

SETTING GOALS

Lesson Descriptions

Setting Goals 1: Setting Goals

Why is goal setting important and how can I do it effectively?

Setting Goals 2: Decision Making

When I need to make a decision, how can I make the best one available to me?

Setting Goals 3: High School Choices

What ninth grade classes will help me reach my educational and career goals?

Note: *This lesson requires coordination with your school counselor. You will need course information from the guidance department as well.*

Setting Goals 4: Decision-Making Challenge

How can we use our decision-making skills to solve a practical problem?

PLANNING PYRAMID

GRADE 8, Unit 2, Setting Goals



Some Students Will:

- Seek further help in remedying academic deficits.
- Pose questions about high school course selection to their guidance counselor.

Most Students Will:

- List at least two components of successful goals.
- Given a scenario, suggest possible choices, and the pros and cons of each.
- Become familiar with additional terms for discussing course selection: *advanced placement* and *credit*.
- In choosing between two high school courses, weigh the pros and cons of each.

All Students Will:

- Understand and give an example of “beginning with the end in mind.”
- Use a checklist to evaluate his/her own study habits.
- Choose one study habit for improvement, and set a goal one month away.
- Recognize that they make choices every day, and that their decisions have consequences.
- Become familiar with terms for discussing course selection: *prerequisite*, *elective*, and *requirement*.

ROADS to SUCCESS

Grade 8

Setting Goals

Family Newsletter

Getting Ready for High School

Roads to Success

is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

The teen brain is a work in progress! new research shows that the part of the brain that guides planning doesn't reach maturity until after age 20. Scientists believe that discussing choices with your teen may build decision-making skills that last a lifetime.

Remember your child's first day of school? Maybe you sent her off with new supplies, a specially chosen outfit, or a pep talk about what to expect.

Getting ready for high school is just as important. You've probably talked to your teen about making responsible decisions when it comes to issues like drugs and alcohol. But he can also use your advice on the academic choices he's facing — what courses to take and why.

Here are some things to consider:

What courses are required for graduation? This varies from state to state and district to district. Your son or daughter's counselor will

provide details.

What does she want to do when she graduates?

Students planning to attend college will want to sign up for challenging math and science courses and a foreign language, too. They'll also want to aim for at least a B average. Most colleges expect good high school grades as evidence that students are ready for college work.



What special courses does your high school offer? Many schools offer courses with a career focus, from auto mechanics to cosmetology. Some offer courses that count toward college credit while a student is still in high school.

What electives are available? Once your teen has signed up for all the required courses, there may be time left in the school day for other courses she'd like to take. Electives are a great way to learn new skills or discover new interests.

For more about college and careers, visit us at www.roadstosuccess.org.

Grade by Grade: Decision Making

Figuring out what high school courses to take isn't the only decision facing your teen.

The smaller decisions they make each day can make a difference. Teens may have difficulty seeing the importance of schoolwork until the moment of truth: the test, the report card,

graduation. Young people often need adult help thinking through consequences that are days or weeks away.

This year, we're getting eighth-graders to think about the cost of a missed opportunity. (If your son or daughter decides to spend the night playing video games, the **opportunity**

cost is the chance to study for tomorrow's test.) Life is full of these trade-offs, big and small.

Steps for making tough decisions:

- List possible choices.
- Think of the consequences (good and bad) for each choice.
- Weigh your options, then decide.

Setting Goals

The **BIG** Idea

- Why is it important to set goals and how can I do it effectively?

AGENDA

Approx. 45 minutes

- I. Warm Up: Habits of Highly Effective People (5 minutes)
- II. Goals That Work (10 minutes)
- III. Beginning with the End in Mind (15 minutes)
- IV. What's Your Goal? (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 1–4, Eighth Grade Goals

STUDENT HANDBOOK PAGES:

- Student Handbook page 11, The Two Big Questions of Life
- Student Handbook page 12, Beginning with the End in Mind

- Copies of academic resource list (See **Preparation**)

OBJECTIVES

During this lesson, the student(s) will:

- Identify three characteristics of goals that increase the chance they'll be achieved.
- Reflect on their current study habits and choose one study habit to improve.

OVERVIEW

This lesson advises that setting goals helps us move toward the lives we want. Students review tips for successful goal setting, then use a study skills checklist to make sure that they are practicing good study skills. At the conclusion of this lesson, students set goals to improve one study habit.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 11, The Two Big Questions of Life**
 - **Student Handbook page 12, Beginning with the End in Mind**
 - **Portfolio pages 1–4, Eighth Grade Goals**
- In advance of teaching this lesson, you should research what resources are available in your host school and community for students who may need additional academic support. The school counselor might have suggestions. You should get school administration approval on any outside resources that you would like to include. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals.
- In this lesson, students will choose a study habit they want to improve. For the next month, you will need to check in with the students once every two weeks during the **Warm Up**. Students will fill out the reflection on **Portfolio pages 1–4, Eighth Grade Goals Reflection**, for the appropriate check-in date. After this first month, students should have monthly check-in dates on their study habits.
- Record the goal-setting check-in dates on your calendar as a reminder to revisit goals with your students.

BACKGROUND INFORMATION

This is the first in a series of four lessons devoted to setting goals and making decisions. By the end of the third lesson, students should be able to choose ninth grade courses with more confidence.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 11, Two Big Questions of Life** as a DO NOW. Give the students five minutes to answer the column that is labeled “My Life.” Once the students have completed their work, begin with the discussion written in the **Warm Up**.

For the **Warm Up**, if you think your students will guess the “**Mystery People**” (Martin Luther King Jr. and Oprah) too easily or have trouble identifying with them, you may choose to select two different people known for their humanitarian efforts as well as financial success. The website below includes possible candidates.

- **Academy of Achievement:** www.achievement.org

In the **Warm Up**, one facilitator chose to show a YouTube video called “Famous Failures” instead of having the students guess a second mystery person.

If time permits, during the **Wrap Up**, you may choose to have students create their own successful goals quote. They should be in line with the quote, “Begin with the end in mind.” A few volunteers can then share their quotes with the class.

To help students remember their goals from week to week, you can provide take home reminders for students to display their goals.

