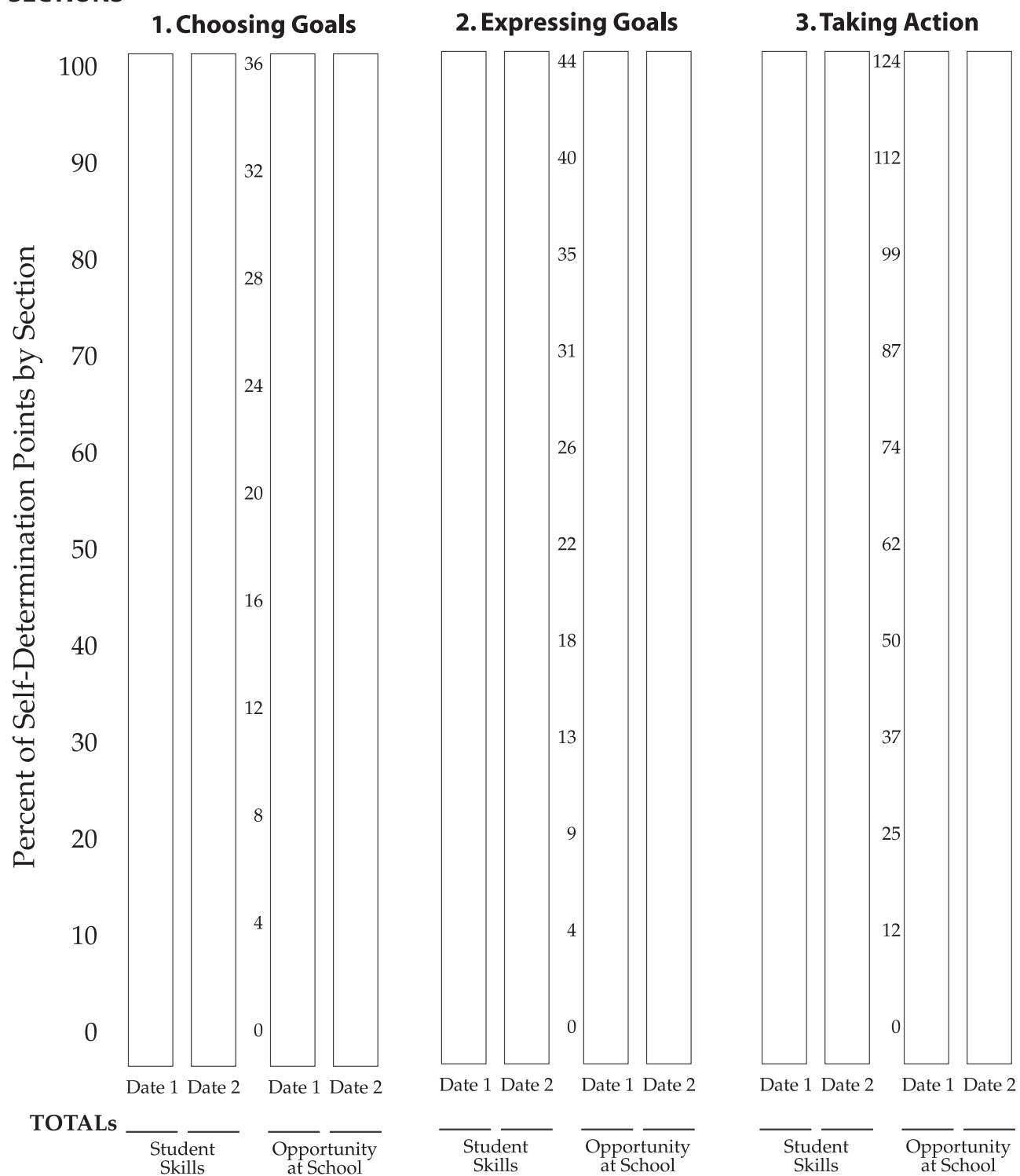
TOTAL (F+G+H+I) _____

End of SECTION 3: Taking Action

Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile

Part II: ChoiceMaker Assessment Profile

SECTIONS



Part III: ChoiceMaker Curriculum Matrix

Instructions Circle each objective that you marked “0,” “1,” or “2” on the “Student Skills” portion of Part I. Consult the lesson for each objective circled.

Strands	Teaching Goals	Teaching Objectives							
1. “Choosing Goals”	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests					
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits					
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals					
2. “Expressing Goals”	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don’t understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. “Taking Action”	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

Choosing Personal Goals Lessons

Choosing Personal Goals is one of three lesson modules in the “Choosing Goals” strand of the ChoiceMaker Self-Determination Curriculum. The “Choosing Goals” strand provides opportunities for students to identify their interests, skills, and limits in different transition areas. The lesson activities take place in the community and classroom. The lessons are designed to help students reflect on their experiences, draw conclusions about themselves, and learn about community opportunities. Students collect and assimilate this information over time so they can make informed life decisions.

For students to be successful and happy in their adult lives, they must have a satisfying personal life. In a follow-up study of 131 students, Mithaug, Horiuchi, and McNulty (1987) found that parents of students with disabilities believed their students’ greatest transition needs were psychological and social, not vocational. The authors suggest that transition programs should assist students in becoming more independent in understanding what they need and want to do. The authors recommend teachers help students learn how to set personal goals and objectives that match present abilities and how to select action plans that will lead to desired outcomes. Halpern (1994), in a position statement on transition, states that the most crucial transition goal may be to develop personal and social relationships. Having effective interpersonal relationships affects people’s sense of well-being, personal and social adjustment, and ultimately their work and leisure. These needs are important to both students with and without disabilities (Halpern, 1994).

The purpose of the *Choosing Personal Goals* lessons is to help students develop satisfying personal lives and to spend their free time in safe, legal, healthy ways. The ChoiceMaker Self-Determination Curriculum objectives addressed in the lesson are highlighted on the ChoiceMaker Self-Determination Curriculum Matrix. They include:

1. Objective A3. Express Personal Interests
2. Objective B3. Express Personal Skills and Limits
3. Objective C3. Express Options and Choose Personal Goals

The *Choosing Personal Goals* package includes several items:

- The *ChoiceMaker Self-Determination Assessment* is a pre-post tool to measure student progress and changes made in the student’s educational environment.

- The *Choosing Goals* video (10 minutes) introduces the “Choosing Goals” process by showing students using the process to determine their goals in different areas of their lives.
- A *Teacher’s Manual* provides background information, assessments, and detailed lesson plans. The lessons include a variety of activities.
- Student worksheets are included in the teacher’s manual for duplication.

In the *Choosing Personal Goals* lessons, students complete the following activities designed to help them develop healthy, happy personal lives:

- Consider how they interact with other people;
- Evaluate the interactions of the groups in which they are involved;
- Identify the activities they do in their free time to further their relationships, hobbies, talents, recreation, or health and wellness;
- Decide if there are changes they would like to make in the way they interact with people or in the activities they do and identify ways to make those changes;
- Investigate activities, events, and services that are available in the community or school that help them to make those changes (e.g., classes, clubs, teams, art groups, or activities, sports, counseling, community events);
- Consider their interests, skills, and limits in relation to the opportunities and choose personal goals of activities they want to try;
- Try their chosen activity and evaluate the results.

Prerequisite Student Skills

Choosing Personal Goals may be used with a variety of students: general education students as well as those with disabilities including learning disabilities, mental retardation, or emotional and behavioral problems. The lessons are designed primarily for use at the middle and high school levels. They involve some reading and writing activities, but adaptations may be made for students who cannot read or write.

Time Involved, Instructional Grouping, and Setting

Choosing Personal Goals contains 11 sequential lessons, which can be taught in 45- to 50-minute sessions. The lessons will take three to four weeks to complete.

The lessons may be taught in small groups or full classes. Teachers have used these lessons in transition and work study classes. They may be used in consumer and family

studies classes, in youth groups, alternative high school programs for students at risk, or in drug and alcohol rehabilitation programs.

Lesson Features

Each lesson provides the following information:

- ChoiceMaker Self-Determination Curriculum goals and objectives
- Lesson location
- Estimated time
- Materials needed
- Lesson overview
- Lesson summary
- Detailed lesson plans

In the lesson plans, (•) indicate what the teacher does or information for the teacher. Dashes (-) indicate what the teacher says.

Lesson Structure

Choosing Personal Goals follows a model, lead, test approach to instruction. Each lesson contains the following parts:

- Cumulative review of previous steps
- Lesson preview and vocabulary instruction
- Examples for guided practice
- Application of lesson concept to students' own lives

Required Preparation

Teachers will need to read each lesson and learn the general steps before teaching the lessons. We recommend following the sequence and instruction provided in the teacher's manual. Additional activities are provided in the teacher's manual for lessons. The teacher will need to make transparencies and copies of worksheets. In Lesson 8 teachers will need to gather information about activities in the community. No additional materials need to be ordered. The lessons may be taught in any location.

Performance Evaluation

Performance evaluation occurs in the following ways:

- At the end of each lesson, students demonstrate competence in the skill taught in that lesson by applying it to their life;
- Pre- and post-test administration of the ChoiceMaker Self-Determination Assessment is completed before instruction begins and at the end of the school year.

Field-Testing

The *ChoiceMaker Self-Determination Curriculum* lesson packages, including *Choosing Personal Goals*, underwent extensive field-testing during their development. Students and teachers from general and special education across several Colorado school districts provided detailed feedback about the effectiveness of the lessons. The students involved in field-testing of the *Choosing Personal Goals* lessons attended urban or suburban high school campuses.

