Oregon
HS.HECPS Curriculum

Lesson Plans for Educator Use in Career Connected Learning

OR HS.HECPS

Introduction

About This Curriculum

The Higher Education and Career Path Skills (HECPS) standards provide Oregon educators with a framework for helping students develop the knowledge, skills, and dispositions needed to successfully navigate education, careers, and life after high school. Through intentional instruction and meaningful learning experiences, students build self-awareness, explore opportunities, prepare for postsecondary education and training, and develop the skills necessary to thrive in an ever-changing workforce.

The high school HECPS standards are organized into four domains:

- **HS.HECPS.A: Seeking Assistance and Self-Advocacy**
- **HS.HECPS.B: Career Exploration and Preparation**
- **HS.HECPS.C: Postsecondary Readiness**
- **HS.HECPS.D: Workforce Readiness**

To support implementation of these standards, this curriculum is organized into four instructional units, one for each HECPS domain.

Each unit includes:

- **a unit overview,**
- **approximately fifteen lesson frameworks,**
- **assessment strategies,**
- **extension opportunities, and**
- **supplemental resources.**

Together, the four units provide more than 60 hours of instructional framework designed to help educators implement the HECPS standards in a variety of educational settings.

Unlike many published curricula, these lessons are not intended to be comprehensive or scripted. During development, educators were intentionally asked to create a flexible instructional framework rather than fully developed lesson plans. Every lesson follows a common template that identifies learning objectives, instructional activities, reflection opportunities, assessment ideas, and extension strategies while leaving room for educators to apply their own expertise, teaching style, and local resources.

This approach recognizes that no single curriculum can fully reflect the diverse schools, communities, industries, cultures, and opportunities found across Oregon. A lesson that works in Portland or Salem may need different examples than one taught in Burns, Astoria, Ontario, Pendleton, Medford, or Coos Bay. Rather than prescribing one way to teach the standards, this curriculum provides a strong foundation that educators can adapt to make learning meaningful for their students and communities.

The curriculum was also designed with the understanding that artificial intelligence is becoming an important planning and instructional tool for educators.

Each lesson includes opportunities for educators to leverage AI to expand activities, differentiate instruction, generate examples, create supporting materials, develop assessments, or adapt lessons for different grade levels and learning needs. Instead of attempting to anticipate every possible classroom scenario, the curriculum encourages educators to use professional judgment alongside AI tools to efficiently customize instruction while maintaining alignment with the HECPS standards.

This curriculum represents Oregon GEAR UP's investment in strengthening the statewide college and career readiness supports. By creating adaptable instructional resources that can be implemented in schools across Oregon, Oregon GEAR UP and Oregon Goes To College seek to increase access to high-quality college and career readiness instruction while empowering educators to build learning experiences that reflect the strengths and opportunities of their own communities.

OR HS.HECPS

Introduction

How This Curriculum Was Developed

This curriculum was developed through a two-day Curriculum Design Sprint hosted by Oregon GEAR UP, to be shared through their statewide initiative, Oregon Goes To College.

Twenty-three educators from across Oregon came together to collaboratively design instructional resources aligned to the four HECPS domains. Participants included classroom teachers, school counselors, college and career professionals, and educational leaders representing schools and communities throughout the state.

Before beginning curriculum development, participants engaged in professional learning focused on instructional design, career-connected learning, and evidence-based teaching practices. Throughout the workshop, educators experienced instructional strategies and learning activities as participants before applying those same approaches to curriculum design. This process helped establish a shared understanding of effective instructional design while allowing teams to draw from their own professional expertise.

Following the learning experience, participants divided into collaborative teams, with each team responsible for developing one HECPS domain. Using a common curriculum template, each team designed a unit overview, lesson frameworks, assessment ideas, extension opportunities, and supporting instructional resources. The shared template helped ensure consistency across all four domains while allowing individual teams to contribute their unique ideas and instructional approaches.

Participants were intentionally asked not to create a fully scripted curriculum. Instead, they were challenged to develop instructional frameworks that any educator in Oregon could build upon. Lessons were designed to identify the essential learning experiences, provide a logical instructional sequence, and offer practical examples while leaving room for educators to incorporate local partnerships, community resources, student interests, regional industries, and school-specific priorities.

The result is a curriculum that combines the collective expertise of Oregon educators with the flexibility needed to serve schools across the state. Whether implemented in a comprehensive high school, a rural district, an alternative education program, a charter school, or another educational setting, these resources are intended to provide a practical starting point rather than a finished product.

This curriculum is Version 1.0. As with any first edition, we know there are opportunities for improvement, and we welcome your feedback. Please use the QR code to share suggestions, ideas, and lessons learned as you implement these resources. Your input will help shape Version 2.0.

We are especially grateful to After Affect for facilitating the Curriculum Design Sprint and to Bolen Design, LLC for bringing these resources to life through thoughtful design.

Oregon Goes to College is a statewide initiative of Oregon GEAR UP. Oregon GEAR UP is funded by the US Department of Education and supported by Oregon State University. We are proud to invest in resources that strengthen Oregon's college and career readiness by supporting educators, encouraging collaboration, and expanding access to meaningful college and career readiness instruction for students throughout Oregon.

OR HS.HECPS A

Seeking Assistance & Self-Advocacy

Unit Overview 5

Lesson Sequence 8

Extension Opportunities 148

Assessment Strategies 152

Supplemental Resources 156

STANDARDS

HS.HECPS.A.1
Explore how personal strengths, aptitudes, interests and values connect with future career paths.

HS.HECPS.A.2
Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

HS.HECPS.A.3
Understand the rights and responsibilities that come with being a student and member of communities and organizations.

HS.HECPS.A.4
Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

OR HS.HECPS A

Seeking Assistance **& Self-Advocacy**

Unit Overview

This 15-lesson unit guides students through a progression from understanding themselves to confidently advocating for themselves and others. Students begin by exploring meaningful real-world challenges, envisioning their desired future, completing a career or aptitude assessment, identifying personal values, and examining experiences and relationships that may influence their career paths. These early lessons help students connect their strengths, aptitudes, interests, values, and lifestyle priorities to possible future directions.

The unit then shifts toward recognizing when assistance is needed and identifying appropriate sources of support through scenarios, wellness audits, community resource research, interviews, resource mapping, and advocacy projects.

In the final portion of the unit, students investigate their rights and responsibilities in schools, communities, organizations, and workplaces. They apply this knowledge by determining where to find accurate information, identifying appropriate people or resources to contact, and practicing clear, professional communication. The lessons build toward a culminating scenario-based role-play in which students respond to a challenging workplace situation, communicate their needs, seek appropriate support, and work toward a positive resolution. Mastery is demonstrated through students' ability to apply their knowledge with appropriate timing, clear communication, professionalism, and effective self-advocacy.

Unit Purpose

This unit matters because students need more than career information to successfully navigate life after high school. They also need the confidence and skills to understand themselves, recognize when support is needed, locate trustworthy resources, and communicate their needs effectively. The unit frames seeking assistance as an important part of independence, growth, and problem-solving rather than as a sign of weakness. Students learn that successful people rely on mentors, professionals, organizations, and community resources to overcome barriers and make informed decisions.

The overall purpose of the unit is to develop students' self-awareness and their ability to advocate for themselves and others in educational, community, and workplace settings. Through career exploration, values reflection, resource research, interviews, collaborative scenarios, and role-playing, students connect their strengths, interests, aptitudes, and values to future pathways; identify appropriate sources of support; understand their rights and responsibilities; and practice clear, professional communication. By the end of the unit, students should be better prepared to make personally meaningful decisions, seek help resourcefully, and respond confidently to real-world challenges.

Assigned HECPS Standards

- HS.HECPS.**A.1**
- HS.HECPS.**A.2**
- HS.HECPS.**A.3**
- HS.HECPS.**A.4**

OR HS.HECPS A

Seeking Assistance **& Self-Advocacy**

Essential Questions

- How can understanding my strengths, interests, aptitudes, and values help me make decisions about my future?
- How can I recognize when I need help and identify trustworthy people, organizations, or resources that can support me?
- What rights and responsibilities do I have as a student and as a member of communities, organizations, and workplaces?
- How can I clearly and confidently communicate my needs, express concerns, and advocate for myself or others?

Unit Learning Outcomes

- Students will understand that self-awareness supports informed decisions about their future.
- Students will understand that seeking help is a strength and supports independence.
- Students will understand that rights and responsibilities shape participation in communities and workplaces.
- Students will understand that clear communication is essential for effective self-advocacy.

RECOMMENDED RESOURCES

Oregon CIS
https://oregoncis.uoregon.edu/

ODE Career Journeys
https://www.careerjourneys.org/

Career Connect Oregon
https://careerconnectoregon.org/

WorkSource Oregon
https://www.worksourceoregon.org/

Oregon Goes To College
https://oregongoestocollege.org/

OR HS.HECPS A

Seeking Assistance **& Self-Advocacy**

Lesson Sequence

LESSON	TITLE	STANDARD	PAGE
1	Find Your Why: Exploring Challenges That Matter	HS.HECPS.**A.1**	**8**
2	Design Your Future: Work, Life, and What Matters Most	HS.HECPS.**A.1**	**15**
3	Discover Your Strengths: Careers That Could Fit You	HS.HECPS.**A.1**	**27**
4	Personal Values Analysis	HS.HECPS.**A.1**	**39**
5	Character Cards	HS.HECPS.**A.1**	**51**
6	Career Pathway Interviews	HS.HECPS.**A.1**	**61**
7	Career Compass & Reality Check	HS.HECPS.**A.1**	**72**
8	Decoding Deadlock	HS.HECPS.**A.2**	**80**
9	The Wellness Audit	HS.HECPS.**A.2**	**89**
10	The Community Blueprint	HS.HECPS.**A.2**	**101**
11	Resource Detectives: Matching Needs to Community Resources	HS.HECPS.**A.2**	**111**
12	Finding and Evaluating Community Resources	HS.HECPS.**A.3**	**121**
13	What's Expected of You in Your Community	HS.HECPS.**A.3**	**129**
14	Rights and Responsibilities Connected to your Employment	HS.HECPS.**A.3**	**136**
15	Tricky Workplace Situations	HS.HECPS.**A.4**	**142**

CONTRIBUTORS Troy Benson | Billy Colson | Darshanpreet Gill | Kaylee Kidd | Amanda McDermott | Derek Robinson

OR HS.HECPS A.1

DURATION 50–60 MINUTES

CONTRIBUTOR TROY BENSON

Lesson 1

Find Your Why: **Exploring Challenges That Matter**

Lesson Purpose

This lesson gives students a more meaningful entry point into career exploration. Instead of beginning with a narrow list of job titles, students start by identifying a real-world challenge they care about and then investigate the organizations, industries, and careers connected to addressing it. This approach helps students recognize how their interests, values, strengths, and priorities may connect to a wide range of future possibilities.

The lesson supports future readiness by helping students practice self-awareness, research, reflection, and informed decision-making. It also establishes the foundation for the rest of the unit by giving students a personally meaningful challenge they can use when developing a future lifestyle vision, interpreting career assessment results, and exploring possible career paths. This directly supports HS.HECPS.A.1, which asks students to connect their strengths, aptitudes, interests, and values with future careers.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Identify a real-world challenge or problem that matters to them and explain why it is personally meaningful.
- Identify organizations, industries, and careers connected to addressing that challenge.
- Gather basic information from a real job posting, including required skills, education, and compensation.
- Reflect on how their interests and values may connect to future career possibilities.