ACTIVITY STEPS

I. Warm Up: Habits of Highly Effective People (5 minutes)

1. [Let students know that over the course of the next three weeks, you're going to show them some goal-setting and decision-making strategies that will help them select their classes for next year—with purpose and without panic.]
2. [Announce that in preparation for thinking about their future lives, you'd like the students to think about the lives of a couple of famous people. You'll announce the accomplishments of two famous people. Students should raise their hands when they think they know who you're talking about. (See **Implementation Options** for suggestions.)]

Mystery Person #1:

- Graduated from high school at age 15
- Served as president of senior class while studying to be a minister
- Led a bus boycott that lasted for 382 days—when it was over, blacks and whites could ride on the bus as equals
- From 1957 to 1968, traveled more than six million miles and spoke 2,500 times against social injustice
- Got 250,000 people to march to Washington, D.C. and told them “I have a dream” (**Martin Luther King Jr.**)

Mystery Person #2:

- Started in radio and TV news while still a teenager
- Had their own TV talk show
- Has their own TV network
- Gives financial support to organizations that support women, children, and families
- In January 2007, opened a school for girls in South Africa
- Founded a magazine famous for solid self-help advice
(**Oprah Winfrey**)

3. **SAY SOMETHING LIKE:** It's pretty awesome to think about what these people have accomplished in their lifetimes. If we could learn their secrets to success, it would be great.

In Oprah's case, we have a clue. Her website and magazine include all kinds of tips for improving your life. According to Oprah's experts, you can figure out what you want to do in life by answering two questions similar to these.

[With a flourish, reveal **Student Handbook page 11, The Two Big Questions of Life** on the overhead. Ask a volunteer to read each question aloud.]

4. **SAY SOMETHING LIKE:** Your own personal answers to these questions can guide you to the things you want to do in life. [Pair students up.] Take two minutes to discuss these with your partner.

[Let students know who will go first, and let them know that they will each have one minute to speak. Give the signal to begin. After a minute, call time and give the second person a minute to talk.]

II. Goals That Work (10 minutes)

1. **SAY SOMETHING LIKE:** Let's take the example of an athlete. What are his or her goals when he begins a sports season? (*to be a valuable member of the team, to improve previous performance, to win the championship*)

What does she have to do at the beginning of the season if she wants to succeed? (*get in shape, train, practice skills*) These are the steps she will need to take to reach her goals.

In order to succeed, you need goals that work. How do you create them? Successful goals have three things in common.

2. [Using chart paper, an overhead projector, or the board, introduce and discuss the following three characteristics.

Specific (detailed, not general, or vague)

- Be specific so you can tell if you've done it or not: "I'll get a C or better" rather than "I'll improve."

Measurable (includes some quantity or element that can be measured)

- Example: "I'll get a B or better on the next math test."

Timed (establishes a time frame for accomplishing the goal)

- Give yourself a deadline, and make it close enough so that you're inspired to get going.

5. [Explain that students can use this criteria to create and evaluate their education and career goals.]

[Write the following goals on the board or overhead:

JESSICA: I want to buy an MP3 player.

TONY: I want to play on my school's basketball team.

EDGAR: I don't want to fail the eighth grade.]

[Write the three examples below on chart paper or an overhead transparency. As a class, go over Jessica's goal. Then divide the students into pairs and have each pair fill in the blanks for Tony and Edgar's goals. Then have the pairs share their results with the class.

JESSICA – Go to _____ to check prices. I will save _____ a week from my babysitting money, and I will buy the MP3 player in _____.

TONY – I will practice my _____ skills every _____. I will try out for the school team in _____(date).

EDGAR – I will bring my _____ grade up to a _____ by the next report card. To do that, I will _____.]

III. Begin with the End in Mind (15 minutes)

1. **SAY SOMETHING LIKE:** Another expert in setting goals, the author of a book called “Seven Habits of Highly Effective Teens,” Sean Covey, says that in order to be successful, you have to “begin with the end in mind.” What does he mean by this? [Give students a chance to respond.]
2. [Direct students to **Student Handbook page 12, Beginning with the End in Mind.** Read the first three examples out loud, and then give the students a few minutes to complete the remaining questions on their own.]

IV. What's Your Goal? (10 minutes)

1. **SAY SOMETHING LIKE:** Whatever your career aspiration is, all of you should have the same goal right now — graduating high school with the skills you'll need to be successful. In order to meet this goal, let's take a look at **Portfolio pages 1–4, Eighth**

Grade Goals. This is a list of study habits of good students. The more of these habits you make part of your life, the better you'll do in school. Guaranteed. In a few minutes, you're going to take an honest look at how you approach your schoolwork.

2. **SAY SOMETHING LIKE:** Write today's date in the first box at the top left of the page, labeled "**Today's Date.**" [Demonstrate using a transparency of **Portfolio pages 1–4, Eighth Grade Goals** and the overhead projector.]

3. **SAY SOMETHING LIKE:** Then read each study habit, and put a check in the box that best describes your behavior.

N for never

S for sometimes

A for always

[Model this on the overhead projector.]

Remember, you're rating your performance right now, not what you think you should do or what you hope to do in the future. [Give students a couple of minutes to complete this task.]

4. **SAY SOMETHING LIKE:** Next, I'd like you to choose one study habit that you'd like to improve. This will be your goal for next month. Circle that goal in the column under today's date. [Demonstrate.]
5. **SAY SOMETHING LIKE:** For this first month, we are going to check in every two weeks. After this month, we'll check in once a month for the rest of the school year. Let's write the first check-in date in the second column. [Specify a class meeting date that's two weeks away. Then record the second check-in date on the overhead. This should be a month away. Instruct students to record these dates on their **Eighth Grade Goals** chart.]
6. Where else could we record these check-in dates to make sure we don't miss any of them? [Allow students to respond.] How many of you use a planner to record your homework and assignments? [Show of hands.] Many adults use planners or calendars to keep track of their appointments and tasks. [Instruct students to take out their planner/agenda. Then instruct the students to record the first two check-in dates in their planner or agenda. Record these dates in your own planner/agenda as well.]

7. [Refer students to the follow-up questions on **Portfolio pages 1–4, Eighth Grade Goals Reflection** and give them a few minutes to complete it.]
8. [Ask the students if any of them identified after-school tutoring (or whatever your school provides) as one of the things that might help them to meet their goal. Distribute the academic resource list (see **Preparation**) and encourage students to seek additional help if they need it.]