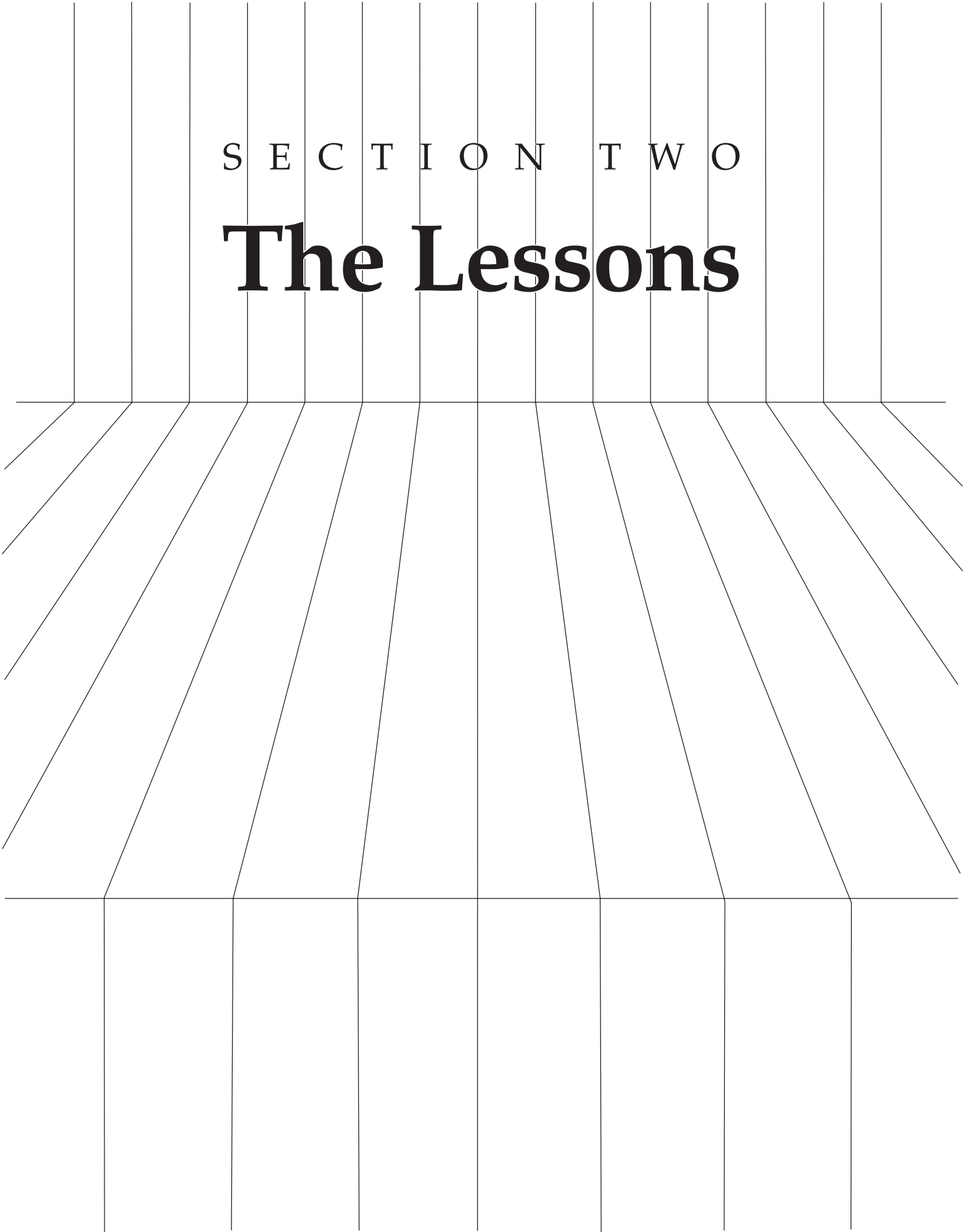
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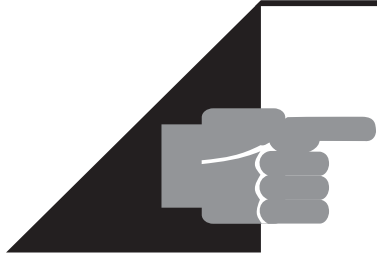
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S E C T I O N T W O

The Lessons



LESSON



1

Introduction and How I Am With Others

Purpose

To introduce students to personal goals and self-evaluation.

(**Note:** Students need to keep all worksheets in a notebook for later use.)

Strand

“Choosing Goals”

themselves on their group behavior.

Goal

Student skills and limits

Lesson Summary

- A. Review Transition Areas
- B. Introduce Personal Areas
- C. Develop Group Expectations
- D. Do Small Group Activity
- E. Complete How I Am With Others Worksheet
- F. Discuss How I Am With Others Results
- G. Graph How I Am With Others Results
- H. Prepare for What I Do Project
- I. Wrap-Up

Objective

Express personal skills and limits

Location

School

Estimated Time

60 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Blank transparency
- How I Am With Others Worksheet for each student
- How I Am With Others Graph for each student
- How I Am With Others Graph transparency
- What I Do Project Description Worksheet for each student
- A folder or notebook in which each student can keep his or her lesson materials

Lesson Overview

- Introduce transition, or life areas, with a focus on personal areas: relationships and activities.
- Students complete a small group activity and rate

A.

Review Transition
Areas

- Review the three transition or life areas.
 - What are the areas of your life that you’re going to have to prepare for when you get out of high school?
- Write ideas on overhead.
- Condense into the following three areas:
 1. **Education:** high school classes, and post-high school education: community college, trade schools, universities.
 2. **Employment:** jobs, careers.
 3. **Personal:** things you do in your free time.
- Present the following information:
 - It is important for you to think about what you want and make goals for each of these areas before you leave high school.

B.

Introduce Personal
Area

- Present the following information:
 - The personal area is one we don’t usually discuss in school because we’re focusing on education and employment.
 - We need to talk about this because what happens in your personal life impacts your education and employment.
 - When we talk about the personal area in these lessons, we are referring to things you do in your free time.
 - This includes how you act with others, the groups you are involved in, and the activities you do.
 - The purpose of the following lessons is to encourage you to do personal activities that are safe, legal, and healthy.

C.
Develop Group
Expectations

- Often students in high school, and out of high school, end up getting into trouble or sitting at home alone because they haven't looked at what they are doing and what the options are.
- It is important to look at how you interact with people because developing new friendships is an important part of your personal life once you leave high school.
- The network of friends you have now will change once you graduate.
- You also need to look at the groups you are in now and evaluate why you are in those groups and whether you are happy.
- Are you satisfied with your current personal life?
- Are there changes you would like to make?
- Would you like to learn some options for developing your personal life once you have left high school?
- If things are good in your personal life, this can have a positive influence on the other areas of your life.

- Present the following information:
 - We will be discussing information that may be sensitive.
 - We will do a lot of work in groups and occasionally you will present to the class.
 - We want everyone to feel comfortable.
 - One of the most important expectations to follow is that anything said in this class is to remain in this class.

(Note: Depending on your class, you may want to discuss the issue of confidentiality in more detail.)

- Ask class to brainstorm expectations.
- Write ideas on chalkboard or a transparency.
- If students are having trouble coming up with expectations, read the following situations as examples of not making fun of someone and showing empathy.
 - Listen to this situation and think about another expectation we might have missed.
 - You presented your project to the class. You are very prepared but you are very nervous. When you begin your presentation someone asks you a question. You go blank and start to stammer and talk about something that doesn't make sense. Someone in the front row snickers and makes fun of you.
 - How do you feel?
 - How do you wish the class would respond?

SAMPLE RESPONSES

Wish they would have been empathetic and understood that you were nervous.

Wish they would not make fun of you.

- Read the second situation to the class for help with the expectations of being open to others' ideas, giving and taking feedback, and listening.
 - You are working in a group in your class. The class has to do a project. You offer an idea. Someone in the group says, "That's the stupidest idea I have ever heard! Where are you from?"
 - How do you feel?
 - How do you wish the class would respond?

SAMPLE RESPONSES

Wish the person would have said they didn't like your idea in a nicer, more considerate way.

Wish the person would have just offered another idea.

D.
Do Small Group
Activity

- Ask students if there are any other expectations they would like to add to the list.
- Summarize the expectations.
 - Let's narrow the list you have to five or less.

E X A M P L E S

Listen while others are talking.
Participate and give feedback in a positive way.
Be open to other people's ideas.

- Put class expectations on a transparency or poster for reference in later lessons.
- Keep for later lessons.
 - These are the expectations we will use for our group behavior when doing class activities.
- Divide students into groups of three or four for the activity.
- Give activity directions.
 - Write the letters from A to Z on a piece of paper going down the page.
 - Find an object that starts with each letter of the alphabet from the things in the classroom.
 - Write it on your paper.
 - You will need to be able to show the object for each letter.
 - You have 5 minutes to do this (may take a little more time).
- Find out which group has the most and review their list.
- Give prizes. (Optional)

E.

Complete
How I Am With
Others Worksheet

- Present the following information:
 - The main purpose of the activity was not to see how many objects you could find.
 - It was to give you the opportunity to evaluate how you behave in a small group.
- Hand out the How I Am With Others Worksheet.
- Read the directions and define each characteristic.
- Also read the directions at the bottom of the page.
- Have students complete the worksheet.
- Make sure every student evaluates someone from their group.
- Remind them not to look at their partner's paper.

F.

Discuss How I Am
With Others Results

- Ask the following questions and get volunteer responses:
 - What are some of the things you thought you did well?
 - What are some of the things the other person thought you did well?
 - Were they ever the same or were they different?
 - Were you surprised by what the other person said?
 - What does it mean when you disagree?
 - Do you think it is necessary that you both have the same response?
 - Matching isn't important.
 - People may see other behaviors you exhibited.
 - It's important to get feedback and see differing views of yourself.

G.

Graph How I Am
With Others Results

H.

Prepare for What I
Do Project

I.

Wrap-Up

- What is the behavior you feel you need to improve?
 - Present the following information:
 - Throughout this unit we will be graphing the results of how you are with others so you can get an idea of what you may want to set as goals for your personal lives.
 - Ask students to read the graph directions and complete the graph using the information they just received.
 - Do an example on the overhead if necessary.
 - Put completed worksheets in each student's folder.
 - Introduce personal activities project.
 - In Lesson 4 you will present a project that shows what you do in your free time.
 - Your project may be a collage, a mobile, a collection of items, a video, etc.
 - Start collecting pictures or items that represent what you do in your free time.
 - Hand out What I Do Project Description Worksheet and read through it with the student.
- Note:** You may want to develop your own collage to share with your students as an example.
- Review transition areas.
 - education
 - employment
 - personal

- When we talk about the personal area we will consider how you act with others, the groups you are in, and the activities you do.
- Review group expectations and activities.
 - Today we came up with expectations you felt were important for group behavior.
 - What are they?
 - You rated yourself on your behaviors in a group and received feedback from another student.
 - The purpose of this is to help you with your relationships now and in the future.
 - In the next lesson you will look at the groups you are in.
- Instruct students to put their lesson materials in their folder or notebook.

How I Am With Others Worksheet

Name _____ Activity _____ Date _____

Classmate completing worksheet _____

- First:**
- You have just completed a group activity. Reflect on your behavior in the group.
 - ✓ Check three behaviors you did during the activity.
 - Circle one behavior you feel you need to improve.

- ☐ 1. Polite, considerate of others, accepting of others
- ☐ 2. Positive, able to see the good side of things, accepting of circumstances
- ☐ 3. Organized
- ☐ 4. Responsible, stays focused, follows through, participates in group activities
- ☐ 5. Listens to others
- ☐ 6. Even-tempered, easy to get along with
- ☐ 7. Creative, looks at things in new and unique ways
- ☐ 8. Takes initiative, looks for things that need to be done

- Second:**
- After you complete this, ask a classmate who was in your group what they think your top three behaviors were. Do not let them see what you marked on your worksheet.
 - Mark with a star ☆ the behaviors your classmate chose.
 - Discuss the results.