Teacher Preparation

Materials / Handouts

- Reverse Engineering Career Exploration—Challenge Mindset student handout
- List of possible real-world challenges for students who need support selecting a topic
- Teacher-created example demonstrating how one challenge connects to organizations, careers, and a job posting

Room Setup

- Seat students individually or in pairs to encourage independent reflection and peer support.
- Ensure space for the teacher to circulate and assist with research.
- Optional: Create stations or post challenge categories around the room to help students generate ideas.

Technology

- One internet-connected device per student or pair
- Projector and teacher computer for modeling the research process
- Access to approved career-search websites, organization career pages, and job-posting sites
- Digital version of the student handout, if students will complete it electronically

Teacher Preparation

- Identify and test approved websites before the lesson.
- Prepare a short list of broad challenge areas, such as environmental protection, health, education, technology, public safety, or poverty.
- Model one complete example before students begin.
- Prepare search terms or sentence starters for students who need additional support.
- Decide whether students will work independently, with partners, or from teacher-provided organization choices.
- Develop a backup plan for technology issues or early finishers.

Instructional Sequence

1 STEP

Introduce the lesson and teacher example

Explain the challenge-centered approach to career exploration and share a completed personal example.

2 STEP

Quick Write and Share

Students identify a challenge that interests them, explain why it matters, and participate in brief share-outs.

3 STEP

Model the Research Process

Demonstrate how to locate organizations addressing two student-generated challenges and explore related careers.

4 STEP

Research Organizations

Students identify companies, organizations, or agencies connected to their challenge while the teacher circulates and provides support.

5 STEP

Explore Career Possibilities

Students select one organization and identify several jobs that contribute to its work.

6 STEP

Examine a Job Posting

Students investigate one job and record its education or training requirements, skills, salary, and benefits.

7 STEP

Reflect and Close

Students reflect on what they learned about their interests, values, and possible career directions before sharing one takeaway or completing an exit ticket.

Introduction Questions

- What real-world problems or challenges do you notice in your school, community, or the world?
- Which challenge matters most to you, and why?
- What different types of jobs or organizations might help address the same challenge?
- What could you learn about yourself and possible careers by starting with a challenge instead of a job title?

Instructional Activities

Introduce the Lesson and Teacher Example

- Explain the challenge-centered approach to career exploration. Rather than beginning with a specific job title, students will begin with a real-world challenge or problem they care about and work backward to discover careers connected to it.
- Distribute the ***Reverse Engineering Career Exploration Student Handout*** and briefly review the sections students will complete during the lesson.
- Share your completed personal example to demonstrate how one challenge can connect to different organizations, industries, and careers.

Quick Write and Share

- Ask students to identify a real-world challenge that interests them.
- Have students briefly explain why the challenge matters to them.
- Invite several students to share their challenges with the class.
- Select two student-generated challenges to use when modeling the research process.

Model the Research Process

- Using the two student-generated challenges, demonstrate how to search for companies, organizations, or agencies working to address each issue.
- Show students how to explore an organization to identify the different careers and jobs that contribute to its work.
- Point out that one challenge can connect to many different organizations, industries, and types of careers.

Research Organizations

- Ask students to begin with the challenge they identified during the Quick Write.
- Have students search for companies, organizations, or agencies working to address that challenge.
- Ask students to identify several organizations connected to the issue and record what they find.
- Circulate as students work. Help students refine search terms, narrow challenges that are too broad, or identify appropriate organizations when needed.

Explore Career Possibilities

- Ask students to select one organization from their research.
- Have students explore the organization and identify several jobs or career areas that contribute to its work.
- Encourage students to look beyond the most obvious career and notice the variety of roles needed within an organization.
- Ask students to select one job they would like to investigate further.

Examine a Job Posting

- Have students locate a current job posting or career description for the job they selected.
- Ask students to identify and record:
- Education or training requirements
- Required skills or qualifications
- Salary or compensation, when available
- Benefits, when available
- Circulate and help students interpret unfamiliar terminology or locate information that may be difficult to find.

Reflect and Close

- Ask students to reflect on what the activity revealed about their interests, values, and priorities.
- Have students identify any careers or industries they may want to explore further.
- Invite students to share one takeaway with the class or complete the reflection as an exit ticket.

Reflection Questions

- What did this activity teach you about the types of challenges or problems that motivate you?
- What did you learn about your interests, values, or priorities?
- Which organization, career, or industry did you find most interesting, and why?
- What surprised you about the variety of jobs connected to one challenge?

Group Reflection / Discussion

- What challenges did your group members choose, and why do those challenges matter to them?
- What surprised you about the variety of organizations or careers connected to these challenges?
- What similarities or differences did you notice among the careers explored?
- How did this activity change or expand your thinking about possible future careers?

Materials and Supplies

- Reverse Engineering Career Exploration student handout
- Internet-connected device for each student or pair
- Projector or display for teacher modeling
- Paper or digital document for the Quick Write and reflection
- Optional list of sample real-world challenges for students who need support selecting a topic

Curriculum Resources

Reverse Engineering Career Exploration student handout

See Figure 1.1

EVIDENCE OF LEARNING

Completed Challenge Quick Write
Students identify a real-world challenge that matters to them and explain why it is personally meaningful.

Completed Reverse Engineering Career Exploration
Students identify organizations working on the challenge, explore related careers, and analyze one job posting for required education or training, skills, salary, and benefits.

Reflection and Discussion
Students explain what they learned about their interests, values, and priorities and describe at least one career, industry, or organization they may want to explore further.

AI ASSIST PROMPT

Adapt the lesson "Find Your Why: Exploring Challenges That Matter" for [grade level/course] students.

In this lesson, students identify a challenge they care about, research organizations addressing it, explore related careers, analyze a job posting, and reflect on connections to their interests and values. Create supports for students who may need additional scaffolding, including a challenge-choice list, sentence starters, research search terms, and a simplified organizer. Also suggest one extension for students who are ready for a deeper challenge. Keep the activities student-centered, accessible, and achievable within a 50–60 minute lesson.

NOTES FOR TEACHERS

Implementation Tip
Model the full process with a personal example before students begin. Then use student-generated challenges to demonstrate effective research strategies.

Differentiation/Accommodations
Provide sample challenges, sentence starters, guided search terms, preselected organizations, or partner support as needed.

Monitoring
Circulate during research to ensure students have selected workable challenges and redirect overly broad or difficult topics when necessary.

Pacing
For a 50-minute class, limit research to one organization and one job posting. Use a second class period if students will conduct deeper exploration.

Extension
Invite students to compare organizations, investigate a local employer, or identify volunteer, internship, or job-shadowing opportunities connected to their challenge.

OPTIONAL ADAPTATIONS

Additional Scaffolds: Provide sample challenges, sentence starters, search terms, or preselected organizations.

Collaborative Learning: Allow students to work with a partner or small group while completing an individual reflection.

Limited Technology: Provide printed organization profiles, career information, and sample job postings.

Increased Challenge: Assign resources in advance to shorten the activity or extend learning through deeper research, local connections, or informational interviews.

Reverse Engineering Career Exploration

FIGURE 1.1

Challenge Mindset

1

What challenge or problem area do you care most about?

Write the challenge:

Why does it matter to you?

2

What companies, organizations, or agencies work on this challenge?

3

Pick one organization and explore its career page. List 3 jobs you find:

- ○ Job 1:
- ○ Job 2:
- ○ Job 3:

Fill in the circle next to the job that interests you most.

4

Using the real job you selected in question three, what do you find in the following:

Education/training required:

Skills required:

Salary or benefits:

Reflect: What did this activity teach you about yourself?

What did you learn about the types of challenges that motivate or interest you?

What did you learn about yourself—your values, interests, or priorities?

OR HS.HECPS A.1

DURATION 50–60 MINUTES

CONTRIBUTOR TROY BENSON

Lesson 2

Design Your Future: **Work, Life, and What Matters Most**

Lesson Purpose

This lesson helps students move from broad career exploration to developing a more personal vision of the future. By considering the kinds of challenges they want to address, the work they may find meaningful, and the lifestyle they hope to create, students begin connecting their interests, values, priorities, and aspirations to possible career directions. Rather than focusing on a single job title, students explore how career choices can influence areas such as income, location, schedule, relationships, and overall well-being.

Within the unit, this lesson builds directly on the real-world challenge identified in Lesson 1 and prepares students to interpret the career and aptitude information they will explore in Lesson 3. It supports HS.HECPS.A.1 by helping students connect their interests and values to future career paths while recognizing that their goals and preferences may continue to evolve over time.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Identify personal values, priorities, and lifestyle goals that may influence future decisions.
- Connect meaningful challenges or interests to possible careers and industries.
- Describe the type of work and lifestyle they hope to have in the future.
- Communicate their future vision through a visual, written, or digital product.

Teacher Preparation

Materials / Handouts

- Career/Lifestyle Vision Board template or product-choice guide
- Lesson 1 challenge and reflection materials
- Paper, magazines, scissors, glue, markers, and colored pencils
- Brainstorming guide with career and lifestyle categories

Room Setup

- Arrange seating for independent or small-group work.
- Organize shared art supplies in an accessible location.
- Provide space for students to display or share completed products.

Technology

- Internet-connected devices, if students create digital products
- Access to a digital creation tool, such as Google Slides or Canva
- Projector or display for directions and teacher modeling

Teacher Preparation

- Create a personal example that includes meaningful work and lifestyle priorities.
- Prepare visual, written, and digital product options.
- Decide whether students will create a draft or a polished final product.
- Review expectations for respectful sharing of personal goals and priorities.

Instructional Sequence

1 STEP

Introduce the Lesson and Teacher Example

Explain how meaningful work can connect to the type of life students hope to create and share a teacher-created example that includes both career and lifestyle priorities.

2 STEP

Reconnect to Lesson 1

Students use the ***Career/Lifestyle Vision Planning Sheet*** to revisit the challenge they explored in Lesson 1 and begin identifying career and lifestyle priorities that matter to them.

3 STEP

Brainstorm the Future

Students consider meaningful work, work environment, income, location, schedule, relationships, and well-being as they develop a broader picture of the future they hope to create.

4 STEP

Select a Product Format

Students review the ***Career/Lifestyle Vision Product Choice Guide*** and choose how they will communicate their future vision.

5 STEP

Create the Career/Lifestyle Vision

Students create a visual, written, or digital product representing meaningful work, possible career directions, and desired lifestyle features.

6 STEP

Reflect and Share

Students use the ***Career/Lifestyle Vision Reflection & Sharing Shee***t to explain how their product connects to their interests, values, and priorities and share similiar visions.

Introduction Questions

- What did you learn about yourself from the challenge you explored in Lesson 1?
- When you imagine a satisfying future, what do you hope your work allows you to do?
- What lifestyle priorities—such as income, location, schedule, relationships, or well-being—matter most to you?
- How can the type of work you choose influence the life you are able to create?

Instructional Activities

Introduce the Lesson and Teacher Example

- Explain that career decisions can influence more than the work a person does. They can also affect income, location, schedule, relationships, and overall well-being.
- Share a teacher-created example that includes both meaningful work and lifestyle priorities.
- Emphasize that students are not being asked to choose one specific career. The goal is to think about the kind of work and life they may want in the future.

Reconnect to Lesson 1

- Distribute the ***Career/Lifestyle Vision Planning Sheet.***
- Ask students to revisit the challenge and reflection from Lesson 1.
- Have students identify what their previous exploration revealed about the kinds of problems, work, careers, or industries that interest them.
- Ask students to record the ideas they want to carry forward into their future vision.