IV. Wrap Up (5 minutes)

1. [Congratulate the students on all their hard work. Tell them they have already come a long way in a very short time. Thinking about how to make choices today that will help them achieve their goals further down the road is a crucial part of being successful.]
2. [Tell them that next week they'll learn a decision-making strategy that will help them to make good choices—in school and out.]

The Two Big Questions of Life

What experiences do you want to have during your lifetime?

What kind of impact do you want to have on the world?

Adapted from Oprah.com, Life Coach Martha Beck

Beginning with the End in Mind

1. If I wanted to make the high school basketball team, I might play on the middle school team and shoot hoops on the weekends.

2. If I wanted to buy a new PlayStation®, I might save my money by not buying candy after school.

3. If I wanted to become a pilot, I might call up flying schools to find out about licensing and minimum age requirements.

4. If I wanted to compete on American Idol, I might...

5. If I wanted to go to college, I might...

6. If I wanted to get a better grade in math, I might...

7. If I wanted to _____, I might...

Grade 8, Setting Goals 1: Setting Goals Portfolio, Eighth Grade Goals

This is a checklist of good study habits. The more "always" answers you have, the better you'll do in school.



EIGHTH GRADE GOALS

Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in every two weeks. For the rest of the year we will be checking in once a month. If you have a "no," your goal is to make it a "sometimes." If you have a "sometimes," your goal is to make it an "always." Once you've reached one goal, you can move on to another. By the end of the year, you'll be a super student (if you're not already)!

N= No S= Sometimes A= Always

| STUDY HABITS | Today's Date | | Check-In Date 1 | | Check-In Date 2 | | Check-In Date 3 | | Check-In Date 4 | | Check-In Date 5 | |
|--|--------------|---|-----------------|---|-----------------|---|-----------------|---|-----------------|---|-----------------|---|
| | N | S | A | N | S | A | N | S | A | N | S | A |
| 1. Do I attend school every day? | | | | | | | | | | | | |
| 2. Do I arrive at school on time? | | | | | | | | | | | | |
| 3. Do I come to class prepared? | | | | | | | | | | | | |
| 4. Do I write down homework assignments in the same place, every day? | | | | | | | | | | | | |
| 5. Do I stick with a class assignment or task until it is done? | | | | | | | | | | | | |
| 6. Do I ask a teacher or another student for help when I don't understand something? | | | | | | | | | | | | |
| 7. Do I take part in class discussions or activities? | | | | | | | | | | | | |
| 8. Do I complete all class assignments and projects? | | | | | | | | | | | | |
| 9. Do I complete all homework assignments and projects? | | | | | | | | | | | | |
| 10. Do I always check to see if I have all of my materials before I leave school? | | | | | | | | | | | | |
| 11. Do I look at my notes every day in order to review what I have learned? | | | | | | | | | | | | |
| 12. Do I have a time and place when I study for each subject? | | | | | | | | | | | | |
| 13. Do I know where to go for extra help? | | | | | | | | | | | | |
| 14. Do I get the extra help I need? | | | | | | | | | | | | |

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



EIGHTH GRADE GOALS

Every month, you will pick one habit that you want to improve by the next check-in date.

N= No S= Sometimes A= Always

| STUDY HABITS | Check-In Date 6 | | Check-In Date 7 | | Check-In Date 8 | | Check-In Date 9 | | Check-In Date 10 | | Check-In Date 11 | |
|--|-----------------|---|-----------------|---|-----------------|---|-----------------|---|------------------|---|------------------|---|
| | N | S | A | N | S | A | N | S | A | N | S | A |
| 1. Do I attend school every day? | | | | | | | | | | | | |
| 2. Do I arrive at school on time? | | | | | | | | | | | | |
| 3. Do I come to class prepared? | | | | | | | | | | | | |
| 4. Do I write down homework assignments in the same place, every day? | | | | | | | | | | | | |
| 5. Do I stick with a class assignment or task until it is done? | | | | | | | | | | | | |
| 6. Do I ask a teacher or another student for help when I don't understand something? | | | | | | | | | | | | |
| 7. Do I take part in class discussions or activities? | | | | | | | | | | | | |
| 8. Do I complete all class assignments and projects? | | | | | | | | | | | | |
| 9. Do I complete all homework assignments and projects? | | | | | | | | | | | | |
| 10. Do I always check to see if I have all of my materials before I leave school? | | | | | | | | | | | | |
| 11. Do I look at my notes every day in order to review what I have learned? | | | | | | | | | | | | |
| 12. Do I have a time and place when I study for each subject? | | | | | | | | | | | | |
| 13. Do I know where to go for extra help? | | | | | | | | | | | | |
| 14. Do I get the extra help I need? | | | | | | | | | | | | |

Goal Setter Follow-Up Questions

1. What study skill did you pick to work on?

2. What difficulties do you imagine you might have improving this study skill? (For example, forgetting to bring home your homework or getting distracted by your friend in math class.)

3. Who or what do you think can help you meet your goal of improving this study skill?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Decision Making

The **BIG** Idea

- When I need to make a decision, how can I make the best one available to me?

AGENDA

Approx. 45 minutes

- I. Warm Up: How We Make Decisions (5 minutes)
- II. Opportunity Costs and the 3Cs (35 minutes)
- III. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 13, Decision Making 101
- Student Handbook page 14, Choices and Consequences (Scenarios)
- Student Handbook page 15, Choices and Consequences (Questions)

FACILITATOR RESOURCES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Choices and Consequences Example
- Facilitator Resource 3, Choices and Consequences Example Answer Key

- Extra copies of **Student Handbook page 15, Choices and Consequences (Questions)**

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that there's often more than one choice in a given situation, each with its own consequences.
- Recognize the usefulness of listing the pros and cons to determine the viability of a given choice.
- Given a problem to solve, use the 3Cs model of decision making to list choices and the pros and cons of at least one of the choices.

OVERVIEW

In this lesson, students examine the decision-making process from several angles. 1) How do people make decisions? 2) What's the "opportunity cost" of the path not taken? and 3) How can the 3 C's decision model (identify a challenge, determine choices, and weigh consequences) help them make choices?