How I Am With Others Graph

Name _____ Date _____

Directions: Graph the behaviors you marked on your How I Am With Others Worksheet. Shade in one box for each of your responses and one box for each of your partner's responses.

1. Polite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Listens to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Even-tempered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behaviors I want to improve are:

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

What I Do Project Description Worksheet

Name _____ Project Due Date _____

Possible Points _____

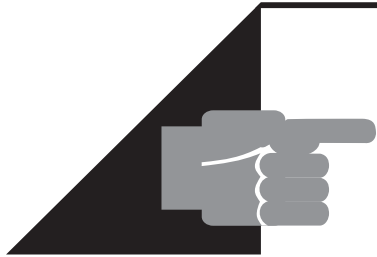
- Show, in some form other than words, the things you are doing in your personal life.
- Choose a method you would like to use to demonstrate what you do in your free time. Examples: collage, mobile, collection of items, video, etc.
- You will give an oral presentation to explain your finished project to the class.
- The length of your presentation should be no longer than 10 minutes.
- Presentations will be done in Lesson 4.

Remember to include all the things you do in your free time.

Examples:

1. Relationships: activities with family, friends, pets, religious, volunteering
2. Hobbies, talents, recreation: collections, playing an instrument, playing sports, drawing & painting, doing outdoor activities
3. Health and wellness: activities such as hiking, biking, yoga, counseling, fishing

LESSON



2

Introduce Groups

Purpose:

To increase students' awareness of the groups they are in and to evaluate how they feel about these groups.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

45 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Group Works Worksheet for each student
- Group Works transparency

Lesson Overview

- Students identify types of groups to which they belong.
- The class completes the Group Works transparency.
- Students complete Group Works Worksheet on a group in which they choose to participate.

Lesson Summary

- Review
- Introduce Groups
- List and Categorize Groups
- Discuss Needs Groups Fulfill
- Complete Group Works Transparency on This Class
- Students Complete Group Works Worksheet
- Wrap-Up
- Optional Activity

A.

Review

- Review the three transition areas: education, employment, and personal.
- Review expectations the class compiled in the last lesson.
- Present the following information:
 - Remember, when we talk about personal areas we consider how you act, the groups you are involved in, and the activities you do.
 - In the last lesson you rated yourself and a classmate on the behaviors you showed in the group activity.
- Ask several students to share what behaviors they showed in the group activity.

B.

Introduce Groups

- Present the following information:
 - In the last lesson you looked at how you behaved in a classroom group.
 - You may behave differently in other groups.
 - We're going to look at some groups and how you behave in them.
 - What is a group?

A group is people who get together for a specific purpose.

C.

List and Categorize Groups

- Ask the following questions:
 - What other groups, besides this class, are you involved in?
- List groups on the board as students present them.

E X A M P L E S

Co-workers on my shift, art club, friends, family, church choir, neighbors, football team

- Give the following information:
 - Some groups are organized or formal, such as a school class or church youth group.
 - Some groups are informal groups, such as who you hang out with or your family.
- Ask students to categorize some of the examples from the list.
 - Some groups you are in by choice and others you don't have a choice about.
- Ask students to categorize some of the examples.

E X A M P L E S

Choice—friends, clubs, some teams

Non-choice—classmates, family

Some groups you have to try out for, such as teams or jobs.

D.

Discuss Needs
Groups Fulfill

- Choose three of the groups listed on the board.
- Ask the following questions:
 - Looking at the groups you've listed, what is the need each group fulfills for you?

S A M P L E R E S P O N S E S

Family—food, clothing, shelter, love, guidance, help

Friends—companionship, belonging, someone to do things with

Class—learn, credits for graduation, meet other kids

Complete a project—a play, homecoming float

E.

Complete Group
Works Transparency
on This Class

- Present the following information:
 - Belonging to a group is important to all of us.
 - You're going to consider the groups you're in now.
 - We'll discuss the need they fulfill for you and if you are happy with the group.
- Complete the Group Works transparency using your class as an example.
- Define interaction: your behavior with other people.
- Define contribution: something you give to or do for the group.

F.

Students Complete
Group Works
Worksheets

- Hand out Group Works Worksheet.
- Give the following directions:
 - Think of a group you have chosen to be in.
 - Complete the Group Works activity about that group.
- Discuss volunteer responses from their Group Works Worksheet.

G.

Wrap-Up

- Review the types of groups they can be involved with and give examples.
 - formal and informal
 - groups you choose or ones you didn't choose to be in
- State the following:
 - Groups fulfill certain needs such as companionship, security, love.

H.
Optional Activity

- In Group Works you looked at some of the relationships and activities of your groups.
- In the next lesson you'll look at the activities you do in groups or on your own.
- Instruct students to put lesson materials in their folder or notebook.
- Remind students to be collecting materials for the What I Do project. Instruction sheet was handed out in Lesson 1.
- To give students an opportunity to display their talents and/or interests, you can have students teach the class or give a presentation about an activity they do in their free time.
- This also gives students some ideas about a variety of other leisure activities.
- In some classes, students have taught their peers to play a game, crochet, do aerobics, ride horses, and do glass-etching.
- This will take some time to do, but it is an activity the students enjoy and it introduces them to new leisure activities.
- You may choose to do this during or after completing the *Choosing Personal Goals* lessons.

Group Works Worksheet

Name _____ Group _____ Date _____

Group Activities

What does this group do?

Do I like what this group does? YES NO

Are the activities this group does safe, legal, and healthy? YES NO

Group Interactions

How do the people in this group get along with each other?

How do people in this group come to agreement?

How do people in this group handle conflicts?

How do I feel about that?

My Contributions

Do I take an active part in this group? YES NO

I contribute to this group by . . .
(See How I Am With Others Worksheet for ideas)

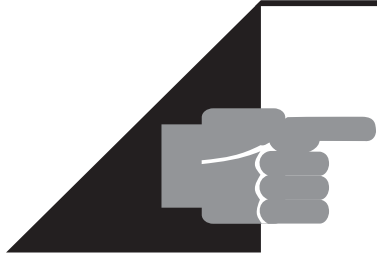
Overall Feeling About This Group

Am I happy with this group? YES NO

If no, what do I need to do?

If yes, why am I happy in this group?

LESSON



3

Personal Activities

Purpose

To identify reasons people do personal activities. To give students examples of a variety of personal activities.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

50-60 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Relationships game cards
- Health and Wellness game cards
- Hobbies, Talents, and Recreation game cards
- How I Am With Others Worksheet for each student (from Lesson 1)
- How I Am With Others Graph (from Lesson 1)

Lesson Overview

- Students learn reasons why they do personal activities.
- Students play a game to identify and categorize activities.

- Students complete How I Am With Others Worksheet and graph results.

Lesson Summary

- Review
- Define Personal Area Activities
- Game Instructions
- Game Options
- Motivational Ideas (Optional)
- Complete How I Am With Others Worksheet and Graph
- Wrap-Up

A.

Review

- Review class expectations.
- Review personal area.
 - In the personal area we are looking at how you act with others, your groups, and the activities you do.
- Review groups.
 - formal vs. informal; ask for examples
 - choice vs. non-choice; ask for examples
 - needs different groups fulfill; give examples

B.

Define Personal Area Activities

- In the first two lessons we looked at how you are and the groups you are in.
 - Today we'll start looking at the activities you do.
 - There are many activities you can participate in.
 - We participate in activities for a variety of reasons.
- Generally, the reasons fall into three areas:
 1. Relationships
 2. Hobbies, talents, recreation
 3. Health and wellness
- List all three on board or overhead.
- Present the following information:
 - Some activities you do are primarily for building relationships.
 - Relationships are your involvement with other people and your ability to communicate and get along with other people.
 - Let's look at the activities you do to promote your relationships.

E X A M P L E S

Going on a date
Baby-sitting brothers and sisters
Visiting grandparents
Hanging around with friends

- Another reason we participate in an activity is because it is a hobby, talent, or recreational activity—things you do for enjoyment by yourself or with a small group of people.

E X A M P L E S

Drawing
Working on cars
Biking

- The other reason we may do an activity is for our health and wellness.
- These activities take care of your mental and physical well-being.

E X A M P L E S

Exercise
Counseling
Doctor appointments

C.

Game Instructions

- Divide students into small teams of four to six people.
- Have activity cards made by copying the accompanying masters and cutting them.
- Each group will present the activity to the others.
- The other groups will try to guess the activity that is being presented.

D.

Game Options

- There are four ways a group may choose to present their activity (or the teacher may choose one for a particular day).

1. Charades

The group chooses one card from the stack.

The group discusses how they want to act out the activity without talking.

The group acts out the activity without talking and other groups guess what it is.

2. Drawing

The group chooses one card from the stack.

The group discusses how they will depict the activity in a drawing.

The group draws the activity on the board and other groups guess what it is.

3. Role playing

The group chooses one card from the stack.

The group comes up with a skit to show the activity.

The group role plays for other groups and they guess the activity.

4. 20 Questions

The group chooses one card from the stack.

The other groups ask YES or NO questions about the activity.

Keep track of how many questions it takes to guess the activity.

If less than 20, the group that guesses wins; if more than 20, the presenting group wins.

E.

Motivational Ideas
(Optional)

- Give prizes to the group that identifies the most activities correctly.
- Give prizes to the group that the class votes has made the best presentation.
- Give prizes for the best participation in presenting and guessing.

F.

Complete How I Am
With Others
Worksheet and
Graph

- Hand out How I Am With Others Worksheet.
- Review directions and have students complete.
- Instruct students to take their previous graphs out of their folders or notebooks.
- Ask students to add these results.
- Discuss new behaviors chosen, etc.

G.

Wrap-Up

- Review three reasons we do activities and ask students to give examples of each: relationships; hobbies, talents, recreation; and health and wellness.
 - In the next lesson we'll look at the activities you do and why.
- Present the following information:
 - Remember you will be presenting your projects in the next lesson.
 - You will be required to try a new activity later on in this unit.
 - In another lesson we'll look at things you might choose.

HEALTH AND WELLNESS GAME CARD MASTERS

Lifting Weights	Doctor appointments
Cooking and eating healthy meals	Biking
Stop drinking and taking drugs	Walking
Joining a health club	Talking to a therapist

HOBBIES, TALENTS, AND RECREATION GAME CARD MASTERS

Going to a school dance	Playing basketball
Working on cars	Playing the guitar
Playing on a softball team	Swimming
Going to the mall	Photography

RELATIONSHIPS GAME CARD MASTERS

Comforting a friend who is feeling bad	Going on a date
Playing video games with your little sister	Talking on the phone to a friend
Having dinner with your family	Visiting your grandfather
Making friends	Playing fetch with your dog in the park

How I Am With Others Worksheet

Name _____ Activity _____ Date _____

Classmate completing worksheet _____

First:

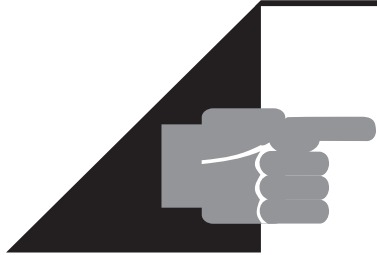
- You have just completed a group activity. Reflect on your behavior in the group.
- ✓ Check three behaviors you did during the activity.
- Circle one behavior you feel you need to improve.

