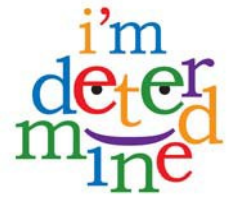


Organizing Topic: Decision Making (*The skill of choosing among more than two known options.*)



Title: Deciding My Dreams

Target Level: High School

Related Standards of Learning:

Government

GOVT 3 The student will demonstrate knowledge of the concepts of democracy by:
a) recognizing the fundamental worth and dignity of the individual.

GOVT 17 The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by:
f) practicing financial responsibility.

Civics and Economics

CE 14 The student will demonstrate knowledge of personal finance and career opportunities by:
a) identifying talents, interests, and aspirations that influence career choice;

English

Communication: Speaking, Listening, Media Literacy

ENG 10.1 The student will participate in, collaborate in, and report on small-group learning activities.
a) Assume responsibility for specific group tasks.

Objective:

- To enable students to assume a more meaningful role in the transition planning process by identifying personal characteristics/options.

Prerequisite Understandings/Knowledge/Skills

- An experience with simple decision making.
- An understanding of the concept of cause and effect.
- Provide background knowledge as necessary.

Materials Needed:

- Four boxes with a variety of pictures/words appropriate for each category (see Anticipatory Set for categories). Depending on class size, you may need several of each. Some examples:
 - o Box #1 – math, science, writing, reading, sports, building objects

- Box #2 – house, apartment, trailer, dorm room, at the beach
- Box #3 – play sports, cooking, reading, computer
- Box #4 – teacher, work with computer, work in a restaurant, plumbing, nurse, childcare
- Transition Chart (attached) for each student
- Copies of LeDerick Horne's poem, "*Dare to Dream*" (www.tcnj.edu/~technj/2005/daretodream.htm)
- "*Rhyme, Reason, and Song*," poetry by LeDerick Horne CD (www.horneonline.com/poet)

Time Frame: 90 minutes. **Lesson Procedure:**

Anticipatory Set/Introduction:

1. Teacher provides four boxes labeled as follows:
 - a) Things I am good at doing.
 - b) Where I see myself living.
 - c) Things I like to do for fun.
 - d) Job/Jobs I would like to have.
2. Each student is given a "Transition Chart" worksheet.
3. Students will pick one picture/item out of each box that appropriately represents them.
4. Students will place each picture/item they chose in the corresponding box on their worksheet.
5. Students will share what they have chosen with their classmates.

Lesson:

1. Teacher will conduct a group discussion by asking the following questions:
 - a. *What is transition?*
 - b. *What do you think these objects/pictures on your chart represent? Why did you choose what you did?*
 - c. *How can you achieve your goals?*
2. Teacher will give copies of the poem, "*Dare to Dream*," to students. Teacher will play an excerpt from poem by LeDerick Horne. Teacher will then read entire poem or have the students read stanzas from the poem. Teacher will then discuss the poem, specifically the merger of "who you are and who you want to be, making the vision and the reality – one."

3. Teacher will lead discussion on skills needed to achieve goals. The poem lists skills such as:
 - a. Communication
 - b. Commitment to self
 - c. Taking a first step
 - d. Judging yourself by a different standard

Specific Options for Differentiating this Lesson:

- Rebus copies of the poem (representation of words in the form of pictures/symbols created by Boardmaker)
- Non-linguistic representation of the concept (ex: pictures, graphs, charts, graphic organizers, etc.).

Evaluation:

- What is one thing you can do to achieve one of your goals? Students will write/communicate their decision on the bottom of their worksheet.

Extending Understanding:

- Teacher will discuss that different jobs require different skills learned in school such as writing, communicating, mathematical thinking, problem solving and reading. Ask: What do you have to do in these areas to achieve your goals?

Name: _____

Date: _____

Transition Chart Worksheet

Things I am good at doing ...	Where I see myself living ...
Things I like to do for fun ...	Job/Jobs I would like to have ...