Brainstorm the Future

Use the categories on the ***Career/Lifestyle Vision Planning Sheet*** to guide students in thinking about:

- Meaningful work
- Work environment
- Income
- Location
- Schedule
- Relationships
- Overall well-being

Ask students to identify the priorities that feel most important to them.

Invite several students to share ideas to help the class consider possibilities they may not have thought about.

Select a Product Format

- Provide students with the ***Career/Lifestyle Vision Product Choice Guide.***
- Review the available options, such as a physical or digital vision board, collage, or letter to their future selves.
- Ask students to select the format that will best help them communicate their ideas.
- Review expectations for the product before students begin creating.

Create the Career/Lifestyle Vision

- Have students use their planning sheet to create a product illustrating meaningful work, possible career directions, and the lifestyle they hope to create.
- Encourage students to include the elements that are most important to them rather than trying to represent every possible category.
- Circulate as students work, asking questions that help them make connections between their career interests and lifestyle priorities.
- Provide art supplies, digital tools, sentence starters, or other supports as needed.

Reflect and Share

- Distribute the ***Career/Lifestyle Vision Reflection & Sharing Sheet.***
- Ask students to explain how their product reflects their interests, values, and priorities.
- Have students identify one part of their vision they would like to explore further.
- Ask students to share one or two elements of their vision with a partner or small group.
- Remind students to respect that classmates may have different goals, values, and definitions of a satisfying future.

Reflection Questions

- What parts of your future vision feel most important to you, and why?
- How does your vision connect to your interests, values, or the challenge you explored in Lesson 1?
- What type of work environment or lifestyle do you think would help you feel successful and satisfied?
- What career or industry possibilities could help support the future you imagined?
- What is one part of your vision you would like to learn more about or work toward next?

Group Reflection / Discussion

In small groups, have students share one element of their career/lifestyle vision and explain why it matters to them. Encourage group members to listen for similarities and differences, then discuss:

- What priorities or values appeared across your group's visions?
- How might different careers or industries support similar lifestyle goals?
- What did you hear that expanded or changed your thinking about your own future?
- What is one part of your vision you may want to explore further?

Materials and Supplies

- Career/Lifestyle Vision Board template or planning sheet
- Paper or poster paper
- Magazines or printed images
- Scissors and glue
- Markers, colored pencils, or pens

Curriculum Resources

Career/Lifestyle Vision Planning Sheet

See Figure 2.1

Career/Lifestyle Vision Product Choice Guide

See Figure 2.2

Career/Lifestyle Vision Reflection & Sharing Sheet

See Figure 2.3

EVIDENCE OF LEARNING

Completed Career / Lifestyle Vision Product
Students create a visual, written, or digital product representing meaningful work, possible career directions, and desired lifestyle priorities.

Written Reflection
Students explain how their choices connect to their interests, values, goals, and the challenge explored in Lesson 1.

Discussion and Sharing
Students communicate key parts of their vision and respond to the perspectives of others during partner or small-group discussions.

AI ASSIST PROMPT

Adapt the lesson "Design Your Future: Work, Life, and What Matters Most" for [grade level/course] students.

Students connect their Lesson 1 reflections to a future vision that includes meaningful work, possible career or industry directions, and lifestyle priorities. Create differentiated options for a visual product, digital product, or letter to a future self. Include brainstorming prompts, sentence starters, accessibility supports, and one extension activity. Keep the lesson student-centered, flexible, and achievable within a 50–60 minute lesson.

NOTES FOR TEACHERS

Implementation Tip
Share a teacher-created example that includes both meaningful work and lifestyle goals while emphasizing that students do not need to choose one specific career.

Differentiation
Provide sentence starters, sample images, word banks, or partially completed templates for students who need additional support.

Accommodations
Allow students to communicate their vision through visual, written, digital, or audio formats and provide partner support when appropriate.

Pacing
Keep brainstorming to 10–15 minutes, product creation to about 25 minutes, and reflection and sharing to 5–7 minutes. Focus on creating a meaningful draft rather than a polished final product.

OPTIONAL ADAPTATIONS

Provide Additional Structure
Offer a partially completed template, sample images or phrases, and sentence starters for students who need more guidance.

Allow Flexible Product Formats
Students may create a physical or digital vision board, written letter, audio reflection, or another approved format.

Support Collaboration
Allow students to brainstorm with a partner or small group while creating an individual product.

Adjust for Time or Resources
Use preselected images and a simplified one-page template for shorter lessons, or extend the activity for a more polished product and deeper career research.

Career/Lifestyle Vision
Planning Sheet

FIGURE 2.1

Name: _____ **Date:** _____

Directions: Use this sheet to quickly plan the future you want to represent.

1. Meaningful Work

What challenge or problem would you like your future work to help address?

_____

Who or what would you like your work to help?

☐ People ☐ My Community ☐ Animals ☐ The Environment ☐ Businesses or Organizations

☐ Other: _____

2. Work Preferences

Choose three that sound most appealing:

☐ Helping others
☐ Solving problems
☐ Creating or designing
☐ Building or repairing
☐ Leading
☐ Working with technology
☐ Teaching or communicating
☐ Working outdoors
☐ Working independently
☐ Working with a team

3. Lifestyle Priorities

Choose three that sound most appealing:

☐ Good income
☐ Flexible schedule
☐ Free time
☐ Family and relationships
☐ Living in a certain place
☐ Travel
☐ Job stability
☐ Personal well-being
☐ Making a difference
☐ Other: _____

4. Possible Directions

List one or two careers, industries, or types of work that might fit your vision.

1. _____

2. _____

Career/Lifestyle Vision
Planning Sheet

FIGURE 2.1

5. Plan Your Product

My format will be:

☐ Physical vision board ☐ Digital collage ☐ Letter or email to my future self

☐ Other _____

Images, words, or ideas I want to include:

_____

_____

_____

_____

MY FUTURE VISION

I hope to do work that ...

_____

_____

_____

and create a life that allows me to ...

_____

_____

_____

Career/Lifestyle Vision

Product Choice Guide

FIGURE 2.2

Name: _____ **Date:** _____

Directions: Create a product that shows the kind of work and lifestyle you may want in the future. You do not need to choose one specific career. Focus on what matters to you right now.

Choose One Product

OPTION 1

Physical Vision Board

Create a paper collage using words, drawings, symbols, or images.

OPTION 2

Digital Vision Board

Create a digital collage or slide using images, icons, words, and short phrases.

OPTION 3

Letter or Email to Your Future Self

Write a message describing the work you hope to do and the life you hope to create.

OPTION 4

Another Approved Format

Propose another way to communicate your future vision.

OPTION 5

My Choice

With teacher approval.

Include These Four Elements

Your product should show or explain:

1. A challenge or problem you may want your work to help address
2. Possible work or career directions that interest you
3. At least three lifestyle priorities, such as income, location, schedule, relationships, free time, travel, or well-being
4. A short explanation of why these ideas matter to you

Career/Lifestyle Vision

Product Choice Guide

FIGURE 2.2

Directions

1. Review your planning sheet.
2. Select the ideas that best represent your future vision.
3. Create your product using your chosen format.
4. Make the connections between your work interests and lifestyle goals clear.
5. Be prepared to share one important part of your vision.

Final Check

Before submitting, make sure:

- ☐ My product includes all four required elements.
- ☐ My ideas connect to my interests, values, or priorities.
- ☐ My product is clear and complete.
- ☐ I can explain one choice I made.

Career/Lifestyle Vision

Reflection & Sharing Sheet

FIGURE 2.3

Name: _____ **Date:** _____ **Class:** _____

Directions: Use your completed Career/Lifestyle Vision product to reflect on what matters to you, prepare a brief share-out, and capture ideas you hear from others.

1. Personal Reflection

A. What part of your career/lifestyle vision feels most important or meaningful to you? Why?

B. How does your vision connect to your interests, strengths, values, or goals?

C. How could the challenge you explored in Lesson 1 connect to meaningful work, a career field, or an organization?

D. Which lifestyle priorities are represented in your vision? Check all that apply.

- ☐ Meaningful work
- ☐ Financial stability
- ☐ Flexible schedule
- ☐ Family/relationships
- ☐ Health/well-being
- ☐ Helping others/community
- ☐ Creativity
- ☐ Location
- ☐ Travel/adventure
- ☐ Other: _____

2. Prepare To Share

My 30–60 second share:

- One key part of my vision is...
- This matters to me because...
- A career, industry, or organization that might support this vision is...

One question I still have:

Career/Lifestyle Vision

Reflection & Sharing Sheet

FIGURE 2.3

3. Listen, Learn & Look Ahead

A similarity I noticed between my vision and someone else's:

A new or different idea I heard that expanded my thinking:

One career, industry, or lifestyle idea I may want to explore further:

My next step:

OR HS.HECPS A.1

DURATION 75–100 MINUTES

CONTRIBUTOR TROY BENSON

Lesson 3

Discover Your Strengths: **Careers That Could Fit You**

Lesson Purpose

This lesson gives students another source of information about themselves—their interests, strengths, and natural aptitudes—and connects those traits to a broad range of careers and industries. By reviewing assessment results critically, students can identify patterns, discover unfamiliar possibilities, and recognize that career assessments are tools for exploration rather than instructions for choosing one "correct" career.

The lesson supports future readiness by helping students practice self-awareness, comparison, reflection, and informed decision-making. It brings the unit together by asking students to compare their assessment results with the challenge they explored in Lesson 1 and the career and lifestyle vision they developed in Lesson 2. This directly supports HS.HECPS.A.1 by helping students connect their strengths, aptitudes, interests, and values to possible future career paths.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Identify patterns in their interests, strengths, and natural aptitudes.
- Explain how those traits may connect to different careers and industries.
- Explore career options suggested by an aptitude or career assessment.
- Explain why career-assessment results should be used as a starting point for exploration rather than a final decision.

Teacher Preparation

Materials / Handouts

- Career assessment reflection and comparison sheet
- Lesson 1 challenge reflection and Lesson 2 career/lifestyle vision materials
- Paper and pencil for notes or a brief exit ticket

Room Setup

- Arrange seating for independent assessment completion.
- Provide a quiet environment with minimal distractions.
- Identify a location where students can receive individual technology or reading support.

Technology

- Internet-connected device for each student
- Access to the selected career or aptitude assessment
- Projector or display for modeling directions and reviewing sample results
- Headphones, if the assessment includes audio or video

Teacher Preparation

- Select a career assessment.
- Complete the assessment in advance to understand its length, questions, and results.
- Confirm that the resource is approved, accessible, and available to all students.
- Set up accounts, login directions, or access codes as needed.
- Prepare a brief teacher example showing how to interpret results without treating them as a final career decision.
- Review the reflection sheet and identify supports for unfamiliar vocabulary or technology difficulties.
- Prepare an alternative activity or printed career-interest resource in case of access or technology issues.

Instructional Sequence

1 STEP

Introduce the Lesson

Explain that career and aptitude assessments provide another source of information students can use to learn about themselves and discover possibilities, rather than determining one "correct" career.

2 STEP

Strengths and Interests Quick Reflection

Students identify interests, strengths, and abilities they already recognize in themselves before completing the assessment.

3 STEP

Complete the Career/Aptitude Assessment

Students independently complete the selected career or aptitude assessment while the teacher circulates, monitors progress, and provides support.

4 STEP

Review Results and Explore Careers

Students use the ***Career Assessment Results & Exploration Notes*** to identify patterns in their results and investigate careers or industries that interest, surprise, or challenge them.