- ☐ 1. Polite, considerate of others, accepting of others
- ☐ 2. Positive, able to see the good side of things, accepting of circumstances
- ☐ 3. Organized
- ☐ 4. Responsible, stays focused, follows through, participates in group activities
- ☐ 5. Listens to others
- ☐ 6. Even-tempered, easy to get along with
- ☐ 7. Creative, looks at things in new and unique ways
- ☐ 8. Takes initiative, looks for things that need to be done

Second:

- After you complete this, ask a classmate who was in your group what they think your top three behaviors were. Do not let them see what you marked on your worksheet.
- Mark with a star ☆ the behaviors your classmate chose.
- Discuss the results.

LESSON



4

What's Important to Me and Project Presentations

Purpose

Students will indicate what is important to them. Students will present projects of what they do currently in their personal lives.

Strand

"Choosing Goals"

Goal

Student interests

Objective

Express personal interests

Location

School

Estimated Time

2 hours

- You will want to start the presentations the first day, then finish the second day.

Materials Needed

- Overhead projector
- Transparency markers
- Three kinds of foods
- What's Important to Me Warm-Up Activity transparency
- What's Important to Me Warm-Up Activity Worksheet for each student
- What's Important to Me transparency
- What's Important to Me Worksheet for each student
- Class expectations transparency or poster from Lesson 1

Lesson Overview

- Students indicate what is important to them.
- Students present their projects representing their personal lives to the class.

Lesson Summary

- Review
- What's Important to Me Warm-Up Activity Worksheet
- Complete What's Important to Me Worksheet
- Present projects
- Wrap-Up

A.

Review

- Ask students to identify the reason(s) someone might do the following personal activities:
 - Biking (health and wellness or hobbies, talents, recreation)
 - Visiting with your grandparents (relationships)
 - Listening to music (hobbies, talents, recreation)
 - Going to dinner with your girlfriend or boyfriend (relationships)
 - Talking with your counselor (health and wellness)
 - Review other lessons as necessary.

B.

What's Important to Me Warm-Up Activity Worksheet

- Introduce the activity.
 - Today you are going to identify what's important to you.
 - To get started, we're going to do an activity.
- Hand out What's Important to Me Warm-Up Activity Worksheet.
- Put transparency on overhead.
- Ask someone to read the directions.
- The point of this activity is not to rate food.
- The purpose of this activity is to teach the rating scale and to help students see that all may not rate things equally and that is O.K.
- Point out to students that they are not expected to rate things as they feel others would but how they truly feel.
- Present the following information:
 - I have three foods.
 - Write these foods down on your worksheet.

- Write them on the transparency.
 - You will rate each food's importance to you.
 - Think of why it's important to you.
 - Each food may be important or not important to each of you for different reasons.
- Color in each section on the transparency as you go over the example.

E X A M P L E S

I might color in just one section for carrots, not important, because I don't like them at all;

Or I might color in all four sections for carrots because they are a good source of vitamins and very important to me.

- Students rate the foods.
- Ask for volunteers to tell how they rated each food and why.
- Present the following information:
 - The point of this activity is not to rate food.
 - The point is to teach you the rating scale and to help you see that all of you may rate things differently.
 - Not all of you rated the foods the same.
 - You feel differently about the same things.
 - That is O.K.
 - In the next activity you'll look at things that are important in each of your lives.
 - Like these foods, you may rate each item differently.
 - We all need to respect each other's choices.
 - There are no right or wrong answers.

(**Note:** If you feel uncomfortable about using food for the rating, you may choose something else.)

C.

Complete What's Important to Me Worksheet

EXAMPLES

Styles of clothing—baggy, preppy, athletic wear
Social activities—movies, going to a dance, going bowling.

- Hand out What's Important to Me Worksheet.
- Ask students to review the directions.
- Complete the first two or three items as an example.
- Do examples on transparency.

EXAMPLES

For family, I would color in all four sections because my family is very important to me.
For pets and animals, I would color in one section because I like animals but they are not an important part of my life.

- Ask students to complete their worksheets.
- Ask students what they rated as a 3 or 4.
- Instruct students to highlight the items they rated as a 3 or 4.
- Collect the What's Important to Me Worksheets.
- You will use them for discussion when the students present their projects.

D.

Present Projects

- Review the class expectations (Lesson 1 transparency or poster).
- Explain to students that as they present their projects, you will be looking at their What's Important to Me Worksheet to compare what they said was important to what they are actually doing.
- Each student presents his or her project.

- As students present, look at the students' What's Important to Me Worksheets and help them reflect on how the two match up.
- Students can provide feedback also.

E X A M P L E

Student has a collage of his activities including sporting events, cars, his pet dog, and biking with friends.

As the student is presenting the collage, the teacher can be looking at his What's Important to Me Worksheet and pointing out comparisons by asking questions:

"You marked 'Pets and Animals' as important to you and you do have a picture of your dog."

"You must like spending time with your dog."

"You marked 'Recreation' as being very important."

"Do you have something related to recreation?"

"Yes, the biking."

"Do you participate in the sports you have shown or do you just watch?"

"You also marked 'Family' as being very important."

"I don't see any pictures of your family."

"Did you just forget or are you not spending time with your family?"

- Continue with all students.
- With the aid of your coaching, students will begin to make their own comparisons between what they are doing and what they think is important.

E.

Wrap-Up

- Recap what you have done in this lesson.
 - You have looked at what's important to you and how that compares to what you are doing in your free time.
 - In the next lesson you will look at the changes you would like to make.

(**Note:** You may need to break the lesson in half if student presentations run long.)

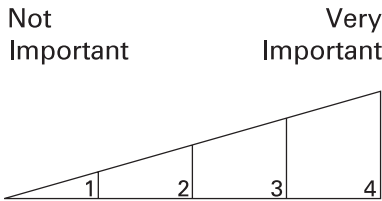
What's Important to Me

Warm-Up Activity Worksheet

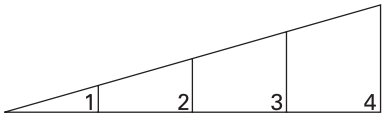
Name _____ Date _____

Directions: For each item below, mark the number that represents how important each item is to you. Number 1 means “not important” to you and 4 means “very important” to you. There are no right or wrong answers.

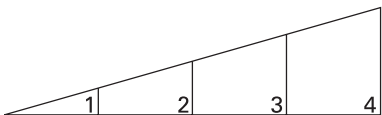
Food 1



Food 2



Food 3



What's Important to Me Worksheet

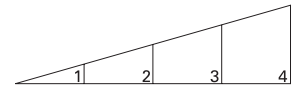
Name _____ Date _____

Directions: For each item below, color in the sections that represent how important each item is to you. Number 1 means “not important” to you and 4 means “very important” to you.

Not Important Very Important

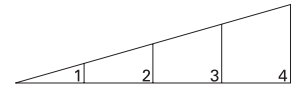
Family

A sense of belonging, feeling like someone is there for me, acceptance



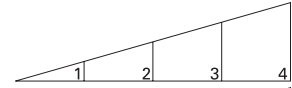
Pets & Animals

Caring for animals, companionship, or appreciation for wildlife



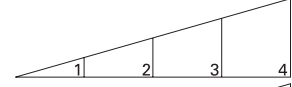
Friends & Relationships

Companionship, connections to people, or socializing



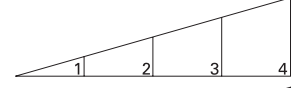
Religion

Spirituality, belief in higher power, or belonging to religious groups



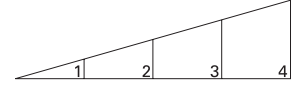
Caring/Helping Others

A sense of responsibility to other people or doing things that benefit others



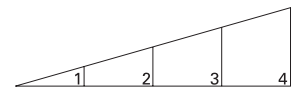
Learning

Learning new things, improving my skills, or being challenged



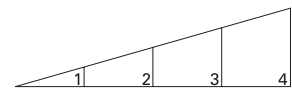
Creativity & the Arts

Participating in creative activities like art, music, or drama, or doing things in new and unique ways



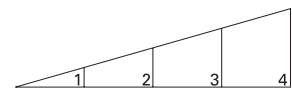
Recreation

Physical activity or participating in sports



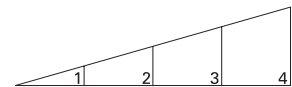
Nature

Being outdoors, enjoying natural beauty, or caring about environmental issues



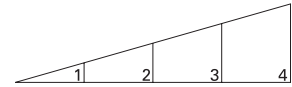
Leisure

Passive activities such as reading, watching T.V., using computers, listening to music, collecting items, shopping, or playing card games



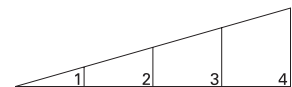
Humor

Laughter, good times, seeing the lighter side of things

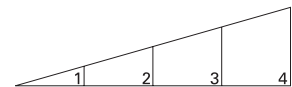


Health

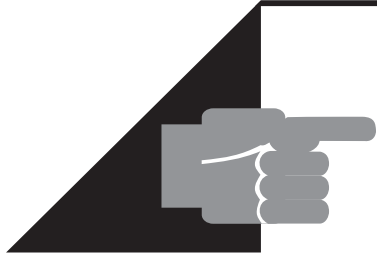
Concern for my physical and emotional well-being



Other _____



LESSON



5

What I Do Summary

Purpose

To have students summarize what they are doing in their personal lives and identify whether they are spending the appropriate amount of time on their activities.

Strand

"Choosing Goals"

Goal

Student interests

Objective

Express personal interests

Location

School

Estimated Time

50 minutes

Materials Needed

- Overhead projector
- Transparency markers
- What I Do Summary transparency
- What I Do Summary Worksheet for each student
- How I Am With Others Worksheet for each student (from Lesson 1)
- Students' folders with previous work and their projects

Lesson Overview

- Working in groups, students list the activities they are currently doing or what they want to be doing by looking at their projects and their What's Important to Me Worksheet
- Students decide whether they are responding too much, too little, or the right amount of time on each activity

Lesson Summary

- A. Review
- B. Guided Practice: What I Do Summary Worksheet
- C. Complete What I Do Summary Worksheet in a Group
- D. Complete, Graph, and Discuss How I Am With Others Worksheet
- E. Wrap-Up

A.