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write today's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Choices and Consequences Example**
 - **Student Handbook page 13, Decision Making 101**
 - **Student Handbook page 14, Choices and Consequences (Scenarios)**
- Copy the four decision-making strategies, labeled a, b, c, and d in **Activity I, Item 2**, onto the board or chart paper for reference in **Activities I and III**.
- You may want to make extra copies of **Student Handbook page 15, Choices and Consequences (Questions)** for those students who finish early and want to try a second scenario.

BACKGROUND INFORMATION

Middle school students often make decisions with little examination of possible consequences. This isn't done intentionally to aggravate adults; early adolescents are "concrete in their perspective-taking" and react mostly to immediate concerns. Older teens develop an ability to think abstractly, which permits them "to entertain hypothetical situations" (Balter, Lawrence). Young adolescents need adult guidance in making decisions that will impact their futures.

"Opportunity cost," as it is used in this lesson, is a term borrowed from economists, part of an "economic way of thinking" described by the National Council for Economic Education. For every

choice that's made, there's the rejected alternative, the "opportunity cost." (It may be easier for students to understand this if they think of it as the "missed opportunity.") For example, a student may decide not to go to college because he'd rather earn money as soon as he graduates from high school. His "opportunity cost" is the higher salaries he could earn with a college degree. It's not necessary that students master this concept; what's needed is practice in posing multiple alternatives and linking current behavior to a later consequence. We've selected "opportunity cost" as a way to think about decision-making strategies without blame and judgment for less-than-ideal choices.

VOCABULARY

Opportunity cost: Your second choice; what you gave up so you could have your first choice.

Consequence: Result; outcome.

Pro: A plus; an argument in favor of doing something.

Con: A minus; an argument against doing something.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Question:

1. What was the most important decision you ever made? Explain your decision and how you made it.

[Give the students three minutes to answer this question. Call on students to volunteer their answers. Then continue the **Warm Up** as written.]

In **Activity II, Opportunity Costs and the 3Cs**, you may choose to have students work in pairs when analyzing the **Choices and Consequences (Scenarios)**.

ACTIVITY STEPS

I. Warm Up: How We Make Decisions (5 minutes)

1. **SAY SOMETHING LIKE:** Hello, everyone. Last week, we talked about setting goals and making a plan to reach them. We identified high school graduation as our goal and identified one study habit to improve by the end of the month. Raise your hand if you made some improvement with your study habit this week. [Have one or two students share what they did. Ask if they had any challenges doing that step and what they did to overcome it. Then ask one or two volunteers who struggled to improve their study habit, what problem or roadblock they faced.]
2. **SAY SOMETHING LIKE:** Next week, we'll do a formal check in to evaluate the progress you are making. Today we are going to talk about how to make smart choices when you're faced with challenging and important decisions. First, let's see how you usually approach a big decision. Read these four decision-making techniques to yourself. Then I'll read them aloud, and you raise your hand to choose the one that best describes you. Ready? "When I have a big decision to make, I ...
 - a) Ask my friends or parents what to do.
 - b) Get lots of information, then weigh the pros and cons of each choice.
 - c) Go with my gut feeling.
 - d) Put off the decision until the last minute, and then choose fast without thinking.

II. Opportunity Costs and the Three Cs (35 minutes)

1. **SAY SOMETHING LIKE:** The truth is—most people use all of those decision-making strategies some of the time. Pizza topping? Go with your gut—whatever strikes you. What do you wear on the first day of school? Some may ask a friend. But for some decisions, it's good to have a more thoughtful strategy in mind. If you weigh all your options carefully, you can find the choice that's best for you.

Did you ever hear someone talk about a "missed opportunity?" (Show of hands.) It's the thing you don't get to do because you chose to do something else. People who study economics even have a name for the missed opportunity, your second choice, the thing you decide not to do. It's called an **opportunity cost**.

2. [Refer students to **Student Handbook page 13, Decision Making 101**.]

SAY SOMETHING LIKE: If you decide you want pizza for dinner, your opportunity cost is the hamburger you could have had instead. Notice there's no real consequence if you make the "wrong" choice in this example. In the second example, if you decide to spend your evening playing video games, your opportunity cost is time to do homework. Any possible consequences here? [Allow students to respond.]

The key to making good decisions is to be aware of all your choices and the consequences for each.

3. [Assign pairs. In the pairs, have students come up with one situation where the consequences of a decision are important, and one where they aren't. Give them two minutes.]
4. **SAY SOMETHING LIKE:** For the big decisions, you can use the 3C strategy. [Refer students to the list at the bottom of **Student Handbook page 13, Decision Making 101.**]

STEP 1: CHALLENGE

Name the problem. What decision do you have to make?

STEP 2: CHOICES

List all the possible choices.

STEP 3: CONSEQUENCES

Think about what will happen if you make each choice. List the pros (the good possibilities) and the cons (the bad possibilities).

5. [Display **Facilitator Resource 2, Choices and Consequences Example** on the overhead projector. As a class, work through this example, recording the students' responses on the overhead projector. Then instruct the students to turn to **Student Handbook page 14, Choices and Consequences (Scenarios)**. Explain that these scenarios describe something that might happen to someone their age. The person in the story has already made one decision. The group is to decide what that decision was, and figure out some ideas for what the person in the story could do next. They should consider every possibility, even if some seem silly at first. Explain that this worksheet is a way to practice using the 3C strategy so that it becomes second nature. When they are faced with a difficult situation, they may only have a few seconds to make their decision. And when faced with a huge decision—like where to go to college—writing things down can really help clarify their ideas.]

6. [Have students work in groups to answer the questions for one of the scenarios. You may wish to teach a strategy to encourage full participation as students list pros and cons. For example, have group members go around the table and take turns speaking, or take turns recording their answers on a common piece of paper.]

V. Wrap Up (5 minutes)

1. [When groups have finished, process the activity by asking the following questions:
 - Was it helpful to list the choices, pros, and cons? Why or why not?
 - What kinds of decisions would the challenge/choices/consequences strategy work best for?]
2. **SAY SOMETHING LIKE:** Next week when we see each other you'll have a chance to use the 3 Cs in a real-life decision that each of you will face very soon: picking your classes next year for high school.

DO NOW

Setting Goals 2: Decision Making

Directions: You will have three minutes to read the question below and write your response.