5 STEP

Connect to Earlier Lessons

Students compare their assessment results with the challenge explored in Lesson 1 and the career/lifestyle vision developed in Lesson 2.

6 STEP

Reflect and Close

Students consider what the assessment added to their understanding of themselves and identify possibilities they may want to explore further.

Introduction Questions

- What did Lessons 1 and 2 help you identify about your interests, values, and future priorities?
- What strengths or abilities come naturally to you?
- How might your interests and aptitudes connect to careers you have not considered before?
- Why should a career assessment be used as a starting point for exploration rather than a final answer?

Instructional Activities

Introduce the Lesson

- Explain that students will complete a career or aptitude assessment to gain another source of information about their interests, strengths, and natural aptitudes.
- Emphasize that the assessment is a tool for discovering possibilities, not a test that determines what career they should pursue.
- Share a brief example from your own completed assessment or sample results. Model how to notice patterns without assuming that every suggested career will be a good fit.
- Distribute the Career Assessment Results & Exploration Notes and briefly explain how students will use it after completing the assessment.

Strengths and Interests Quick Reflection

- Before students begin the assessment, ask them to identify several interests, strengths, or abilities they already recognize in themselves.
- Ask students to describe one activity or situation in which those strengths are visible.
- Invite a few students to share examples.
- Ask students to keep these initial ideas in mind so they can later compare how they see themselves with what appears in their assessment results.

Complete the Career/Aptitude Assessment

- Provide students with access to the selected career or aptitude assessment and review any login or navigation directions.
- Ask students to complete the assessment independently and answer each question thoughtfully.
- Circulate while students work and provide technology, vocabulary, reading, or other support as needed.
- Have students save, print, or otherwise retain their results so they can use them during the next activity.

Review Results and Explore Careers

- Direct students to the ***Career Assessment Results & Exploration Notes.***
- Ask students to review their assessment results and record patterns they notice in their interests, strengths, and aptitudes.
- Have students examine the careers or industries suggested by the assessment and identify several that interest or surprise them.
- Ask students to briefly investigate selected careers to learn more about what the work involves.
- Have students note results that feel accurate, results that are unexpected, and any that do not seem to fit how they see themselves.
- Reinforce that disagreeing with part of an assessment result is useful information too. The goal is to use the results to think and explore, not simply accept every recommendation.

Connect to Earlier Lessons

- Ask students to revisit the challenge they explored in Lesson 1 and the career/lifestyle vision they developed in Lesson 2.
- Have students use the ***Career Assessment Results & Exploration Note***s to identify connections between their assessment results and what they have already learned about themselves.
- Ask students to consider where the assessment reinforces their earlier thinking, where it differs, and whether it introduces any new career or industry possibilities.
- Remind students that these different sources of information are helping them build a fuller picture of their interests, strengths, values, aptitudes, and priorities.

Reflect and Close

- Direct students to the final reflection on the ***Career Assessment Results & Exploration Notes.***
- Ask students to identify the most important thing they learned about themselves from the assessment.
- Have students select one or more careers or industries they may want to explore further and explain why.
- Invite students to share one key takeaway with a partner or small group.

Reflection Questions

- What patterns did you notice in your interests, strengths, or aptitudes?
- Which suggested careers or industries interested or surprised you most, and why?
- Which results felt accurate, and which did not seem to fit you?
- How do your results connect to the challenge and lifestyle priorities you identified in earlier lessons?
- What career or industry would you like to explore further, and what would you want to learn about it?

Group Reflection / Discussion

In small groups, have students share one key result from the assessment and one career or industry they may want to explore. Ask group members to listen for similarities and differences, then discuss:

- What patterns did you notice across your group's strengths, interests, or aptitudes?
- Which career suggestions were surprising or unfamiliar?
- How did your results connect to the challenges or lifestyle goals from earlier lessons?
- Why might two students with similar strengths still choose different career paths?

Materials and Supplies

- Internet-connected device
- Access to a district-approved career interest or aptitude assessment, such as YouScience, Oregon CIS, the O*NET Interest Profiler/My Next Move, or another locally approved resource
- Career assessment results and exploration notes sheet
- Optional headphones, if the assessment includes audio or video

Curriculum Resources

Career Assessment Results & Exploration Notes

See Figure 3.1

Teacher Resource: Career & Aptitude Assessment Options

See Figure 3.2

EVIDENCE OF LEARNING

Completed Career / Aptitude Assessment
Students complete the selected assessment and save or record their results.

Results and Career Exploration Notes
Students identify patterns in their interests, strengths, and aptitudes and examine several suggested careers or industries.

AI ASSIST PROMPT

Adapt the lesson "Discover Your Strengths: Careers That Could Fit You" for [grade level/course] students.

In this lesson, students complete a career or aptitude assessment, identify patterns in their interests and strengths, explore suggested careers or industries, and connect their results to earlier reflections about meaningful challenges and lifestyle goals. Provide vocabulary supports, sentence starters, a simplified results organizer, options for students who need reading or technology accommodations, and one extension activity for deeper career research. Keep the lesson accessible, student-centered, and flexible for a 75–100 minute timeframe.

NOTES FOR TEACHERS

Implementation Tip
Complete the selected assessment in advance and remind students that results are a starting point for exploration, not a final judgment about their future.

Differentiation
Preview key vocabulary, model how to interpret sample results, and provide sentence starters or a simplified note sheet as needed.

Accommodations
Allow extended time, text-to-speech, translated directions, read-aloud support, or an alternate printed assessment when appropriate.

Pacing
Build in enough time for students to review and interpret their results. Shorten the career exploration portion if the assessment takes longer than expected.

OPTIONAL ADAPTATIONS

Use an Alternate Assessment: Select a shorter, free, printed, or district-approved option when time, technology, or platform access is limited.

Provide Additional Supports: Offer vocabulary previews, read-aloud support, translated directions, extended time, or a simplified results organizer.

Allow Flexible Completion: Let students work independently or with teacher or partner support while keeping their final reflection individual.

Extend the Exploration: Have students compare results from two assessments or research additional careers connected to their strongest interest or aptitude areas. career research.

Career Assessment Results and Exploration

Notes

FIGURE 3.1

Name: _____ **Date:** _____

Assessment Used: _____

Directions: Use your completed Career/Lifestyle Vision product to reflect on what matters to you, prepare a brief share-out, and capture ideas you hear from others.

1. My Results

List the main interests, strengths, skills, or aptitudes identified in your results.

One result that felt accurate:

One result that surprised me or did not seem to fit:

2. Career Possibilities

Choose three careers or industries suggested by your results.

Career or Industry	What interests me about it?
1.	
2.	
3.	

Career Assessment Results and Exploration
Notes

FIGURE 3.1

3. Explore One Possibility

Career or industry I selected: _____

What does someone in this field do?

What strengths, interests, or aptitudes connect me to this possibility?

What education, training, or experience might be needed?

4. Connect to Earlier Lessons

How could this career or industry help address the challenge you explored in Lesson 1?

How could it support the lifestyle priorities you identified in Lesson 2?

5. My Next Step

One career or industry I would like to explore further is:

One question I still have is:

Teacher Resource:
Career & Aptitude Assessment Options

FIGURE 3.2

Name: _____ **Date:** _____

Assessment Used: _____

Directions: Use your completed Career/Lifestyle Vision product to reflect on what matters to you, prepare a brief share-out, and capture ideas you hear from others.

1. My Results

List the main interests, strengths, skills, or aptitudes identified in your results.

One result that felt accurate:

One result that surprised me or did not seem to fit:

2. Career Possibilities

Choose three careers or industries suggested by your results.

	Career or Industry	**What interests me about it?**
1.		
2.		
3.		

Teacher Resource:
Career & Aptitude Assessment Options

FIGURE 3.2

3. Explore One Possibility

Career or industry I selected: _____

What does someone in this field do?

What strengths, interests, or aptitudes connect me to this possibility?

What education, training, or experience might be needed?

4. Connect to Earlier Lessons

How could this career or industry help address the challenge you explored in Lesson 1?

How could it support the lifestyle priorities you identified in Lesson 2?

5. My Next Step

One career or industry I would like to explore further is:

One question I still have is:

Teacher Resource: Career/Aptitude Assessment Options

FIGURE 3.2

Purpose

Use this guide to select a **district-approved career interest or aptitude assessment** for Lesson 3. The selected resource should help students identify patterns in their interests, strengths, skills, or natural aptitudes and connect those patterns to possible careers and industries.

Career assessments should be presented as **exploration tools, not final answers.** Results can introduce possibilities, but they should be considered alongside students' values, experiences, goals, and reflections from Lessons 1 and 2.

Assessment Options

YouScience Brightpath: Aptitude & Career Discovery

- **Focus:** Natural aptitudes and career interests
- **Estimated time:** Approximately 60–90 minutes
- **Access:** Typically requires school or district access

YouScience uses performance-based activities to examine how students naturally think, learn, and solve problems. Results connect aptitudes and interests to careers, work environments, and educational pathways. It is the strongest option when the lesson is intended to emphasize **natural aptitudes**, rather than only self-reported interests.

YouScience Aptitude & Career Discovery
https://www.youscience.com/education/brightpath/discovery/

O*NET Interest Profiler

- **Focus:** Career interests
- **Estimated time:** Approximately 10–20 minutes
- **Access:** Free; available online and in printable formats

Students respond to questions about work activities they may enjoy. Results identify six broad interest areas and connect students to more than 900 occupations. The resource is available in English and Spanish and includes a printable option for students with limited technology access. It measures interests rather than natural aptitudes.

O*NET Interest Profiler
https://onetinterestprofiler.org/

Spanish Interest Profiler—Mi Próximo Paso
https://onetinterestprofiler.org/es/

Oregon Career Information System

- **Focus:** Oregon-specific career and education exploration
- **Estimated time:** Varies by activity selected
- **Access:** District, school, individual portfolio, or guest access may be available

Oregon CIS provides information about occupations, wages, employment outlook, required preparation, educational programs, scholarships, and career pathways. It includes information for more than 600 occupations covering most of Oregon's labor market. Teachers should confirm which assessment and portfolio features are available through their district's account.

Oregon Career Information System
https://oregoncis.uoregon.edu/Portal.aspx

Selecting a Resource

Before facilitating the lesson, the teacher should:

- Confirm that the resource is approved by the school or district.
- Determine whether student accounts, access codes, or single sign-on are required.
- Complete the assessment in advance and verify its approximate completion time.
- Check reading level, language options, accessibility features, and device requirements.

Teacher Resource: Career/Aptitude Assessment Options

- Decide how students will save, print, or record their results.
- Prepare an alternative, such as the printable O*NET Interest Profiler, in case students cannot access the primary resource.

Recommended Use

- **For a true aptitude-focused experience:** Use YouScience when district access is available.
- **For a free and shorter interest assessment:** Use the O*NET Interest Profiler.
- **For Oregon-specific career and education research:** Use Oregon CIS, either as the primary district platform or to explore careers after another assessment.
- **When another district platform is already adopted:** Use its approved interest, strengths, skills, or aptitude assessment and adapt the student note sheet to match the results it provides.

OR HS.HECPS A.1
OR HS.HECPS A.4

DURATION 50 MINUTES

CONTRIBUTOR DARSHANPREET GILL

Lesson 4

Personal Values **Analysis**

Lesson Purpose

This lesson helps students understand what values are, prioritize their own values, and consider how those values influence their decisions. Students immediately apply their values to realistic workplace scenarios, discuss their responses with others, and observe how people with different value systems may respond to the same situation.