Review

- Review the three transition areas.
- Review reasons for doing an activity and have students give examples for each.
 - relationships: volunteering at a child care center
 - hobbies, talents, recreation: collecting baseball cards
 - health and wellness: lifting weights

B.

Guided Practice:
What I Do Summary
Worksheet

- Present the following information:
 - Next you are going to compare what you said was important to you with what you are currently doing.
 - You will also decide if you are satisfied with the amount of time you are spending in each area.
 - You will complete this assignment in groups.
- Put the transparency of What I Do Summary Worksheet on the overhead.
- Ask a student to read the directions.
- Demonstrate on the overhead using the example.
- See answer key.
- If you have your own collage, you may want to use yourself as the example.
 - I rated my family and relationships with my friends as very important.
 - I have several pictures of watching my son play sports and doing things with my friends.
 - I'll write those down under relationships and mark that I do these the "right amount."
 - I forgot to put down doing anything with my sister.

- We like to do crafts together, but I would like to do it more often.
- I marked recreation and nature as being very important to me and I have several examples of activities I do.
- I like to hike, bike, play golf, sew, read, watch TV, and cook.
- I'll put those activities under hobbies, talents, and recreation.
- I don't think I hike, bike, or golf enough.
- I sew, read, and cook the right amount.
- I lay on the couch and watch TV too much.
- I highlighted health as being very important to me, but as I look at my collage, I find I didn't put anything depicting my activities for my emotional well-being.
- I also marked religion as being very important to me.
- I do go to church once in a while, but I am going to mark "too little."
- I have been under a lot of stress lately, and I would like to do something about that.
- I like to read and I could read some self-help books.
- I'll put "read" and mark "too little" under health and wellness.
- I also hike, bike, and golf for my physical well-being but not enough.

C.

Complete What I Do
Summary Worksheet
in a Group

- Prepare students to work in a group.
 - You will work in groups of three to four to complete your What I Do Summary Worksheet.

D.

Complete, Graph,
and Discuss How I
Am With Others
Worksheet

E.

Wrap-Up

- One at a time, go over your project and your What's Important to Me Worksheet and compare the two.
- Complete the worksheet similar to the way I did.
- Hand out a What I Do Summary Worksheet to each student.
- Hand out How I Am With Others Worksheet.
- Review directions and have students complete.
- Instruct students to get out their previous graphs.
- Ask students to add these results.
- Discuss new behaviors chosen, whether their graphs are showing any trends.
- Review by asking a few students to share their activities and whether or not they feel they are doing them the right amount of time.

What I Do Summary Worksheet

Name _____ Date _____

List activities from your project you are currently doing. Also list activities you are doing that you may have forgotten to include in your project.

For each activity you list, check the box that describes how much you do it: the right amount, too much, or too little.




ACTIVITIES		How much time do I spend doing this activity? (Check one box for each activity.)		
		right amount	too much	too little
Relationships —your involvement with other people and your ability to communicate and get along with other people				
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
Hobbies, Talents, and Recreation —activities you do for enjoyment by yourself or with a group				
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
Health and Wellness —activities you do to take care of your mental and physical well-being				
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				

What I Do Summary Worksheet (Example)

Name _____ Date _____

List activities from your project you are currently doing. Also list activities you are doing that you may have forgotten to include in your project.

For each activity you list, check the box that describes how much you do it: the right amount, too much, or too little.

ACTIVITIES		How much time do I spend doing this activity? (Check one box for each activity.)		
		right amount	too much	too little
Relationships —your involvement with other people and your ability to communicate and get along with other people				
1.	Watching son play basketball & football	X		
2.	Dinners with family	X		
3.	Crafts with my sister			X
4.				
5.				
Hobbies, Talents, and Recreation —activities you do for enjoyment by yourself or with a group				
1.	Hiking and biking			X
2.	Golf			X
3.	Sewing	X		
4.	Cooking	X		
5.	Watching tv		X	
Health and Wellness —activities you do to take care of your mental and physical well-being				
1.	Hiking and biking			X
2.	Read self-help books			X
3.	Going to church			X
4.				
5.				

How I Am With Others Worksheet

Name _____ Activity _____ Date _____

Classmate completing worksheet _____

First:

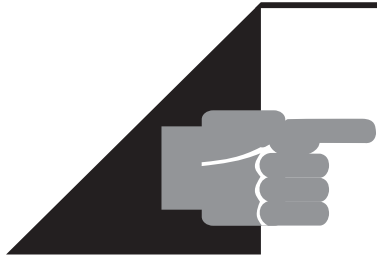
- You have just completed a group activity. Reflect on your behavior in the group.
- ✓ Check three behaviors you did during the activity.
- Circle one behavior you feel you need to improve.

- ☐ 1. Polite, considerate of others, accepting of others
- ☐ 2. Positive, able to see the good side of things, accepting of circumstances
- ☐ 3. Organized
- ☐ 4. Responsible, stays focused, follows through, participates in group activities
- ☐ 5. Listens to others
- ☐ 6. Even-tempered, easy to get along with
- ☐ 7. Creative, looks at things in new and unique ways
- ☐ 8. Takes initiative, looks for things that need to be done

Second:

- After you complete this, ask a classmate who was in your group what they think your top three behaviors were. Do not let them see what you marked on your worksheet.
- Mark with a star ☆ the behaviors your classmate chose.
- Discuss the results.

LESSON



6

What I Want to Change

Purpose

Students will pull together the things they have indicated they want to change in their personal lives.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

40 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Students’ folders of completed work
- Summary of Changes Worksheet for each student
- Summary of Changes transparency

Lesson Overview

- Students identify what they want to change in each of the areas studied.

Lesson Summary

- Review
- Complete Column 1 of Summary of Changes Worksheet
- How I Am With Others Graph
- Group Works Worksheet
- What’s Important to Me and What I Do Summary Worksheets
- Wrap-Up

A.

Review

- Present the following information:
 - We have been talking about what we do in our personal lives and if we feel we are doing it the right amount.
 - We learned we usually do things for one of three reasons.
 - What are those reasons?

E X A M P L E S

Relationships
Hobbies, talents, and recreation
Health and wellness

- We found activities we enjoy doing and want to continue doing.
- Today, you will look at all the lessons you have completed and pull together the things you want to change.

B.

Complete Column 1
of Summary of
Changes Worksheet

- Ask students to take out their folders with the personal lessons.
- Hand out a copy of Summary of Changes Worksheet to each student.
- Put transparency of Summary of Changes Worksheet on the overhead.
- Have students put their name and date on the worksheet.
- Model filling out the worksheet as you go along.
- Remind students that they will only be completing Column 1 today.
- Review the following activities from Lessons 1-5.

C.

How I Am With Others Graph

- Look at your How I Am With Others Graph.
 - What are some of the behaviors you consistently demonstrated when working with others?
 - What are some of the behaviors you listed you want to improve?
- Discuss with students the behaviors they said they want to improve and why they would list these behaviors under “Relationships” on the worksheet.
- Use the following example:
 - I found I need to listen better.
 - I will put that under “Relationships” because if I listen better, my relationships will improve.
- Write “Be a better listener” under “Relationships” on the Summary of Changes Worksheet Transparency.
- Have students write in their responses from their How I Am With Others Graph.

D.

Group Works Worksheet

- Discuss the following:
 - What were some of the things we talked about concerning groups?

E X A M P L E S

Formal and informal
Choose and don’t choose
Try out for
Fulfill certain needs

- Have students get out their Group Works Worksheet.
 - What were some of the things you do to contribute to your group?
 - Is there anything you would like to change about what you contribute to the group?

E.
What's Important
to Me and
What I Do Summary
Worksheets

E X A M P L E 1

I am very quiet in my group and I would like to talk more.

- Write "Talk more in group" on the transparency under "Relationships."

E X A M P L E 2

I want to support my friends when they are in activities, such as helping them practice for a play tryout or go to a friend's volleyball game.

- Write "Support friends in their activities" on the transparency under "Relationships."
- Have students look at the last section.
 - If you are unhappy about the group, is there anything you would like to change about this group?

E X A M P L E 3

I am hanging out with friends who skip school and I would like to change that.

- Write "Hang out with friends who don't skip school" on the transparency under "Relationships."

E X A M P L E 4

The girls on my softball team complain too much.
There is nothing I can do to change them but I would like to learn how to deal with them so it doesn't affect me so much.

- Write "Deal appropriately with complainers" on the transparency.
- Present the following:
 - In Lessons 4 and 5, you looked at what's important to you and how you spend your free time.

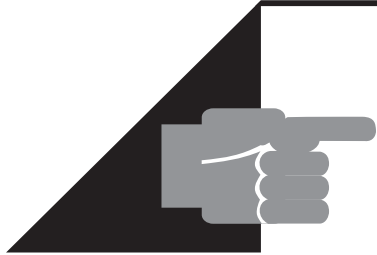
F.
Wrap-Up

- Take out your What’s Important to Me Worksheet.
- What are some of the things that are important to you?
- Are you doing activities in those areas?
- Take out your What I Do Summary Worksheet.
- What are some of the activities you are doing?
- Are you spending enough time doing the things that you like to do and that are important to you?
- Using the information from these sheets, write down the things you would like to change.
- Use the following examples with the students:
 - I value my family and friends but I don’t think I am spending enough time with my family so I will put that under “Relationships.”
 - I would also like to meet new people.
 - I am not doing enough artwork so I’ll put that under “Hobbies, Talents, and Recreation.”
 - I would also like to learn how to rock-climb.
 - For “Health and Wellness,” I would like to quit smoking.
- Fill in the transparency using the examples above or ones of your own.
- Instruct students to fill in their worksheets.
- After students have completed their worksheets, have them work in pairs to give feedback to each other.
- Have a few students share what changes they want to make.
- Tell them that in the next lesson, they will get ideas on how to make those changes.
- Tell them that they will be trying a new activity to try to help them make one of their changes.

Summary of Changes Worksheet

Lesson 6	Lesson 7	Lesson 8
What I Want to Change I. In the area of relationships , something I would like to change is:	Ways to Make Changes	School/Community Activities to Help Me
II. In the area of hobbies, talents, and recreation , something I would like to change is:		
III. In the area of health and wellness , something I would like to change is:		

LESSON



7

Ways to Change

Purpose

Students will brainstorm ways to make changes.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

50 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Blank transparency
- Summary of Changes Worksheet for each student (from Lesson 6)
- Summary of Changes transparency
- Student folders of completed work

Lesson Overview

- Students select three changes they would like to make.
- The class brainstorms ways to make changes.
- The class begins to discuss how to find out about community resources.