1. What was the most important decision you have ever made? Explain your decision and how you made it.



Choices and Consequences Example

Example: You stay after class talking to your fourth period social studies teacher about making up an assignment you missed. The bell rings before you get to your fifth period class. You try to slip in quietly and sit down, but the teacher starts making a huge deal about how late you are. Everybody is watching.

1. What choice has this person already made?

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

3. Write the **CHALLENGE** facing this person now.

4. List as many **CHOICES** as you can.

5. Choose one of the choices listed above and list the **CONSEQUENCES (Pros and Cons)** in the boxes below.

CHOICE: _____

CONSEQUENCES:

| Pros | Cons |
|----------------------|----------------------|
| | |



Choices and Consequences Example Answer Key

Example: You stay after class talking to your fourth period social studies teacher about making up an assignment you missed. The bell rings before you get to your fifth period class. You try to slip in quietly and sit down, but the teacher starts making a huge deal about how late you are. Everybody is watching.

1. What choice has this person already made?

To stay and talk to the social studies teacher, to arrive in class with no late pass.

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

Chance to be on time.

3. Write the **CHALLENGE** facing this person now.

Making the teacher understand what happened, sitting down and getting to work.

4. List as many **CHOICES** as you can.

- *Apologize.*
- *Apologize now and explain what happened later.*
- *Go to the office and get a late pass.*
- *Get angry and try to defend my point of view.*

5. Choose one of the choices listed above and list the **CONSEQUENCES (Pros and Cons)** in the boxes below.

CHOICE: *Apologize.*

CONSEQUENCES:

| Pros | Cons |
|---|--|
| <i>Teacher will get off my case, and class can get to work.</i> | <i>Teacher won't realize it wasn't my fault.</i> |

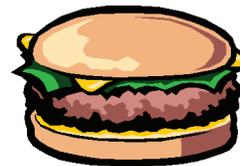
Decision Making 101

When you make a choice, you have to give something up. The second-best choice is called “the opportunity cost.” The opportunity cost is the thing you gave up so you could have your first choice.



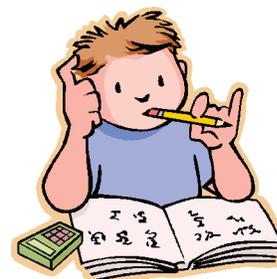
Your choice

Your opportunity cost



Your choice

Your opportunity cost



Decision-Making Strategy:

1. CHALLENGE (State the problem.)
2. CHOICES (List all possible solutions.)
3. CONSEQUENCES (State the pros and cons of each choice.)

Choices and Consequences (Scenarios)

In each scenario, a choice has already been made. Pick one scenario and answer the questions on **Student Handbook page 15, Choices and Consequences (Questions)**.



1. You are standing by your locker talking with a few of your friends. You are about to head to your last class for the day when one of your friends suggests that you all cut class to go to the mall. You know your science teacher is reviewing for a big test at the end of the week, but you figure you can always worry about that later. You grab your backpack and slip out the side door with your friends.



2. For two years, you've been part of a mentoring program. You are assigned to an adult "Big Sister," and every other Saturday you get together and go see a movie, play laser tag, or go out to lunch. Lately, you've been wanting to spend more time with your friends on the weekend. This Saturday, you don't wake up until 10:30, too late to be at your Big Sister's house by 11:00 (when you said you'd be there).



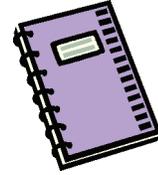
3. You and your mom have been fighting a lot. She just found out you've been talking on the computer to kids she doesn't know, and she's furious. You say a bunch of mean things, go into your room, and slam the door.



4. Your math teacher hands back a test you took last week. When you see your grade, you can't believe your eyes. A 55! You have no idea what you were doing the night before the test, but you're pretty sure it wasn't studying. You're starting to get worried that you're going to fail.

Choices and Consequences (Questions)

Scenario # _____



1. What choice has this person already made?

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

3. Write the **CHALLENGE** facing this person now.

4. List as many **CHOICES** as you can.

5. Choose one of the choices listed above and list the **CONSEQUENCES (Pros and Cons)** in the boxes below.

CHOICE: _____

CONSEQUENCES:

| Pros | Cons |
|------|------|
| | |

The **BIG** Idea

- What ninth grade classes will help me reach my long-term educational and career goals?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Planning for Success (15 minutes)
- III. A Good Course to Follow (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 16, High School Vocabulary
 - Student Handbook page 17, Questions to Ask My School Counselor
 - Student Handbook pages 18–19, High School Decisions
 - Student Handbook page 20, Course List
- Sample packet of local school district’s ninth grade course selection forms and information (e.g., background information on course selection process, student data form, listing of ninth grade courses with syllabus, course selection form, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- Use the 3C (challenge-choices-consequences) decision-making model to practice choosing courses for their freshman year of high school.
- Understand key high school vocabulary words.

OVERVIEW

In this lesson, students practice the decision-making skills they learned in the previous Roads to Success class. In a preview of the local district's course selection process, they decide which courses to take in ninth grade. This class will require pre-planning and collaboration with your school counselor to identify and assemble information and forms used in course selection. Some schools may elect to use this class for official course selection by inviting the school counselor to co-facilitate.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 16, High School Vocabulary**
 - **Student Handbook pages 18–19, High School Decisions**
- You will need to contact local school officials well in advance of this lesson to identify and assemble necessary information and forms to guide the course selection process for eighth graders transitioning into high school in your district. This packet of information should include a listing of ninth grade courses, the course selection card or form, and any other information needed to help students and their parents understand the ninth grade course selection process. If you are unfamiliar with this procedure, you will need to meet with the appropriate school personnel to become better acquainted with the processes involved.
- In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson.
- Sign into RUPrepareND.com and print out the "Recommended Courses" for 30 careers. This can be found by clicking on the **Career Cluster** link on the What to Learn tab of any career profile.

VOCABULARY

Preliminary: Introductory; leading up to the main part or event.

IMPLEMENTATION OPTIONS

You may wish to have the school counselor (high school or eighth grade) co-facilitate this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out, and explain the process involved in getting assigned to the classes students select. As the students work on the activity in **Part III**, both you and the school counselor can be available to assist and make recommendations.

In **Activity III, A Good Course to Follow**, you may choose to list the pros and cons for a particular course selection as a class.