Students then reconsider a scenario from another person's perspective, such as a supervisor, coworker, bystander, or customer, and determine whether that perspective changes their response. This process helps students develop greater understanding of others while practicing speaking, listening, and decision-making within a group.

The lesson supports future readiness by helping students better understand who they are so they can make more confident and authentic choices about what they want. It continues the self-discovery begun in Lessons 1–3 and prepares students for the decision-making required in Lesson 5 and beyond.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Explain what values are.
- Prioritize their own values.
- Apply their values to realistic workplace scenarios.
- Discuss how values influence decisions.
- Consider a workplace scenario from multiple perspectives.

Teacher Preparation

Materials / Handouts

- One List of Values per student
- One Values Worksheet per student
- Three Workplace Scenarios per group
- One Workplace Environment Word Bank per student
- Envelopes
- Scissors
- Glue, if students will glue their values onto the worksheet

Technology

Not applicable.

Room Setup

- Arrange students in groups of approximately four.

Teacher Preparation

- Print one List of Values for each student.
- Cut the individual values apart and place one complete set in an envelope for each student.
- Print three Workplace Scenarios for each group.
- Print one Values Worksheet and one Workplace Environment Word Bank for each student.
- Decide whether students will glue their values onto the worksheet or write them down.

Instructional Sequence

1 STEP

Bell Ringer

Introduce the concept of personal values and invite students to consider why understanding their values can help them make future career decisions.

2 STEP

Values Sort

Students use the List of Values and Values Worksheet to identify and prioritize the values that matter most to them.

3 STEP

Values Scenario Application

Students use the Workplace Scenarios to discuss how they would respond to a workplace situation and consider how their values influence their decisions.

4 STEP

Values Scenario Application from a New Perspective

Students reconsider the same workplace scenario from an assigned perspective and determine whether viewing the situation differently changes their response or priorities.

5 STEP

Finalize Values

Students finalize their top 10 values and use the Workplace Environment Word Bank to consider the type of work environment that best aligns with their values.

Introduction Questions

- What are values? Can you name any?
- Why is it important to know your own values before choosing a career path?
- Think of someone who is known and well-liked in your community, such as the principal. What do you think that person's values are, and what makes you think so?

Instructional Activities

Bell Ringer

Invite students to complete a two-minute free write or participate in a group discussion using one of the following prompts:

- What are values? Can you name any?
- Why is it important to know your own values before choosing a career path?
- Think of someone who is known and well-liked in your community, such as the principal. What do you think that person's values are, and why?

Values Sort

Give each student the List of Values and Values Worksheet and ask them to prioritize the values that matter most to them. Tell them they will have multiple opportunities to re-prioritize, so they do not need to have it perfectly aligned the first time.

Values Scenario Application

1. Give each group three Workplace Scenarios.
2. Ask the student wearing the most colorful shoes to read the selected scenario aloud.
3. Have students discuss what they would do in the situation.
4. Encourage students to reorder their values if the discussion reveals new information about themselves.
5. Have students complete the first scenario reflection.

Values Scenario Application New Perspective

1. Assign each student a specific perspective represented in the workplace scenario.
2. Ask the student wearing the most jewelry to read the same scenario aloud.
3. Have students discuss what they would do from their assigned perspectives.
4. Encourage students to reorder their values if they learn something new about themselves.
5. Have students complete the second scenario reflection.

Finalize Values

1. Have students write or glue their final top 10 values onto the Values Worksheet.
2. Have students complete the final reflection about the type of work environment that best aligns with their values.

Reflection Questions

After the Initial Scenario Discussion

- How did your values influence your decision-making?
- Did you reorder your values after the discussion? Why?
- What new information did you learn about yourself or your values?

After Considering a New Perspective

- Did changing your perspective change the decision you made?
- What did you learn from that experience that you could apply in the real world?
- Did you reorder your values after the discussion? Why?
- What new information did you learn about yourself or your values?

Final Reflection

- Describe the type of work environment that would be best suited to your values.

Students might consider factors such as being their own boss, earning a high income, working outdoors, supporting members of their communities, or working somewhere with a casual dress code.

Group Reflection / Discussion

Use the following prompts throughout the lesson:

Bell Ringer
- What did you write?

Values Sort
- What are your top three values?
- How do those values show up in your life?

Initial Scenario Discussion
- What would you do in this scenario?
- How do your decisions reflect your values?

New-Perspective Discussion
- Did changing your perspective change your response to the scenario?
- What did you learn from considering another perspective?
- Have you reorganized your values since the beginning of the activity?
- What helped you decide to make those changes?

Final Discussion
- What type of work environment do you want?
- How does that environment align with your values?

Materials and Supplies

- Scissors
- Envelopes
- Glue, if students will attach the values to their worksheets
- Writing utensils

Curriculum Resources

List of Values

See Figure 4.1

Values Worksheet

See Figure 4.2

Workplace Scenarios

See Figure 4.3

Workplace Environment Word Bank

See Figure 4.4

NOTES FOR TEACHERS

Implementation Tip
Emphasize that students are identifying a preferred career environment, not selecting a specific job. Encourage them to consider what they want their future work to feel like.

Monitoring
Remind students that they may reorder their values throughout the activity as they learn more about themselves.

Pacing
To extend the lesson, have students work through the remaining two Workplace Scenarios.

To shorten the lesson, omit the second discussion in which students reconsider the scenario from another person's perspective.

EVIDENCE OF LEARNING

Bell Ringer Response
Students complete a free write or participate in a discussion addressing one of the introductory questions.

Prioritized Values List
Students create an ordered list of their personal values.

Workplace Scenario Discussion and Reflection
Students discuss how they would respond to a workplace scenario, explain how their values influenced their decisions, and revise their value priorities when appropriate.

Multiple-Perspective Scenario Discussion and Reflection Students reconsider the scenario from another person's perspective and explain whether the change in perspective affected their response.

Final Work-Environment Reflection
Students describe a type of work environment that aligns with their prioritized values.

AI ASSIST PROMPT

Write a workplace scenario that would be relevant to residents of **[city, state]**. The scenario should involve at least four people with different workplace roles and present a decision or conflict that can be considered from multiple perspectives. Make the scenario appropriate for a high school discussion about how personal values influence workplace decisions.

OPTIONAL ADAPTATIONS

- Add images to the Workplace Scenarios to support multilingual learners.
- Turn the Workplace Scenarios into skits that students perform for the class.

VERSION 1.0 — SCHOOL YEAR 26/27

Use the QR code to contribute to the ongoing improvement of this resource.

List of Values

FIGURE 4.1

Achievement & Growth

ACHIEVEMENT
Feeling proud because you worked hard and accomplished something.

CHALLENGE
Enjoying tasks that push you to try harder or think differently.

CREATIVITY
Coming up with new ideas or doing things in your own way.

CURIOSITY
Wanting to ask questions and learn how things work.

GROWTH
Wanting to keep improving and becoming a better version of yourself.

KNOWLEDGE
Valuing learning facts, skills, and how the world works.

Independence & Control

AUTONOMY
Being trusted to make your own decisions.

BEING YOUR OWN BOSS
Wanting to run things your way instead of taking orders.

FLEXIBILITY
Liking a life or job that can change and adapt easily.

FREEDOM
Having the ability to choose how you live and work.

LEADERSHIP
Enjoying guiding or being in charge of a group.

Security & Stability

CONSISTENCY
Liking things to stay the same and be predictable.

DEPENDABILITY
Being someone others can always count on.

FINANCIAL SECURITY
Having enough money so you don't have to worry.

SAFETY
Feeling protected and secure in your surroundings.

STABILITY
Wanting a steady, unchanging life or routine.

Relationships & Community

BELONGING
Feeling like you're accepted and part of a group.

COLLABORATION
Enjoying working together with others toward a goal.

COMMUNITY
Caring about the people and place around you.

FAMILY
Prioritizing time and closeness with the people you consider family.

FRIENDSHIP
Valuing close, trusted relationships with peers.

TEAMWORK
Liking to accomplish things as part of a group.

List of Values

FIGURE 4.1

Helping & Contribution

COMPASSION
Caring about others' pain and wanting to ease it.

FAIRNESS
Wanting everyone to be treated equally and justly.

GENEROSITY
Enjoying giving your time, money, or energy to others.

HELPING OTHERS
Feeling good when you support or assist people.

KINDNESS
Being gentle, caring, and thoughtful toward others.

SERVICE
Wanting to use your time or skills to benefit others.

Integrity & Character

AUTHENTICITY
Being true to who you really are.

COURAGE
Doing what's right even when it's hard or scary.

HONESTY
Telling the truth, even when it's difficult.

INTEGRITY
Doing the right thing, even when no one's watching.

RESPONSIBILITY
Being reliable and owning your actions.

SELF-DISCIPLINE
Sticking to your goals even when it's tough.

Balance & Well-Being

ADVENTURE
Wanting excitement, new experiences, or risk-taking.

BALANCE
Wanting time for work, rest, and fun — not just one thing.

FUN
Valuing enjoyment and not taking everything too seriously.

HEALTH
Caring about your physical and mental well-being.

PEACE
Wanting calm and to avoid unnecessary conflict.

WELLNESS
Wanting an overall healthy, balanced lifestyle.

Work Environment & Lifestyle

DIVERSITY
Valuing being around people with different backgrounds and perspectives.

HIGH INCOME
Wanting to earn a lot of money.

OUTDOOR WORK
Preferring to work outside instead of indoors.

TRAVEL
Wanting a job that lets you go new places.

WORK-LIFE BALANCE
Wanting enough time for both your job and your personal life.

Values
Worksheet

FIGURE 4.2

Name: _____ **Date:** _____

Directions: Choose your top 10 values from the cards. Place them in order from 1 (most important) to 10 (least important).

VALUE 1	**VALUE 6**
VALUE 2	**VALUE 7**
VALUE 3	**VALUE 8**
VALUE 4	**VALUE 9**
VALUE 5	**VALUE 10**

Values
Worksheet

FIGURE 4.2

After First sort

After the first time you sort your values, answer these questions:

What are your top three values?

How do those values show up in your life?

After Workplace Scenarios

After the first round of workplace scenarios, answer these questions:

How did your values influence your decision-making?

Did you reorder your values after the discussion?

Why? What new information did you learn about yourself or your values?

After the second round, answer these questions:

Did changing your perspective change the decision you made?

What did you learn from that experience that you could apply in the real world?

Did you reorder your values after the discussion? Why?

What new information did you learn about yourself or your values?

Final Reflection

List your top 10 values in order.

Describe the type of work environment that would be best suited to your values.

Workplace
Scenarios

FIGURE 4.3

Scenario 1: The Retail Return

Maya works part-time at a clothing store. A customer wants to return a dress that's clearly been worn. There's makeup on the collar and a faint smell of perfume. The customer doesn't have a receipt. The store's policy says no returns without proof of purchase, but the customer is upset and says she's a "regular" and will never shop there again if Maya doesn't make an exception.

As Maya hesitates, her coworker Priya, quietly suggests just accepting the return "to avoid a scene." Meanwhile, the store manager, Deshawn, is on the sales floor helping another customer.

Roles:
- **Maya** — Employee
- **The customer** — Customer
- **Deshawn** — Supervisor (store manager, currently helping another customer across the store)
- **Priya** — Coworker/Bystander who helped train Maya (restocking nearby, overhears the conversation)

Decision point: Does Maya bend the policy to keep the customer happy, call the manager over, or hold firm and risk the customer's anger?