Lesson Summary

- Review
- Brainstorm Ideas to Bring About Change
- Guided Practice: Summary of Changes Lesson 7 Column
- Complete Lesson 7 Column on the Summary of Changes Worksheet
- Brainstorm How to Find Out About Activities
- Wrap-Up

A.

Review

- Ask students to take out their folders or notebooks with the personal lessons.
 - In the last lesson, you wrote down some of the changes you would like to make.
 - What were some of the things you listed?
 - Today we are going to consider ways to make those changes.

B.

Brainstorm Ideas to Bring About Change

- Have students take out their Summary of Changes Worksheet.
- Ask the following question:
 - How do people make changes?
- Write ideas on overhead or chalkboard.

P O S S I B L E A N S W E R S

They just decide to change and do it.
Talk to friends who have made those changes.
Take classes.
Support groups.
Make a plan and take action.

C.

Guided Practice:
Summary of
Changes Lesson 7
Column

- Record answers to the following question in the Lesson 7 column on the transparency:
 - What are some ways I could meet new people?

P O S S I B L E A N S W E R S

Take a class on something that interests you.
Take a social relationship class to give you skills to meet people.
Make a plan to meet a new person each week.

- Brainstorm ideas for how a person can learn to rock-climb and write on transparency.

D.

Complete Lesson 7
Column on the
Summary of
Changes Worksheet

E.

Brainstorm How to
Find Out About
Activities

P O S S I B L E A N S W E R S

Go find some rocks and climb them.
Join a rock climbing club.
Take lessons at an indoor rock-climbing facility.

- Ask the following question:
 - What are some things I can do to quit smoking?

P O S S I B L E A N S W E R S

Hang out with non-smokers.
Decrease the number of cigarettes I smoke each day.
Get nicotine patches.
Attend a stop-smoking class.

- Write ideas on transparency under Column 2.
- Instruct students to list one change in each category that they want to focus one or at least three overall.
- Students may work in groups or individually.
- Instruct students to write ways they can make the changes they have listed on their worksheets in the Lesson 7 column.
- Ask students to share some of the ways they listed for making certain changes.
- Present the following information:
 - You have thought about changes you want to make and ways to make those changes.
 - You may need to find activities or resources to help you make those changes.
 - How do you find out what's available in your school or community?
- Write ideas on a transparency to use in the next lesson.

E X A M P L E S

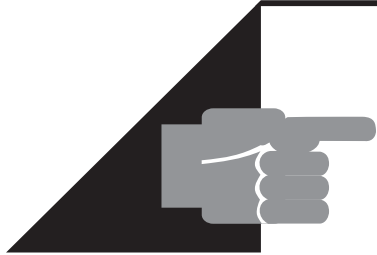
Talk to other people
Newspaper
School counselors
Phone book
YMCA
Library
Local publication that lists events and happenings
Internet search

F.

Wrap-Up

- Present the following information:
 - Today you thought about ways to make the changes you identified in the last lesson.
 - You came up with a list of ways you can find out about activities to help you make those changes.
 - In the next lesson we'll identify resources to help you.
- Remind students they will need to try a new activity to help make a change they chose.

LESSON



8

School and Community Resources

Purpose

Students explore school and community resources and services that would help them make the changes they chose in Lessons 6 and 7. Students will select an activity they would like to try.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

60-90 minutes

Materials Needed

- Overhead projector
- Transparency markers
- Brainstorming transparency from the last lesson
- Summary of Changes Worksheet (from Lessons 6 and 7)
- School personnel: counselor, athletic or activities director, someone who is familiar with the activities of your school
- Community resource listings
Examples:
 - Newspaper club section
 - Newspaper current events
 - YMCA or recreational facility listings
 - Public library’s listing of events
 - School club and event listings
 - School services
 - Internet search

Lesson Overview

- Students use school and community information to find activities they want to do or ones that will help them make their chosen changes.
- Students choose one of these activities to try.

Lesson Summary

- Review
- School Resources
- Community Resources
- Guided Practice
- Complete Lesson 8 Column on the Summary of Changes Worksheet
- Choose Activity to Try
- Wrap-Up

A.

Review

- Review ways students can find out about activities in their school and community.
- Go over the list from the last brainstorming lesson.
 - Today we are going to look at some services and activities available in our school and community.
 - As a part of this unit, you will need to try at least one new activity that will help you make the change you have chosen.

B.

School Resources

- Introduce people from your school and have them talk about the clubs, activities, and counseling services available.

(**Note:** The purpose of this lesson is to connect students with several people who could help them with changes they want to make. Some students may have therapeutic issues not appropriate for class and will need to be directed to the right people.)

- Present the following information:
 - If there are sensitive issues you realized you wanted to work on or change, please see me individually and I will help you find the right resources.

C.

Community Resources

- Ask students to take out their Summary of Changes Worksheet from Lessons 6 and 7.
- Present the following information:
 - There is a lot of information about activities and services in our community.
 - I have brought in a few of the resources that can help you.
 - You'll get ideas for your activity choice by using these resources.

D.

Guided Practice

- Put the Summary of Changes Worksheet transparency from Lessons 6 & 7 on the overhead.
- Complete the Lesson 8 column as you present the following information:
 - In the area of relationships, I said I want to meet new people.
 - Our activities director, Mr. Wilson, told us about some clubs today.
 - I really enjoy art and I could join the art club.
 - That way I would meet some people who have the same interest as I do.
 - In the area of hobbies, talents, and recreation, I said I would like to try rock-climbing.
 - In the yellow pages of the phone book they have four listings under Mountain- and Rock-Climbing Instruction.
 - I can write those places down for activities.
 - Maybe I could invite my friends along.
 - In the area of health and wellness, I said I could take a class to stop smoking.
 - There is a class listed in the weekly magazine the newspaper puts out.
- Remind students they may have more than one activity in each area in the Lesson 6 column.
- Similarly they may not find an activity for one of their areas.

E.

Complete Lesson 8
Column on the
Summary of
Changes Worksheet

- Remind students they will be required to do at least one activity to help them make the change they wanted.

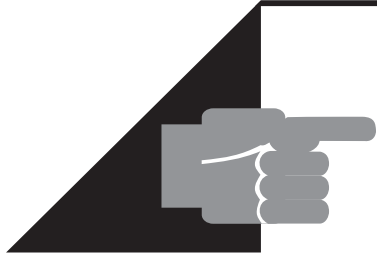
F.
Choose Activity to
Try

G.
Wrap-Up

- If you have a small class, review the changes each student wants to make.
- If you have a large class, have students get into groups of three or four and review the changes they want to make.
- As students look through the materials they might find an activity for someone else.
 - Look through these materials for services or activities that will help you make the changes you want to make.
 - Write them on your worksheet in the Lesson 8 column.
- Using the resources the teacher provided, students will explore and write down activities that could help bring about their desired change.
- Give students time to find activities that interest them, preferably ones they haven't done before.
- Students may work in groups and help each other find activities that would help them make their changes.
- Instruct students to look at the activities they found in the school or community to help them make the changes they want to make.
- Instruct students to choose one activity to try in the next couple of weeks.
- Have students share a few of the activities they found.
 - What activities did you find that might help you make the changes you want?
 - What one did you choose to try?

- Did you find anything interesting you might want to try that didn't relate to any of your changes?
- Maybe you could try them sometime, too.
- In the next lesson, you will be looking at the requirements for the activity you have chosen.
- Later you will try the activity.

LESSON



9

Getting Information

Purpose

Students will gather information about the interest or activity they have chosen.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express personal interests
- Express personal skills and limits

Location

School

Estimated Time

90 minutes
(broken into two class periods)

Materials Needed

- Overhead projector
- Transparency markers
- Activity Information transparency
- Activity Information Worksheet for each student

Lesson Overview

- Students identify the information they know about their chosen activity.
- Students conduct research to find out information on their chosen activity.

Lesson Summary

- Review
- Introduce Getting Information
- Guided Practice: Rock Climbing
- Independent Practice: Activity Information Worksheet
- Research Requirements
- Finish Completing Activity Information Worksheet
- Wrap-Up

A.

Review

- Have students get out their folders.
- Ask students to look at their Summary of Changes Worksheet and select one of the activities they listed in the Lesson 8 column they would like to try.
- Ask a few students to share the activities they chose.

B.

Introduce Getting Information

- Present the following information:
 - Today, you will begin thinking about what is needed to do the activity you have chosen.
 - You may not know all the answers and will have to do some research outside of class to complete this.
- Hand out Activity Information Worksheet.
 - As we go through this the first time, we'll list the information we know in the "Answers" section.

C.

Guided Practice:
Rock-Climbing

- Put transparency of Activity Information Worksheet on the overhead.
- Use rock climbing as an example.
- Ask students to answer the questions as you go through it.
- If students do not know the answers to the questions, and they shouldn't know all of them, leave it blank.
- Fill in your name and date at the top.
- For "Change I want to make" write "Get more exercise."
- For "Activity" write "Rock climbing."
 - What is the time involved ?

P O S S I B L E A N S W E R

Don't know for sure. Will probably need to plan for half a day

- Write down students' answers.

- What are the risks involved?

P O S S I B L E A N S W E R S

I could fall and hurt myself physically.

I might scrape myself on the rock.

I might embarrass myself if I don't do well.

- Write down students' answers.

- Are there any communication skills needed?

P O S S I B L E A N S W E R

Need to be able to talk on the phone to ask for information or do it in person.

- Write down students' answers.

- What transportation do I need?

P O S S I B L E A N S W E R S

I can drive myself to the place.

I can ask my mom or dad for a ride.

I can ride the city bus.

- How much is it going to cost me?

P O S S I B L E A N S W E R

I won't know until I call them.

- Write down students' answers.
- Continue going through the worksheet.
- Accept any answers that are reasonable.
- Have students answer the question, "Do I have all the information I need?"

D.

Independent
Practice: Activity
Information
Worksheet

E.

Research
Requirements

- In the case of rock climbing, you do not have all the information needed.
- In most cases, students will not have all the information necessary or they will need to verify the information they have.
- Discuss ways of obtaining information you don't know.
 - Circle the best ways to get this information.
 - You might want to write in the answer section where to get the information for the specific question.
- Have students fill out Activity Information Worksheet using the activity they selected.
- Have students work in pairs for feedback.
- Have a few students share their responses.
- Have students answer the question, "Do I have all the information I need?"
- It is not likely any student will have all the information necessary to do their activity because it should be an activity they haven't done previously.
- Even if they have answered all the questions, they may need to verify the information.
- Present the following information:
 - List some of the ways you could get more information about the requirements.
- Ask students to choose one method for getting the information on their interest.
- They need to complete this outside of class.
- Set a deadline for getting the information.

Break in Lesson

F.

Finish Completing
Activity Information
Worksheet

G.