In **Activity III**, if your students have most of their ninth grade courses selected for them, have them identify courses they'll want to take as upperclassmen to prepare for careers of interest. Provide a list of suggested courses for 30 popular careers. (See **Preparation**.) In class, have students find courses they can take later in high school that would match suggestions.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Pop quiz. How many of you can remember all three words that the Cs stand for in the decision-making strategy that we learned last week? If you don't remember, you can refresh your memory on **Student Handbook page 13, Decision Making 101**. Once you know what each of the 3Cs stands for, hold up three fingers in the air. [Call on students to tell you what they stand for and to summarize each step.]
2. The real-world challenge that each of you is going to be facing later this year is picking your courses for ninth grade. By the end of the class today, you should have a pretty good idea of classes that you'll be interested in taking next year, as well as an understanding of what the pros and cons of certain choices are.

II. Planning for Success (15 minutes)

1. **SAY SOMETHING LIKE:** There are a few vocabulary words that are essential for selecting high school courses. We need to make sure everyone is familiar with them before we begin researching and selecting courses.

[Refer students to **Student Handbook page 16, High School Vocabulary**. Read and discuss each one aloud. If there are additional vocabulary words that are specific to your local high school, write them on the board and have students add them to their sheets.]
2. As you probably gathered from the word "requirements," you don't get to pick all of your classes in high school. Some of them are picked for you by your school counselor depending on the courses you've taken in middle school and your performance in them. Today you are going to be making a **preliminary** list of courses for next year [refer students to the definition on the board]. Your final course selection will be made with your school counselor in the spring. My goal for you is to become familiar with the material so you can start thinking about what you might like to take next year. This way when it comes time to pick your ninth grade classes for real, you'll already be ahead of the game.
3. What things should you consider when picking your courses? [Write the ideas they come up with on the board. Encourage them to think of things like: *college, what they're interested in, how challenging a particular course is, what job they hope to*

eventually have, what they're good at and what they'd like to get better at, what fits into their schedule, what classes they've enjoyed in the past, what the prerequisites are for the class.]

4. If you're not sure, you should take courses that prepare you, just in case. If you have questions about this, talk to your guidance counselor.

[If you have capable students who aren't planning on taking college courses, you may point out that people can decide to enter college at any age, and can take courses to get ready at a local community college if they haven't had them before. But the opportunity cost for postponing these pre-college courses is that 1) these courses will cost money later on, and 2) adult students often have to fit school into a schedule that includes other responsibilities—like a job or family. Now is a great time to take college prep courses—while it costs them nothing and school is their main responsibility.]

III. A Good Course to Follow (20 minutes)

1. [Tell students that they are going to spend the remainder of the class figuring out what courses to take next year.]

[Give each student a copy of your district's ninth grade courses (course syllabus should be included).]

Instruct students to turn to **Portfolio page 20, Course List**. Remind students that the chances are extremely high that each and every one of them will be enrolled in an English, math, science, and social studies course next year. As they can see, there are already spaces marked off for each of these classes. Instruct students to look through the courses for each subject listed on the ninth grade course listing. If they have any choices, they can write the type of English, math, or science class that they'd prefer to take next to it. **Note:** If you are using the official course selection form from the school, students do not need to write their selections on **Student Handbook page 20, Course List**. Photocopy the official course selection forms and add them to the students' portfolios.]

2. [Once students have completed their required course selection, direct their attention to **Student Handbook pages 18–19, High School Decisions**.]

SAY SOMETHING LIKE: Of course, the “challenge” is finding high school courses that will lead to the kind of work you're interested in. How do you determine what

your “choices” are? You all just decided between courses that will fulfill a particular **requirement**, like advanced or regular English. In other cases, you’ll need to choose among various **electives**.

Let’s have a look at the example. Here, a student is trying to decide whether to take art or chorus. They’ve drawn a line connecting two courses to show that the choice is one or the other. Read through the pros and cons they’ve listed. What do you think they will choose? [Allow students to respond.]

You can use **Student Handbook pages 18–19, High School Decisions**, in the same way. Write down each course you’re undecided about. Then list the pros and cons of taking it under “consequences.” If you’re trying to decide between two or three courses, write them in boxes that are next to each other and connect them as shown in the example.

3. [Once students have made a decision, they should circle the course they’ve selected and add it to whatever school course selection document you’re using (either the official course selection form from the school or **Student Handbook page 20, Course List**). **NOTE:** students don’t have to use the **High School Decisions** sheet for all of their courses, just those they’re uncertain about; You may want to have them try at least one so they can practice the decision-making strategy. Pass out the high school course material and allow students to work independently, providing assistance as needed. (See **Implementation Options** for suggestions.)]
4. [Have students turn to their **Student Handbook page 17, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor(s) plan for course selection sessions with the students.]

IV. Wrap Up (5 minutes)

1. [Ask students if/how having a career goal helped their course selection. Remind them that a good high school education is the foundation for keeping their options open to countless future opportunities.]
2. [Suggest options (seeing you during your office hours, visiting the school counselor, talking to their parents) for those who need more assistance or time to complete their course selection.]

High School Vocabulary

- **Prerequisites:** Courses you have to take in order to take a harder course, for example, Math I is a prerequisite for Math II.
- **Electives:** Courses you choose to take. This could be art, drama, journalism, or a new language.
- **Requirements:** Things you must do; courses you must take. For example, in most high schools four years of English is a requirement to graduate. It's important that you know what the graduation requirements are in your school so that you can be sure to meet them by the end of four years.
- **Advanced Placement (AP) Classes:** Challenging courses that give students the opportunity to earn college credit while still in high school. Students must successfully complete final exams to get credit. (Students rarely take AP classes before 11th grade.)
- **Credit:** Recognition by a school that a student has successfully passed a course. You can think of credits as the number of points you need to graduate. For each class you take and pass, you'll earn a set number of credits toward graduation.

Name: _____

Grade: _____

Section: _____

QUESTIONS TO ASK MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions that you'll want answers to. So that you don't forget what you want to ask your guidance counselor when the time comes to select your actual ninth grade courses, write your questions in the space below.

1. _____

2. _____

3. _____

4. _____

5. _____

Make difficult choices easier by listing the pros and cons of each.



HIGH SCHOOL DECISIONS

CHALLENGE: Find high school courses that match your career goal.