Scenario 2: The Kitchen Mistake

Tyler is a line cook at a busy restaurant. After the food has already been served, he realizes that he used regular flour instead of gluten-free flour for a dish going to a table that specifically requested gluten-free. Before he can react, server Jordan swings by the kitchen window to grab another order and mentions, annoyed, that the table is already asking for the check because they're in a rush.

Head Chef Ana is a few feet away, snapping at the line to move faster because tickets are backing up. As Tyler hesitates, the customer at that table leans toward the kitchen pass-through and calls out, half-joking, "Hope that was really gluten-free — my stomach will let you know in an hour!"

Roles:
- **Tyler** — Employee (knows about the mistake)
- **Jordan** — Coworker (pushing urgency, unaware of the mistake, adding pressure to stay quiet)
- **Head Chef Ana** — Supervisor (actively creating pressure to move fast, not just moody in the background)
- **The customer** — Customer (signals real risk/urgency through her comment)

Decision point: Does Tyler speak up immediately, interrupting Ana and stopping Jordan from delivering the check? Or does he stay quiet and hope it isn't a big deal?

Scenario 3: The Group Project at Work

At a summer internship with a local nonprofit, four interns — Sam, Grace, Marcus, and Elena — are assigned to plan a small fundraising event together. With the deadline two days away, Marcus admits in their group chat that he hasn't started his part because he picked up extra shifts at his other job. Grace immediately replies that they need to tell their supervisor, Mr. Alvarez, the truth. Elena pushes back, saying she's willing to stay late tonight to help Marcus finish quietly instead of "throwing him under the bus." Sam, caught in the middle, has to decide what to say next. Mr. Alvarez, unaware of any of this, messages the group chat asking for a status update before he heads into a meeting.

Roles:
- **Marcus** — Coworker (behind on his work, actively explaining why)
- **Grace** — Coworker (pushing for honesty with the supervisor)
- **Elena** — Coworker (pushing for covering quietly instead)
- **Sam** — Coworker (protagonist, must respond and help the group decide)
- **Mr. Alvarez** — Supervisor (actively asking for an update, forcing a response)

Decision point: What does Sam say in the group chat: Does he back Grace's honesty approach, back Elena's cover-for-Marcus approach, or propose something else, knowing Mr. Alvarez is waiting on an answer?

Scenario 4: The Schedule Conflict

Amara works at a veterinary clinic that has two locations. She's scheduled to close tonight at the main clinic, where she's also promised to help train Sofia, a new hire who's nervous about her first solo closing shift.

An hour before shifts start, coworker Ben calls in a panic — he's scheduled to close alone at the clinic's second location tonight, but a family emergency means he can't make it. Dr. Whitfield, the clinic manager, calls Amara next, asking if she can head over to cover Ben's shift since she's the most experienced person available. If Amara goes, Sofia will be left to close the main clinic by herself for the first time.

Roles:

- Ben — Coworker (has a real emergency, needs someone to cover his shift across town)
- Sofia — Coworker (counting on Amara to help her close tonight)
- Dr. Whitfield — Supervisor (asking Amara to cover Ben's shift)
- Amara — Employee (protagonist, can't be in two places at once)

Decision point: Does Amara go cover Ben's shift, stay to support Sofia and tell Dr. Whitfield she can't, or suggest another solution?

Scenario 5: The Idea That Got Taken

During a team meeting at a small marketing company, intern Devin shares an idea for a new social media campaign. A few days later, coworker Priya presents the same idea to senior leadership as her own. Supervisor Mr. Osei praises Priya publicly, saying he wants her to lead the project. As the meeting wraps up, coworker Liam, who was in the room when Devin first pitched the idea, leans over and quietly tells Devin, "That was your idea... are you going to say something, or should I?" Devin now has to decide how to respond, with Liam waiting on an answer and Priya and Mr. Osei still in the room.

Roles:

- Priya — Coworker (actively took credit for the idea)
- Mr. Osei — Supervisor (actively praising Priya, unaware of the origin)
- Liam — Coworker (actively prompting Devin to act, offering to help)
- Devin — Employee/Intern (protagonist, must decide how and whether to respond, and to whom)

Decision point: Does Devin speak up in the moment while everyone's still in the room, ask Liam to back them up right then, wait to talk to Mr. Osei privately later, or let it go?

Workplace Environment

Word Bank

FIGURE 4.4

Speed & Structure

Fast-paced • Slow-paced • Same every day • Changes a lot • Clear rules • Few rules • Calm • Stressful • Strict deadlines • Flexible deadlines

Working Alone or With Others

Works alone • Works in a team • Works with a partner • Makes own decisions • Follows a boss's directions • Close supervision • Little supervision • Works with one person • Works with a big group

Where You Work

Indoors • Outdoors • In an office • Moving around a lot • Works from home • Works in person • Quiet • Loud and busy • Uses your body/hands • Sits at a desk

Using Your Mind & Ideas

Creative • Artistic • Comes up with new ideas • Follows a set way of doing things • Tries new things • Careful with small details • Sees the big picture • Solves problems • Same tasks every day • Different tasks every day

Working With People

Talks to customers • Works behind the scenes • Focused on people • Focused on tasks • Very social • Mostly quiet/alone • Talks to the public • Small team • Big company

Values & Feel of the Workplace

Helps a cause you care about • Focused on making money • Diverse (many kinds of people) • Welcoming to everyone • Competitive • Supportive • Formal (dressy, serious) • Casual (relaxed, comfortable) • Feels like family • Focused on the local community

Growing & Learning

Growing fast • Well-established, stable • Good for beginners • Chances to become a leader • Teaches you new skills • Trains you on the job • Chances to move up • Start your own thing • Big company with many rules

Schedule & Life Outside Work

Regular daytime hours • Flexible hours • Different shifts (morning/night) • Seasonal (only certain times of year) • Good for part-time • Full-time • Weekends off • Requires travel • Can work from home sometimes

OR HS.HECPS A.1

DURATION 50 MINUTES
plus an optional homework extension and presentation time at the beginning of the next class

CONTRIBUTOR DARSHANPREET GILL

Lesson 5

Character Cards

Lesson Purpose

This lesson matters because it allows students to create a cohesive representation of their values and share it with others.

This lesson supports future readiness by giving students the opportunity to create a fully developed representation of their values that can serve as a foundation for future career decisions.

This lesson contributes to the overall unit by bringing together the information students gathered during Lessons 1 through 4, creating a reference point they can use as they move into the remaining lessons.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Identify the challenges that interest them, their future vision, aptitude assessment results, career interests, and top personal values.
- Combine what they have learned about themselves into a character of their choosing.
- Create a personalized character card that represents who they are.

Teacher Preparation

Materials / Handouts

- 11” × 8.5” cardstock, cut in half for the final character cards
- Coloring supplies

Room Setup

- Arrange seating to allow students space to create and later share their character cards.

Teacher Preparation

- Prepare cardstock cards.
- Organize coloring supplies.
- Print the Character Card Graphic Organizer and any fill-in-the-blank versions needed for student support.

Technology

Not applicable.

Instructional Sequence

1 STEP

Bell Ringer

Students use a familiar character framework, such as Pokémon, D&D, or zodiac signs, to consider how characteristics can be represented through a character.

2 STEP

Collate Known Information Using a Graphic Organizer

Students review what they learned about themselves in Lessons 1–4 and use the Character Card Graphic Organizer to plan how they will represent that information.

3 STEP

Create the Character Card

Students use their completed graphic organizer to create a Pokémon, D&D, or Zodiac-inspired character card representing what they have learned about themselves.

4 STEP

Present the Character Card

During the next class period, students share their character cards in small groups, explain the choices they made, and provide positive feedback to one another.

Introduction Questions

- Which Pokémon are you, and why?
- On the D&D Alignment Grid, where would you place yourself?
- What's your zodiac sign, and what do you feel it gets right about you?

Instructional Activities

Bell Ringer

Spend two minutes free writing or discussing one of the following questions:

- Which Pokémon are you, and why?
- On the D&D Alignment Grid, where would you place yourself?
- What's your zodiac sign, and what do you feel it gets right about you?

Collate Known Information Using a Graphic Organizer

Ask students to gather the work they completed during Lessons 1 through 4, including:

- Challenges that interest them
- Their vision for the future
- Aptitude results
- Career interests
- Personal values

Explain that students will create either a Pokémon, D&D, or Zodiac character card representing what they have learned about themselves.

Show the Example Character Cards so students understand the expectations.

Distribute the ***Character Card Graphic Organizer*** and allow students time to complete it.

For students needing additional support, provide the Fill-in-the-Blank Character Cards.

Create the Character Card

- Once students complete the graphic organizer, review it and provide each student with a cardstock card.
- Students create their final character card.
- Students may take the project home if they would like additional time to complete it.
- Remind students that they will present their cards in groups of four during the next class.

Present the Character Card

At the beginning of the next class, place students into groups of four and have them present their character cards. Suggested prompts:

- "This card represents me because..."
- "This card represents my interests, future, aptitudes, career interests, and values because..."
- "I picked these colors because..."
- "I picked these symbols because..."
- "I picked this name because..."
- "I picked this creature because..."
- "I picked these abilities, powers, traits, or moves because..."

Encourage students to compliment one another by using prompts such as:

- "What I liked about your card was..."
- "You did a good job representing..."
- "From your card, I can tell _____ is important to you because..."

After students have shared, collect the cards for classroom display or have students attach them to the front of their binder or notebook so they can reference them throughout the course.

As students make future decisions, encourage them to return to their card and ask:

"What do you think your character would do, want, or be happiest doing?"

Reflection Questions

- What should someone who has never met me be able to tell about me from my character card?
- What kind of work environment would be the best fit for my character?
- Why is it important to remember that characters "level up" over time? How can I keep that same flexibility in my own life?

Group Reflection / Discussion

- Which character cards do you think would get along best?
- Which character cards would make good co-workers?

Materials and Supplies

- 11" × 8.5" cardstock, cut in half
- Coloring supplies

Curriculum Resources

Example Character Cards

See Figure 5.1

Character Card Graphic Organizer

See Figure 5.2

D&D Alignment Grid

See Figure 5.3

Fill-in-the-Blank Character Cards

See Figure 5.4

EVIDENCE OF LEARNING

Character Card
Students create a character card representing what they have learned about themselves, present it to a small group, and provide positive feedback to their peers.

Optional Extension
If time allows, students participate in a gallery walk or discuss which character cards might work well together in future workplace or community settings.

AI ASSIST PROMPT

Not applicable.

OPTIONAL ADAPTATIONS

Not applicable.

NOTES FOR TEACHERS

For students who struggle to complete assignments entirely by hand, consider offering one of the following options:

- Allow students to create their character card as a collage using magazines, scissors, and glue.
- Allow students to design their character card digitally and print it. Be sure to clearly communicate your classroom expectations regarding AI use.

Example
Character Cards

FIGURE 5.1

Directions: These sample cards show one way to complete the assignment in each style. Notice how each choice — the name, colors, symbol, and abilities — connects back to a real value, interest, or strength.

POKÉMON-STYLE

Riverstone

Water / Ground Type

COLORS

Deep blue and stone gray — calm on the outside, steady and grounded underneath.

SYMBOLS

A river — represents steady flow even when things get chaotic.

ABILITIES

- **Steady Current** — stays calm and clear-headed under pressure
- **Team Shield** — protects and supports teammates before self
- **Deep Listen** — pays close attention before reacting

VALUES

Dependability, teamwork, calm under pressure

WHY THESE CHOICES

This student scored high in interpersonal and logical-mathematical aptitude, listed “helping others” and “teamwork” as top values, and is interested in healthcare careers — so their character stays calm, protects others, and listens well.