Wrap-Up

- Instruct students to fill in the answers to the questions they did not know previously, using the method of research they chose.
- Ask students to share some of the information they gathered about their activity.
- Tell them that in the next lesson, they will learn to write a goal to accomplish the activity they have chosen.

Activity Information Worksheet

Name _____ Date _____ Activity I chose _____ Date _____

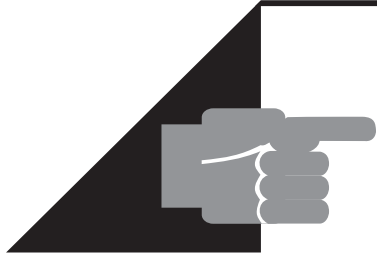
Questions	Answers
1. Time involved?	
2. Risk involved?	
3. Communication skills?	
4. Transportation needed?	
5. Money needed?	
6. People needed?	
7. Items and equipment needed?	
8. Physical requirements?	
9. Safety requirements?	
10. Skills needed to learn?	

Do I have all the information I need to be able to do this activity? Yes No

If no, how can I get the information I need?

Read about it in _____. Watch a video _____.
Talk to _____. Observe _____.

LESSON



10

Choosing Goals

Purpose

To teach students the process for choosing personal goals.

Strand

"Choosing Goals"

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

- Express personal interests
- Express personal skills and limits
- Indicate options and choose personal goals

Location

School

Estimated Time

90 minutes

Materials Needed

- TV/VCR
- Overhead projector
- Transparency markers
- *Choosing Goals* video
- Choosing General Goals Worksheet—two transparencies
- Choosing General Goals Worksheet—two copies for each student
- Students' folders with all work

Lesson Overview

- Review transition areas.
- Watch a video showing the process for choosing goals.
- Practice the process.
- Students use the process to choose their own goal.

Lesson Summary

- Review
- Introduce Choosing Goals Process
- Watch *Choosing Goals* Video
- Guided Practice: Alicia's Example From Video
- Guided Practice: Rock Climber Example
- Complete Choosing General Goals Worksheet
- Wrap-Up

A.

Review

- Review the three transition areas.
- Review ways someone can get information about activities in your school or community.
- Ask several students to share the activities they chose to do.

B.

Introduce Choosing Goals Process

- Introduce the choosing goals process.
 - Remember that for this unit you will need to complete an activity.
 - When you want to try something, you set goals to accomplish it.
 - To set goals, there are some things you need to consider.

C.

Watch *Choosing Goals* Video

- Introduce the *Choosing Goals* video and give instructions for viewing.
 - Today I'll show you a process to choose goals.
 - We will watch a 10-minute video to introduce the process.
 - This video was created by high school students.
 - They created the video to show the process they used to choose their goals.
 - They used this process to choose goals for themselves in different transition areas.
 - We'll focus on the personal area.
 - You'll write your own personal goals.
 - We'll work through some examples together.
 - In this video, students talk about three things they considered when choosing goals.
 - Listen for those three things.

- Also listen to identify the type of transition goals they chose.
- Show video.
- Review video.
 - Throughout the video students considered three things.
 - What were those things?

P O S S I B L E A N S W E R S

Interests
Skills
Limits

- In what transition areas did they set goals?

P O S S I B L E A N S W E R S

Richard — education
Alicia — personal
Lisa — employment
Christina — education
Zeke — employment
Thomas — employment

D.

Guided Practice:
Alicia's Example
From Video

- Put a blank Choosing General Goals Worksheet transparency on the overhead.
 - The goal-setting process is shown on this transparency.
 - You'll use it to write your own personal goals.
 - We'll talk about your interests, skills, and limits to help you choose goals.
 - We'll use Alicia's situation as an example.

Teach "Interests"

- Discuss interests.
 - Interests are what you like.
- Ask students to read question #1, "Do I know my interests?"
 - In the video, Alicia talked about her personal interest.
 - Her interest was to have better relationships with her family and girlfriends.
- Write "Relationships with family and girlfriends" in the "Interests" section on the transparency.

(**Note:** See the Choosing General Goals Worksheet for Alicia.)

Teach "Requirements"

- Discuss requirements.
 - We said people consider their own interests, skills, and limits to set goals.
 - You also need to consider the requirements of your interest.
 - Requirements are what you have to do or have to complete the activity.
 - Different personal activities may require different skills or conditions.
- Ask students to read question #2, "Do I know what is required to do this?"
 - What were the requirements for Alicia's interest?

POSSIBLE ANSWER

She doesn't know, therefore her goal is to "find out requirements."

- Write "Find out what is required to have better relationships" on the transparency under goal.

Teach "Skills"

- Discuss skills.
 - Skills are what you can do.
- Ask students to read question #3, "Do I know my skills?"
 - What were Alicia's skills?

POSSIBLE ANSWERS

Outgoing
Friendly
Communicates openly

- Write her skills on the transparency.

Teach Matching "Skills" to "Requirements"

- Ask students to read question #4, "Do I have the skills to meet the requirements?"
 - It is important to see how your skills match the requirements.
 - Does Alicia have the skills to meet the requirements?

POSSIBLE ANSWER

She needs to find out the requirements before she can match them to her skills.

- Now "Go to #5 and consider your limits."

Teach "Limits"

- Discuss limits.
 - A limit is what you have trouble doing or something that gets in the way of accomplishing your goal.
- Ask students to read question #5, "Do I know my limits?"
 - What are Alicia's limits?

Teach "Limits" Interfere With "Requirements"

POSSIBLE ANSWER

Hard time trusting girls

- Write Alicia's limit on the transparency.
- Ask students to read question #6, "Do my limits interfere with the requirements?"
 - It is important to think about how your limits may interfere with the requirements.
 - Some limits can be changed.
 - There may be a skill the person hasn't learned yet.

EXAMPLE

Handling money may be a skill the person can learn.

- For some limits there are accommodations a person can use to help them with the limit.

EXAMPLE

Someone who doesn't spell very well may be able to use a spell checker.

- Some limits can't be changed and the person will need to reevaluate their interest to find something with which the limits won't interfere.

EXAMPLE

Suppose someone has a physical disability and can't lift more than ten pounds.

- That's something they probably can't change and they will need to look for an activity that doesn't require lifting.
- Do Alicia's limits interfere with the requirements?

Teach "Goals"

E.

Guided Practice: Rock-Climbing Example

Interests

A N S W E R

Yes, not trusting girls interferes with having girlfriends.

– Can she change that?

A N S W E R

Yes, she can continue with therapy.

- Therefore, Alicia's goal is to make changes and pursue her interest.
- Write "Continue with therapy" in this section under goals.
- Summarize Alicia's goals.
 - Look down the right hand side of the worksheet and read the goals Alicia chose.
 - Her first goal is to "Find out what it takes to have relationships with girls and her family."
 - Her second goal is to "Continue in therapy."
- Hand out a Choosing General Goals Worksheet to each student.
- Put blank transparency of Choosing General Goals on overhead.
- Introduce rock climbing example.
 - Now we'll do an example of someone who has chosen a new activity to try: climbing at a climbing facility.
- Have students write "Personal" in the transition area.
- Ask students to read question #1, "Do I know my interests?"
- What is an interest?

Requirements

A N S W E R

What you like.

- This person's interest is to rock climb.
- Write this in the "Interests" section.

- Ask students to read question #2, "Do I know what is required to do this?"
- What is a requirement?

A N S W E R

What you have to do.

- What are some of the skills a rock climber must have?
- We talked about some of these when we completed the Sample Activity Information Worksheet.

S A M P L E R E S P O N S E S

Physical stamina and strength
How to use the equipment
Learn the vocabulary

- Write the students' ideas on the transparency.
- Ask students to write the responses on their worksheet.

Skills

- Ask students to read question #3, "Do I know my skills?"
- What are skills?

A N S W E R

What you can do.

- Let's say the person is strong.

Skills to Meet Requirements

- Write this on the transparency.
- Ask students to write it on their worksheet.
- Ask students to read question #4, “Do I have the skills to meet the requirements?”
 - Does this person have the skills to meet the requirements?

A N S W E R

No, the person has some of the skills but not all of them.

- Ask students the question, “Can I learn the skills?”

A N S W E R

Yes, the person could get some training at the climbing center.

- Write “get training at climbing center” under goal, “Learn Skills.”

Limits

- Ask students to read question #5, “Do I know my limits?”
- What are limits?

A N S W E R

Something you have trouble doing or something that gets in your way.

- This person has never done any climbing but he knows he is afraid of heights.
- Write “afraid of heights” in the Limits section.

Do Limits Interfere With Requirements?

- Ask students to read question #6, “Do my limits interfere with the requirements?”
 - The student is afraid of heights.

Goals

F.

Complete Choosing General Goals Worksheet

- Would this be something that interferes with his interest?

A N S W E R

Yes.

- Could he do something to change it?

A N S W E R

He could learn strategies to overcome his fear of heights.

- Write "Learn strategies to overcome fear of heights" under goal, "Learn Skills."

- Summarize goals.

- This person's goals would be to "get training at a climbing center" and "learn strategies to overcome fear of heights."

- Hand out a Choosing General Goals Worksheet to each student.
- Have students write their name and "Personal" by "Transition Area."
- The first time students use this worksheet it is best to work with them in groups of four or five students.
- It is best to group students with other students they know and trust because they will be sharing personal information about their skills and limits.
- Allow students to choose what they will share with the group.
- Teach one step at a time.
- At each step ask students to share what they wrote.
- Discuss responses.
- Encourage students to adjust responses when the group presents relevant information.

Interests

- Don't move to the next step until each student has an appropriate response.
- Instruct students to refer to their previous worksheets for information.
- Ask students to read question #1, "Do I know my interests?"
 - Define interest.

A N S W E R

Something you enjoy doing or like.

- If "YES," instruct students who know their personal interests to write one in the "Interests" box.

(**Note:** Students should select the activity they researched unless they found out they didn't want to do it. They should choose the activity they want to try.)

- If students have more than one interest, instruct them to pick the one that will help them make the change they want for completing this worksheet.
- Make sure students list their interests in terms of activities.
- If "NO," students don't know their personal interests, instruct them to follow the arrow to the "Find out interests" goal.
- Students who answer "NO" to question #1 will not be able to complete question #2, but they can complete questions #3 and #5 about their skills and limits.
- These students will have to consider their general skills and limits.
- They can also participate by giving input to others in the group.

Requirements

Note 1

When students' responses lead them to a goal rectangle, their general goal can be what's written in the rectangle (e.g., "Find out interests"). They can mark the goals that apply to them.

If they know a specific goal that goes with the general goal they can write it in the rectangle (e.g., "Take Yoga Class.")

- Ask students to share their responses.

Note 2

Students may choose unrealistic interests.

The process will allow them to discover if an interest is unrealistic.