You can use the **CHALLENGE-CHOICE-CONSEQUENCES** strategy to help decide what ninth grade courses to take.

Use this form to consider the courses you're not sure about. Write the course name in the box, and the **pros** (reasons to take it) and **cons** (reasons not to take it) next to it. Circle the courses you decide you want to take.

Note: If you're trying to decide between two courses (for example, music and art), write them in boxes next to each other and connect them as shown.)

EXAMPLE:

| CHOICE | CONSEQUENCES |
|---------------|--|
| Art 101 | <p>Pros</p> <p>There weren't any art courses in my elementary school, and I love art! This would be a great chance for me to see how much I can learn and if a career in art is for me.</p> |
| | <p>Cons</p> <p>Only got Cs in art in seventh and eighth grade, and teacher didn't recommend me for high school art.</p> |
| Chorus | <p>Pros</p> <p>A couple of friends and I got a high mark in a state singing competition, auditioned for chorus and got in.</p> |
| | <p>Cons</p> <p>Chorus and art meet at same time and I can't take both. I can sing any time, any where, including the church choir. I don't want to miss the chance to take art.</p> |

CHOICE

CONSEQUENCES

| | |
|--------------------|-------------|
| Course Name | Pros |
| | Cons |

CHOICE

CONSEQUENCES

| | |
|--------------------|-------------|
| Course Name | Pros |
| | Cons |

CHOICE

CONSEQUENCES

| | |
|--------------------|-------------|
| Course Name | Pros |
| | Cons |

CHOICE

CONSEQUENCES

| | |
|--------------------|-------------|
| Course Name | Pros |
| | Cons |

Use this form to list your classes for next year.



COURSE LIST

Once you have decided which classes you are going to take in high school, please list them in the space provided below. Take a look at the example provided below to see how you should list your classes for next year. **(Note: if your school has an official course request form for you to complete, you can use it instead of this page.)**

NINTH GRADE CLASSES (Example)

| CLASS TITLE | REQUIREMENT | SEMESTERS |
|--------------------------------|-------------|-----------|
| 1. FRESHMAN ENGLISH LITERATURE | YES | 2 |
| 2. ALGEBRA I | YES | 2 |
| 3. BIOLOGY | YES | 2 |
| 4. THEATER | NO | 1 |
| 5. GLOBAL HISTORY | YES | 2 |
| 6. FRENCH | NO | 1 |

| CLASS TITLE | REQUIREMENT | SEMESTERS |
|--------------------------|-------------|-----------|
| 1. MATH: _____ | YES | 2 |
| 2. ENGLISH: _____ | YES | 2 |
| 3. SCIENCE: _____ | YES | 2 |
| 4. SOCIAL STUDIES: _____ | YES | 2 |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |

Decision-Making Challenge

The **BIG** Idea

- How can we use our decision-making skills to solve a practical problem?

AGENDA

Approx. 45 minutes

- I. Warm Up: Making Decisions... Together (5 minutes)
- II. Stay or Go? (10 minutes)
- III. The Challenge (10 minutes)
- IV. This Land is Your Land (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 26, Grade 8 Skills Checklist (Setting Goals skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 21, The Story of Your People
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, This Land Is Your Land: Decisions
- Ten or more “footprints,” to create a path across the room
- Poster board or computer paper
- Lined paper
- Pencils, paper, colored pencils
- Two rolls of tape

OBJECTIVES

During this lesson, the student(s) will:

- Adapt their decision-making skills to a group activity.

OVERVIEW

In past weeks, students have explored the ways people make decisions and learned to use a decision-making model that will help them think before they act. In this lesson, they discover that this same model applies to making decisions with a group. By participating in challenging activities, they put what they've learned into practical—and fun—group action.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 1, This Land Is Your Land: Decisions**
 - **Student Handbook page 21, The Story of Your People**
- Make seven copies of **Facilitator Resource 1, This Land is Your Land: Decisions** for each of your classes.
- Before students arrive, write the 3C model on the board or chart paper: IDENTIFY THE CHALLENGE, DETERMINE YOUR CHOICES, WEIGH THE CONSEQUENCES.
- For **Activity III**, figure out how many giant footprints (approximately two feet long) it will take to make a single footpath across the room, when chairs and desks are pushed out of the way. (Often 10 footprints will do it; add one if you have an odd number to make it even.) Then, make that number of footprints, cutting out the shape from poster board or cardboard. Keep in mind that kids will step on the footprints, so they must not rip easily. Mark half the footprints (with an X, a red circle, or make them a different color), so you have two distinct sets.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the **Warm Up** activity as a written Do Now. Present the questions on the board or overhead projector, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, This Land is Your Land.**)

Questions:

1. In your opinion, what types of decisions require advance planning?
2. What is the most important thing you learned about decision making in this unit?

[Then call on students to read their answers, and then discuss the **Warm Up** as written.]

For **Activity III**, instead of footprints you can use pieces of cardboard or flat boards. If you think you will be unable to carry out this activity in your classroom, you may have the students complete this exercise in the hallway. You could also try to secure a larger space like the gym.

Activity IV can easily fill an entire class period. In the interest of time, you may wish to assign a single decision you'd like your students to work on.

If you think you will run short on time in this lesson, you may choose to skip **Activity III, The Challenge.**

ACTIVITY STEPS

I. Warm Up: Making Decisions...Together (5 minutes)

1. [When students have taken their seats, briefly ask them to review what they learned in the past few weeks about how people make decisions. Do we all make decisions the same way? What kinds of decisions require strategizing beforehand?]
2. [Point to the board and ask students to comment on the 3C decision-making model. Have they seen it in action outside the classroom? Have they tried it yet themselves?]
3. **SAY SOMETHING LIKE:** Using the 3C model will help you make good decisions. And it's not only true for you as individuals, but it's also helpful when you're part of a group. Today, we're going to play some games that rely on group decisions, and we'll put the 3C model to the test.