D&D-STYLE

Kaelen Brightforge

Neutral Good

COLORS

Copper and forest green — practical craftsmanship plus a love of the outdoors.

SYMBOLS

A gear — building useful things while staying connected to nature.

ABILITIES

- **Tinker’s Insight** — solves problems by taking them apart and rebuilding them
- **Steady Hands** — excels at detailed, hands-on work
- **Field Repair** — helps others fix what’s broken, literally and socially

VALUES

Creativity, helping others, environmental responsibility

WHY THESE CHOICES

This student’s aptitude results pointed to spatial and mechanical strengths, their career interest is environmental engineering, and their top values were creativity and sustainability — so their character builds things and cares for the natural world.

ZODIAC-STYLE

The Builder

Season of Steady Growth

COLORS

Amber and brown — warmth and reliability, like wood and harvest.

SYMBOLS

A ladder — represents growth achieved one careful step at a time.

STRENGTHS

- **Patient Planner** — thinks several steps ahead before acting
- **Reliable Anchor** — people count on this sign to follow through
- **Quiet Confidence** — doesn’t need the spotlight to feel successful

VALUES

Stability, responsibility, long-term growth

WHY THESE CHOICES

This student’s future vision involved starting their own business slowly and sustainably, their aptitude results highlighted planning and organization, and their top value was financial security — so their sign is about patient, dependable growth.

Character Card

Graphic Organizer

FIGURE 5.2

Name: _____ **Date:** _____

Directions: Use this page to gather everything you've learned about yourself in Lessons 1–4. You'll use these notes to build your character card.

Part A: What I've Learned About Myself

Challenges I find interesting

What kinds of problems or challenges do you enjoy working on or thinking about?

My vision for the future

What do you imagine your future looking like?

My aptitude results

What did your aptitude assessment say you're naturally good at?

My career interests

What careers or fields have caught your interest so far?

My top 5 values

List your top 5 values from the Values Sort activity.

Character Card
Graphic Organizer

FIGURE 5.2

Part B: Designing My Character

Circle the style you're using for your character card:

POKÉMON D&D ZODIAC

Name
What is your character's name?

Type / Class / Sign
Pokémon: What type (Fire, Water, Psychic, etc.)? D&D: What class and alignment? Zodiac: What sign, real or invented?

Colors
What colors represent your character? Why did you choose them?

Symbol(s)
What symbol(s) represent your character? Why did you choose them?

Abilities, Powers, Traits, or Moves
List 3–4 abilities or traits. For each one, note which value, interest, or aptitude it connects to.

Putting It Together
Finish this sentence to connect your character's design choices to what you learned about yourself:

My character's colors, symbols, and abilities represent my values and interests because...

D&D
Alignment Grid

FIGURE 5.3

Directions: Alignment describes how a character approaches rules and how they treat others. Find the box that feels most like you.

YOUR WAY	GOOD (Cares about others)	NEUTRAL (Balances self and others)	EVIL (Looks out mainly for self)
LAWFUL (Follows rules & plans)	**Lawful Good** Follows the rules AND does the right thing — like a fair team captain.	**Lawful Neutral** Follows the rules no matter what, even if it's not always "nice" — like a strict referee.	**Lawful Evil** Uses rules and systems to get their own way — like someone who follows the letter of the law to take advantage of others.
NEUTRAL (Decides case by case)	**Neutral Good** Tries to do the right thing but isn't tied to rules or chaos — helps however works best.	**True Neutral** Stays balanced and doesn't take strong sides — values keeping the peace.	**Neutral Evil** Does whatever benefits themselves most, without caring much about rules or others.
CHAOTIC (Values freedom & change)	**Chaotic Good** Breaks rules if they're unfair, to do what's right — like a rebel with good intentions.	**Chaotic Neutral** Follows their own path and does what feels right in the moment, rules or no rules.	**Chaotic Evil** Acts unpredictably and only for themselves, with little regard for rules or others.

Where would you place yourself, and why?

Fill-in-the-Blank
Character Cards

FIGURE 5.4

Name: _____ **Date:** _____

Directions: Use this version if you'd like extra support putting your character together. Fill in each blank, then use your answers to help complete your Character Card Graphic Organizer.

POKÉMON-STYLE CARD

My character's:

Name _____

Type _____

because I am interested in / good at

_____

Colors are _____

because _____

Symbol is _____

because it represents _____

_____

First ability is _____

It shows my value of _____

because _____

Second ability is _____

It shows my value of _____

because _____

D&D-STYLE CARD

My character's:

Name _____

Class _____

because I am skilled at

_____

Colors are _____

because _____

Symbol is _____

because it represents _____

_____

First ability is _____

It shows my value of _____

because _____

Second ability is _____

It shows my value of _____

because _____

ZODIAC-STYLE CARD

My character's:

Sign _____

Represents _____

because I am someone who

_____

Colors are _____

because _____

Symbol is _____

because it represents _____

_____

First strength is _____

It shows my value of _____

because _____

Second strength is _____

It shows my value of _____

because _____

OR HS.HECPS A.1
OR HS.HECPS A.4

DURATION 50 MINUTES

CONTRIBUTOR AMANDA MCDERMOTT

Lesson 6

Career Pathway Interviews

Lesson Purpose

In this lesson, students will build an understanding that career paths are not linear, which is important for alleviating the anxiety students feel when faced with picking one career. Students will also see that they have learned a lot about themselves from their experiences thus far (what they like/don't like, etc.), even though they might not have had a formal job yet. This is an important step in the unit for developing self-awareness prior to exploring potential careers. As homework, students will be interviewing 2 adults from their own lives about the adults' career paths; this will reinforce the concepts that careers aren't linear and we all learn from our experiences. It will also bring adults into conversation with the student about the student's future. Finally, students will be practicing career-ready communication skills by writing a professional email.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Explain that career pathways are rarely linear and that diverse experiences contribute valuable skills and knowledge.
- Describe how their own experiences have shaped their interests, skills, and future career readiness.
- Create a My Journey Map that identifies significant experiences and lessons learned.
- Compose a professional email requesting an informational interview.

Teacher Preparation

Materials / Handouts

- One copy of the student My Journey Map for each student.
- One copy of the student My Journey Cards for each student.
- Two copies of the adult Career Map for each student to use during homework interviews.

Room Setup

- Display the discussion questions using a slideshow or whiteboard.
- Arrange students for individual work followed by small-group discussion.

Technology

- Email template posted in your learning management system or other digital platform students can access.

Teacher Preparation

- Complete your own Career Map before class.
- Prepare a brief explanation of your career journey, emphasizing what you learned from different experiences.

Instructional Sequence

1 STEP

My Journey Map

Students use the ***My Journey Map*** and optional ***My Journey Cards*** to identify meaningful experiences from their lives and consider what they learned from those experiences.

2 STEP

Small-Group Discussion

Students share selected experiences from their maps and discuss patterns, surprises, and lessons learned.

3 STEP

Teacher Career Map

Share your own ***Career Map*** to demonstrate how expected and unexpected experiences can contribute to a career pathway that is rarely linear.

4 STEP

Brainstorm Interview Participants

Students identify five adults whose career pathways they would like to learn about and select two to interview.

5 STEP

Professional Email

Students use the ***Professional Email Template*** to compose and send interview requests to the two adults they selected.

6 STEP

Career Pathway Interview Assignment

Students prepare to use the ***Career Map*** to interview two adults outside of class and document what they learn about each person's career pathway.

Introduction Questions

- If you asked a parent, aunt, uncle, or coach what they imagined their life would look like when they were in high school, what do you think they would say?
- Have you learned more from experiences that went well or from experiences that did not go as planned? Why?

Instructional Activities

My Journey Map

Students complete the ***My Journey Map*** by identifying seven to twelve meaningful experiences from their lives.

Experiences may include:

- School experiences, including influential teachers or classes
- Sports, clubs, music, or art
- Volunteer work
- Church or religious involvement
- Major life events, such as moving
- Personal challenges
- Unexpected opportunities

For each experience, students record:

- What they liked or disliked
- What they learned
- Students may either write directly on the ***My Journey Map*** or use the ***My Journey Cards*** and glue them onto the map.

Small-Group Discussion

Place students in groups of three or four.

Ask students to share selected experiences from their ***My Journey Maps***. Remind them to share only experiences they are comfortable discussing.

Use the following prompts to guide the discussion:

- What surprised you as you looked back on your experiences?
- What patterns emerged?
- Which experiences had the greatest impact on you?
- Invite students to add to or revise their maps if the discussion helps them recognize another meaningful experience or lesson.

Teacher Career Map

- Share your completed ***Career Map*** with students.
- Explain how different experiences, both expected and unexpected, influenced your career pathway.
- Point out what you learned from different experiences and how those lessons affected later choices.
- Emphasize that career pathways are rarely linear and that experiences that may not appear connected at the time can still contribute to future decisions.
- Ask students what stood out to them about your career pathway.

Brainstorm Interview Participants

Explain that students will learn more about career pathways by interviewing two adults from their own lives.

Ask students to brainstorm five adults whose career pathways they would like to learn about.

Use the following prompts to help students identify possibilities:

- Whose career interests you most?
- Who is an adult you respect?
- Who has had a significant role in your life?

Have students select two adults they would like to interview.

If students have difficulty identifying two people, help them consider teachers, school staff members, or other available adults.

Professional Email

- Display the Professional Email Template and review the parts of the message with students.
- Ask students to personalize the template for each of the two adults they selected.
- Have students proofread their messages for the recipient's name, purpose of the request, professional tone, spelling, and grammar.
- Have students send both interview requests and copy the teacher on the messages.

Career Pathway Interview Assignment

- Give each student two ***Career Maps***, one for each adult they will interview.
- Review the ***Career Map*** so students understand what information they should gather during each conversation.
- Explain that students will interview both adults outside of class and use the maps to document each person's career pathway and what they learned from their experiences.
- Remind students to listen for changes in direction, unexpected opportunities, challenges, and lessons that influenced later decisions, rather than focusing only on the jobs each adult has held.
- Provide the due date for students to return with their two completed ***Career Maps***.
- Alternatively, use the Career Journey Interview Exchange https://oregongoestocollege.org/resources/career-journey-interview-exchange to complete this assignment.

Reflection Questions

After Completing the My Journey Map

- What did you like or dislike about your different experiences?
- What did you learn from those experiences?

After the Teacher's Career Map

- **What stood out to you?**

Before Sending Interview Requests

- Whose career interests you most?
- Who is an adult you respect?
- Who has had a significant role in your life?

Group Reflection / Discussion

In small groups, discuss:

- What surprised you as you looked back on your experiences?
- What patterns emerged?
- Which experiences had the greatest impact on you?

After the teacher shares their Career Map, discuss:

- What stood out to you?

After selecting interview participants, discuss:

- Why did you choose those adults?

Materials and Supplies

- My Journey Map
- My Journey Cards
- Two Career Maps per student
- Professional Email Template
- Scissors
- Glue sticks
- Markers or colored pencils
- Highlighters

Recommended Resources

Career Journeys Video Series
https://www.careerjourneys.org/

Career Connect Oregon
https://ccloregon.org/

EVIDENCE OF LEARNING

- Students create a My Journey Map that includes seven to twelve meaningful experiences and identifies what they learned from each experience.
- Students share and discuss their experiences using the provided reflection questions.
- Students identify key ideas or experiences from the teacher's Career Map that stood out to them.
- Students generate a list of five potential interview participants and select two adults to contact.
- Students compose and send professional emails requesting informational interviews with two adults.
- Students interview two adults about their career pathways and complete a Career Map for each interview, documenting experiences, changes in direction, unexpected opportunities, challenges, and lessons learned.