Students' responses will give you an idea of the type of activities students will need to help them gain a more realistic view of their activity choice or their skills and limits.

- Ask students to read question #2, "Do I know what is required to do this?"
 - What are requirements?

A N S W E R

What you have to do or have for the activity.

- This could be skills, training, or conditions you have to meet.
- If students have completed the Activity Information Worksheet, they will be able to use it for this section.
- If "YES," students have some ideas or have researched the requirements for their activity. Instruct them to write them in the "Requirements" box.

Skills

- Stress that students need to list the most crucial skills for the activity.
- If “NO,” students don’t know or have enough information about the requirements for their personal interests, instruct them to follow the arrow to the “Find out requirements” goal.
- Ask students to read the requirements they listed to the group.
- Let students give feedback on each others’ responses.

Note 3

Often students will list unrealistic requirements, skills, or limits.

This is okay, because part of the purpose of the process is to assess the students’ awareness level of activities and their skills and limits.

- Ask students to read question #3, “Do I know my skills?”
 - Define skills.

A N S W E R

Skills are what you can do.

- If “YES,” students know some of their skills, instruct them to write them in the “Skills” box.
- Stress that students need to list skills that relate to the activity they have chosen.
- If “NO,” students don’t know their skills, instruct them to follow the arrow to the “Find out skills” goal.
- Some students might not know until they have tried the activity.
- Ask students to read the skills they listed to the group.

Skills Meet Requirements

Limits

- Let students give feedback on each others' responses.
- Ask students to read question #4, "Do I have the skills to meet the requirements?"
- Stress that students may have some but not all the crucial skills.
- For this question students need to consider the requirements they don't have.
- If "YES," the students have all the requirements, instruct them to wait for the group to be ready for #5.
- If "NO," ask students to read the new question, "Can I learn these skills?"
- If "YES," they can (or are willing to) learn the skills, then that is one of their goals. They may write how they will learn the skills in the goal, if they have this information.
- If "NO," they can't (or aren't willing to) learn the skills, then one of their goals is to reevaluate their interest.
- They may want to look for another activity that has similar characteristics but different requirements.
- Ask students to read question #5, "Do I know my limits?"
 - Define limits.

A N S W E R

Limits are what you have trouble doing or something that gets in your way.

- If "YES," students know some of their limits, instruct them to write them in the "Limits" box.
- Stress that students need to list limits that relate to the activity they chose and some of their general limits.

Limits Interfere With Requirements

G.

Wrap-Up

- If “NO,” students don’t know their limits, instruct them to follow the arrow to the “Find out limits” goal.
- Ask students to read the limits they listed to the group.
- Let students give feedback to each other.
- Ask students to read question #6, “Do my limits interfere with the requirements?”
- If “YES,” ask students to read the new question, “Can I do something to change this limit?”
- If “YES,” and they are willing to, then one of their goals is to change the limits and pursue their interest.
- Students may write how they will change the limit in the goal box, if they have this information.
- If “NO,” they can’t or aren’t willing to change the limits, then one of their goals is to reevaluate their interest.
- If “NO,” students’ limits don’t interfere, then one of their goals is to pursue their interests.
- Ask several students to share their goals.
- At this point students may have different goals ranging from finding out more requirements to actually trying an activity.
- Hopefully, all will be ready to try their activity because of the groundwork that has been laid.
- In order to complete Lesson 11, students need to have tried their activity.
- For those students who still need more information or need to reevaluate their interests, they will need to gather the information, using the Activity

Information Worksheet, until their goals are to try the activity. These goals could be to “find out skills or limits” by trying the activity or to “pursue interest.”

- Tell students they need to complete an activity that will help them make their change.
- Give them a specific deadline.

Note 4

If you have a curriculum or system for students to follow through on their goals, use it here.

If you are familiar with the ChoiceMaker Self-Determination Curriculum’s *Take Action* lesson, this would be an excellent place to use them to help students accomplish their goals. See the Introduction section of this *Teacher’s Manual* for more information on the *Take Action* lessons.

Choosing General Goals Worksheet

Name Alicia Transition Area Personal Relationships

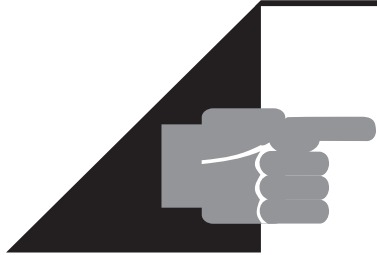
		Goals
1. Do I know my interests?	YES Write interests Interests <i>Relationships with family and girlfriends</i>	NO Find out interests
2. Do I know what is required to do this?	YES Write requirements Requirements 	NO Find out requirements <i>Find out what it takes to have relationships with girls and my family</i>
3. Do I know my skills?	YES Write skills Skills <i>Outgoing Friendly Communicate openly</i>	NO Find out skills
4. Do I have the skills to meet the requirements?	YES Go to #5 and consider your limits. NO Can I learn the skills? YES → Learn skills NO → Reevaluate interest	
5. Do I know my limits?	YES Write limits Limits <i>Hard time trusting girls</i>	NO Find out limits
6. Do my limits interfere with the requirements?	YES Can I do something to change this limit? YES → Continue in therapy NO → Reevaluate interest	NO Pursue interest

Choosing General Goals Worksheet

Name _____ Transition Area _____

		Goals
1. Do I know my interests?	YES Write interests <div>Interests</div>	NO Find out interests <div></div>
2. Do I know what is required to do this?	YES Write requirements <div>Requirements</div>	NO Find out requirements <div></div>
3. Do I know my skills?	YES Write skills <div>Skills</div>	NO Find out skills <div></div>
4. Do I have the skills to meet the requirements?	YES Go to #5 and consider your limits. NO Can I learn the skills? <div>YES →</div> <div>NO →</div>	<div>Learn skills</div> <div></div> <div>Reevaluate interest</div> <div></div>
5. Do I know my limits?	YES Write limits <div>Limits</div>	NO Find out limits <div></div>
6. Do my limits interfere with the requirements?	YES <div>Can I do something to change this limit?</div> <div>YES →</div> <div>NO →</div>	<div>Pursue interest</div> <div></div> <div>Learn skills</div> <div></div> <div>Reevaluate interest</div> <div></div>

LESSON



11

New Activity Evaluation

Purpose

Students will review and evaluate the usefulness of the activity in helping them make the change they wanted in their personal lives.

Strand

“Choosing Goals”

Goal

Student interests

Objective

Express personal interests

Location

School

Estimated Time

50 minutes

Materials Needed

- Overhead projector
- Transparency markers
- New Activity Evaluation Worksheet for each student
- New Activity Evaluation transparency

Lesson Overview

- Class completes two examples of evaluating a new activity together.
- Students evaluate the new activity they tried.

Lesson Summary

- A. Review
- B. Guided Practice Option 1: Rock Climbing
- C. Guided Practice Option 2: Take a Class to Stop Smoking
- D. Complete New Activity Evaluation
- E. Wrap-Up

A.

Review

- Review the three transition areas.
- Review the three reasons why people choose to do things in their personal lives.
- Present the following information:
 - You all chose an activity that would help you accomplish a change you wanted to make in your personal lives.
 - Today, you will be evaluating how it went.
- Ask several students to share the activity they did.

B.

Guided Practice
Option 1:
Rock Climbing

- Put transparency of New Activity Evaluation on overhead.
- Hand out a copy of the evaluation to each student.
- Go through the evaluation worksheet with the students.
- If you (the teacher) did an activity, you can share it with the class as an example; otherwise, use one of the following.
- Change you wanted to make:
 - The change I wanted to make was to learn a new recreational activity so I could get some exercise and be outside.
- Activity you tried:
 - I want to learn to rock climb so I decided to take lessons at the indoor climbing facility.
- Did you like the activity?
 - I think rock climbing is a great activity, but I didn't like it.
- Were the requirements what you thought they would be?
 - The requirements were more than I thought they would be.

- I didn't realize it took so much strength.
 - I didn't realize the equipment would cost so much for rock climbing.
- Did you have the skills to do the activity?
 - I had the strength it took to rock climb.
- Did your limits interfere with doing the activity?
 - One of my limits is I am afraid of heights.
 - Yes, my fear of heights interfered with rock climbing.
- Could you do this activity better with support?
 - I found I could not overcome my fear of heights even though the instructors tried to help me.
 - Even the equipment didn't make me feel safe.
- Did this activity help you make the change you want?
 - This activity would certainly help me make the change I want.
 - Rock climbing is a very physical activity and it takes a lot of strength and endurance.
 - It would also get me outdoors more.
- Would you do the activity again?
 - No, I would not.
 - I would have to get over my fear of heights first.
- What are you going to do now?
 - I will look back through the resources and see if I can find some other type of exercise that interests me and that will get me outdoors, maybe hiking.

C.Guided Practice
Option 2: Take a
Class to Stop
Smoking

- Change you wanted to make:
 - The change I wanted to make was to stop smoking.
- Activity you tried:
 - I signed up for a class.
- Did you like the activity?
 - I really like the class.
 - The instructors are very nice and I have a friend who is also taking the class.
- Were the requirements what you thought they would be?
 - Yes, I knew what the requirements were because I called to check out the class.
- Did you have the skills to do the activity?
 - I wasn't sure and I'm still not.
 - It takes a lot of will power, but I'm up for the challenge.
- Did your limits interfere with doing the activity?
 - The limit I had was getting myself to sign up for the class and to go to the meetings.
 - So far I feel O.K. about it.
- Could you do this activity better with support?
 - I think it will be helpful that my friend is also taking the classes.
 - It would probably be much harder without her.
 - We will give each other support.
- Did this activity help you make the change you want?
 - I have only been to one meeting.

D.
Complete New
Activity Evaluation

E.
Wrap-Up

- It looks like it is going to be helpful.
- Would you do the activity again?
 - I hope I don't have too.
 - When I am finished with the class, I will let you know if I would recommend it to others.
- What are you going to do now?
 - I'll keep going to this class.
 - I hope to quit smoking for good.
- Have students complete the worksheet as you read through it.
- Have several students respond to answers as you go.
- Discuss the overall value of the activity they tried.
- Ask students if they learned of an activity which might be of interest to them that someone else tried.
- Celebrate their successes!

Note

If you would like to continue the goal-setting process, students can complete the Choosing General Goals Worksheet with another interest.

New Activity Evaluation

Name _____ Date _____

Change you want to make: _____

Activity you tried: _____

Did you like the activity? YES NO

Were the requirements what you thought they would be? YES NO

Did you have the skills to do the activity? YES NO

Did your limits interfere with doing the activity? YES NO

Could you do this activity better with support? YES NO

Did this activity help you make the change you wanted? YES NO Why or Why not?

Would you do the activity again? YES NO Why or Why not?

What are you going to do now?