II. Stay or Go? (10 minutes)

1. [Tell the students that you are going to read them a story, which will be the basis for a group activity. While they're listening they are to imagine they are all one "people," and the story is about them.]
2. [Instruct students to turn to **Student Handbook page 21, The Story of Your People**. Then read the story out loud.]
3. When you finish, **SAY SOMETHING LIKE:** Usually, when a group faces a dilemma like the one described in the story, some people will think, "I can live with that," and others will think, "It's time to leave." And, of course, there will be pros and cons to both sides. So, to decide what your people should do, you're going to break into small groups, weigh the pros and cons of staying, and leaving, and make a group decision as to which you think is right. Then, each group will present their decision to the class.
4. [Divide the students into groups of five or six. Instruct them to use the 3C model to weigh their options, and decide. They must write everything down (challenge, choices, consequences), and be ready to present it in five minutes.]
5. [Allow the students five minutes to generate their lists. Then ask a volunteer from each group to read their decision, along with their reasons. When all groups have presented their cases, tell the students you will now decide—as one large group—

what their people should do. “All in favor of staying, raise your hands.” Count the vote. “All in favor of leaving, raise your hands.” Count the vote, and announce the group decision.]

III. The Challenge (10 minutes)

1. ***If the group decided to stay, SAY SOMETHING LIKE:*** Even though you’ve chosen to stay, the leader has heard your complaints, and decided it would be best, in the long run, to give you your own land. But to prove yourselves worthy, you must complete this challenge.

If the group decided to leave, SAY SOMETHING LIKE: You have been granted permission to leave. But first, you must prove yourselves worthy, by completing this challenge.

2. [Reshuffle the students into two new groups. Send each group to a different side of the room, so they are opposite each other.]
3. [Give one group the set of plain footsteps. Give the other group the set of marked footprints. Give each group a roll of tape.]
4. [Explain that each group has to get their members from one end of the room to the other. “So this group (point to one group) will end up over there (point across the room). And this group (point to the group currently on that side) will cross over to there (point to where the first group is).”]
5. [Display the rules below on chart paper or an overhead transparency. When everyone seems to understand that, essentially, they switch sides, explain the following rules:
 - You can only step on the footprints; you can’t touch the floor at any time.
 - Once you put down a footprint, you can’t move it unless you pick up all the footprints and start all over from your starting point. Use the tape to keep the footprints in place; remove the tape to move them.
 - Once you step on a footprint you can go forward but not back.
 - No running, pushing, jumping, or climbing.

Suggest that the groups use their decision-making skills to talk through their options, before putting down the prints. Then say, “Go!”

Most students will think in terms of “their group” only, and will be unable to find a way to cross with so few footprints. Encourage them to keep thinking, and after five minutes, if they’re still stumped, give them a hint: What about working together, and helping each other? There’s no rule about the two groups not talking to each other, or sharing ideas and resources.

At this point, some students will probably see that if they lay out the footprints to meet in the middle, they will be able to cross. Then they will begin to work as a new “group” comprised of both groups, and try to arrange the footprints so the groups can get around each other, or go one at a time.

If the groups don’t see the answer, keep dropping hints until they do, and hurry them along to make the 10-minute deadline!]

IV. This Land is Your Land (15 minutes)

1. [Congratulate the groups on escaping, and **SAY SOMETHING LIKE:** You have reached your new land, and now it’s time to make some decisions about what kind of a place it will be. In this next activity, you will create your own country.]
2. [Ask the class to organize into groups of four or five students. Display **Facilitator Resource 1, This Land Is Your Land: Decisions** using an overhead projector or chart paper.]
3. [Tell each group to pick a category. They will have 10 minutes to come up with a decision for their category. Then they will present their decision to the class, explaining what their choices were, and how they arrived at their final decision. Remind students that classroom rules still apply. It’s not OK to create a country where groups of people — women, men, people of a particular ethnicity or social group — are mistreated or excluded.]

Students may use poster board or computer paper and colored pencils to draw flags or fashions. To write out a list of laws or the words to a song, students should use lined paper.]

4. [After 10 minutes, invite the groups to present their choices and explain how they arrived at their decisions.]

V. Wrap Up (5 minutes)

1. [Praise your students for making good decisions, and for successfully applying the 3C model to a group activity. Encourage them to use this model to help them with other group decisions, like at home, or when they are with friends.]
2. [Then, if possible, wave the group's new flag, give the students their new country's salutation, and dismiss class.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 26, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Setting Goals Skills.

Setting Goals I can ...

| | | | |
|--|--|--------------------------------------|---------------------------------------|
| Set a goal for myself and make a plan to reach it. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Choose high school courses with a future career in mind. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |

EXTENSION ACTIVITIES

Suggest that students play these games with friends, family, or any other groups to which they belong. Invite them to report back to the class with the results.

Also, "This Land is Your Land" makes an excellent after-school or club activity, and offers many opportunities for students with different talents to contribute.

This Land is Your Land: Decisions

1. Your country needs a name, and a slogan that sums up what it stands for (e.g. America: Land of the Free, or New Hampshire: Live Free or Die.)
2. What type of government do you have? Democracy (rule by the people)? Theocracy (religious authority)? Dictatorship (one absolute ruler)? Other? Elect a leader and some officials.
3. Define a few of your laws.
4. Design a flag, with symbols that represent what you believe in.
5. Draw a picture of your money. Whose face is on it, and why?
6. Choose an animal to be your mascot. What attributes does it have that represent your country?
7. Write the words to a national anthem.
8. What language do you speak? How do you say hello and goodbye? What other words are special to your people?
9. What kinds of fashion do you wear to special occasions? Design a representative outfit for your leader to wear.
10. Create a holiday to celebrate your country. Describe and explain your party traditions.

THE STORY OF YOUR PEOPLE

You live on a beautiful, sunny island, with great beaches and green mountains and fruit growing on trees everywhere. There are “all you can eat” fruit buffets every breakfast, lunch, and dinner. There’s no school or work, and everyone just sits around all day and smiles at each other. There is never any war.

You can always hear the birds singing, since the government banned all noise except what’s natural. There are no blaring car horns, because there are no cars. There are no screaming guitars or poetic rappers or off-key karaoke singers, because music is no longer allowed. Talking isn’t permitted, either, in order to make sure no one says anything hurtful or politically incorrect. There’s one leader and everyone does what she says, or else they disappear and are never seen again. It’s easy to be happy, as long as you stay in your seat, don’t make noise, and remember to smile.

CHALLENGE:

| CHOICE | CONSEQUENCES | |
|--------|--------------|------|
| | Pros | Cons |
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