AI ASSIST PROMPT

Not applicable.

Curriculum Resources

My Journey Map

See Figure 6.1

My Journey Cards

See Figure 6.2

Career Map

See Figure 6.3

Professional Email Template

See Figure 6.4

NOTES FOR TEACHERS

Implementation Tip
Emphasize that students are mapping meaningful life experiences rather than creating a résumé. Every experience contributes to future learning and career readiness.

Extension
Invite teachers throughout the school to complete their own Career Maps and display them outside their classrooms. These displays provide authentic examples of diverse career pathways and can spark additional conversations with students.

OPTIONAL ADAPTATIONS

If students struggle to identify adults to interview, invite willing teachers or other school staff members to participate. Career Connect Oregon may also help identify community members who are willing to be interviewed.

My Journey
Map

FIGURE 6.1

Name: _____ **Date:** _____

Directions: Reflect on different aspects of yourself and see connections among your experiences, strengths, interests, values, support systems, and future goals.

Who I Am

What words describe you?

What is important for someone to know about you?

My Interests

What do you enjoy doing in or outside of school?

What topics, activities, or problems interest you?

My Strengths

What are you good at?

What do other people say you do well?

My Values

What is important to you?

What qualities or beliefs guide your decisions?

My Journey
Map

FIGURE 6.1

Important Experiences

What experiences have helped shape who you are?

What accomplishments, challenges, opportunities, classes, activities, or events have influenced you?

Skills I Want to Develop

What do you enjoy doing in or outside of school?

What topics, activities, or problems interest you?

People Who Support Me

What are you good at?

What do other people say you do well?

My Future Goals

What is important to you?

What qualities or beliefs guide your decisions?

One Word That Describes Me

Choose one word that represents who you are right now.

My Journey
Cards

FIGURE 6.2

Name: _____ **Date:** _____

Directions: These cards help you reflect on experiences that shaped who you are and how you think about your future. Each card represents a moment, person, or activity that influenced your growth.

School
Write about a specific teacher or class that had an impact on you.

Sports, clubs, music, or art
Describe how teamwork or creativity helped you grow.

Volunteer work
Reflect on what values or skills you used to help others.

Life events
Include experiences like moving to a new place and how change affected your goals or confidence.

Key challenges
Think of times you struggled and what helped you keep going or improve.

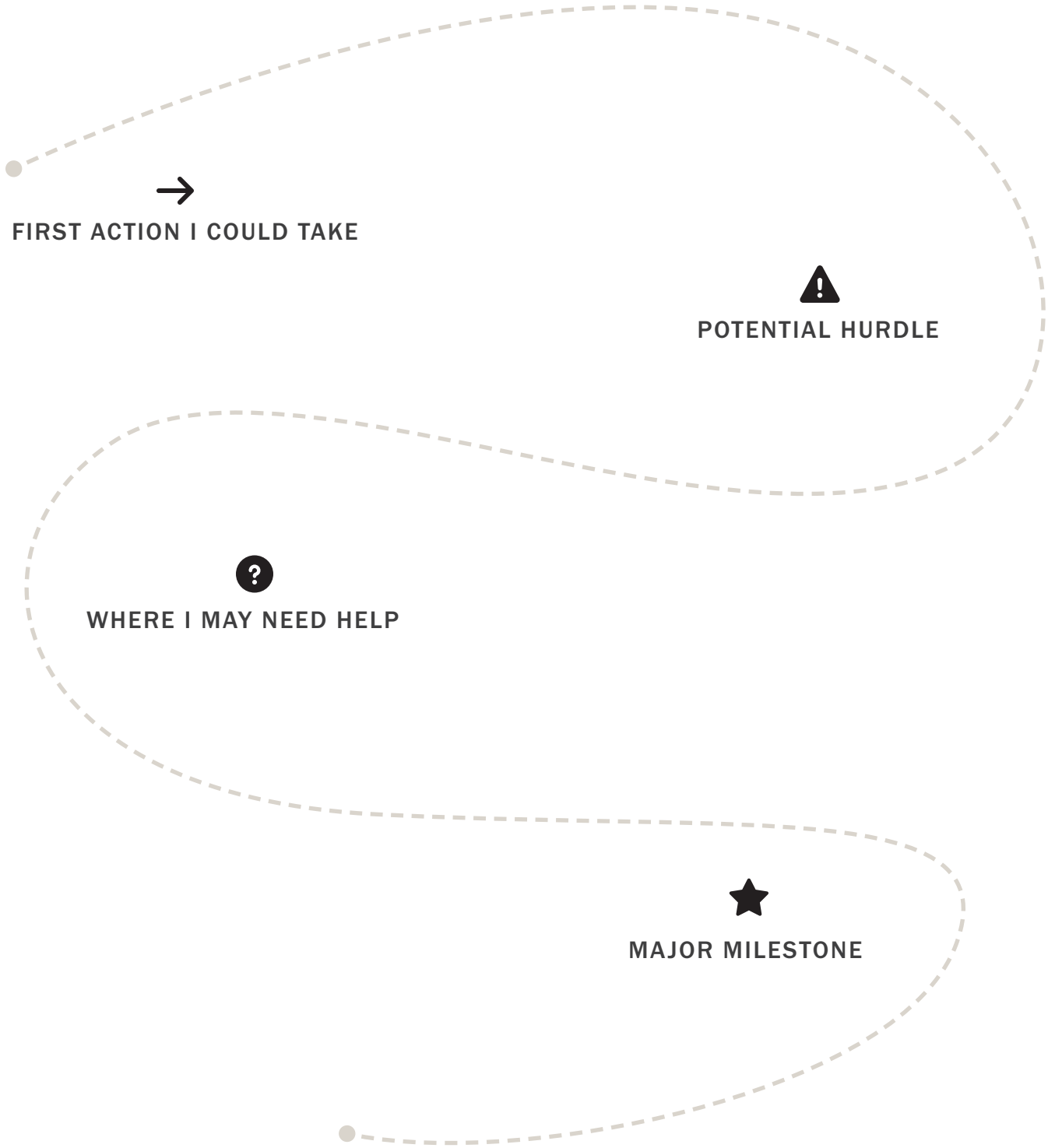
Unexpected opportunities
Capture moments when you discovered new strengths or interests.

Career
Map

FIGURE 6.3

Map Your Journey

Students should be able to cut out the boxes from ***My Journey Cards*** and ***My Journey Map*** and physically arrange them on the map, OR number their boxes and place those numbers along the route.



Professional
Email Template

FIGURE 6.4

Subject: Interview Request from [Your Name], [Your School] Student

Dear [Recipient's Name],

My name is [Your Name], and I'm a student at [Your School]. I'm currently learning about different career pathways, and I'm reaching out because I admire/am interested in [reason you chose this person — their career, their role in your life, etc.].

Would you be willing to let me interview you about your career journey? I'd love to learn about the path you took to get where you are today, including any challenges or unexpected opportunities along the way. The interview would take about [amount of time, e.g., 20–30 minutes] and can happen [in person / by phone / by video call], whenever is convenient for you.

Please let me know if you're available, and if so, what dates or times might work best. Thank you so much for considering my request.

Sincerely,
[Your Name]
[Your Grade/Class]
[Your Email Address]

OR HS.HECPS A.1
OR HS.HECPS A.3

DURATION 50 MINUTES

CONTRIBUTOR AMANDA MCDERMOTT

Lesson 7

Career Compass

Lesson Purpose

In this lesson, students synthesize what they have learned about themselves throughout the unit into a personalized Career Compass. By revisiting their previous work, students identify the factors that matter most to them in a future career and distinguish between their non-negotiable priorities and their preferred, but flexible, career characteristics.

Students also complete a lifestyle budgeting activity using a Reality Check tool to estimate the salary needed to support the life they envision. Together, these activities help students establish clear success criteria that will guide future career exploration and decision making throughout the remainder of the course.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Review and reflect on the work they have completed throughout the unit.
- Synthesize their priorities into a personalized Career Compass.
- Distinguish between career non-negotiables and nice-to-have preferences.
- Estimate the salary needed to support their desired lifestyle.

Teacher Preparation

Materials / Handouts

One Career Compass graphic organizer for each student.

Students' completed work from previous lessons, including:

- Lesson 1 challenge exploration
- Lesson 2 Career/Lifestyle Vision
- Lesson 3 career/aptitude assessment results
- Lesson 4 Personal Values Analysis
- Lesson 5 Character Card
- Lesson 6 My Journey Map

Technology

- Internet-connected device for each student
- Access to a selected online Reality Check tool

Room Setup

- Display the definition of **success criteria** on the board or presentation.
- Arrange students to work independently before sharing with a partner.

Teacher Preparation

- Select and test an online Reality Check tool before class.
- Ensure students can access the website.
- Prepare or display the visual illustrating examples of career satisfaction or success criteria.
- Consider completing a sample ***Career Compass*** if students would benefit from seeing an example.

Instructional Sequence

1 STEP

Introduction to Success Criteria

Introduce success criteria and help students consider the characteristics they might use to determine whether a future career is a good fit.

2 STEP

Review Previous Learning

Students revisit work from earlier lessons and identify recurring interests, values, aptitudes, lifestyle priorities, and other factors that may influence their career decisions.

3 STEP

Partner Discussion

Students share the patterns they identified with a partner and use the conversation to consider whether they have overlooked any important priorities.

4 STEP

Career Compass

Students use the Career Compass to organize their priorities into True North (Non-Negotiables) and Nice-to-Haves.

5 STEP

Reality Check

Students complete an online Reality Check activity to estimate the salary needed to support their desired lifestyle and add that information to their Career Compass.

Introduction Questions

- How will you know if a career is a good choice for you?
- Which activity from this unit has been the most meaningful to you? Why?

Instructional Activities

Introduction to Success Criteria

Ask students: ***How will you know if a career is a good choice for you?***

Introduce success criteria as the standards used to determine whether a goal has been achieved.

Explain that, in career planning, success criteria can represent the characteristics students want in a future career rather than identifying one specific job title.

Share the visual illustrating examples of career satisfaction or success criteria.

Discuss several examples with students, such as:

- A career that allows me to organize ideas or create systems.
- A career that allows me to be creative.
- A career that lets me work outdoors much of the time.
- A career that balances independent work with collaboration.

Explain that students will use what they have learned throughout the unit to begin developing their own criteria for a good-fit career.

Review Previous Learning

- Ask students to gather their completed work from previous lessons, including their challenge exploration, Career/Lifestyle Vision, career/aptitude assessment results, Personal Values Analysis, Character Card, and My Journey Map.
- Have students review each activity and use highlighters or sticky notes to identify ideas, characteristics, or priorities that appear important to them.
- Encourage students to look for recurring themes across multiple activities rather than focusing only on their most recent work.
- Ask students to consider factors such as interests, aptitudes, values, meaningful challenges, preferred work environments, lifestyle priorities, and lessons from past experiences.
- Have students identify the priorities that appear most consistently or feel most important to them.

Partner Discussion

- Pair students and ask them to share the priorities they identified.
- Have partners listen for patterns, similarities, differences, or priorities the other student may have overlooked.
- Encourage students to ask one another questions about why particular characteristics matter.
- Ask students to revisit their own list after the conversation and add or revise priorities if their partner helped them recognize something important.

Career Compass

Distribute the ***Career Compass*** graphic organizer.

Explain the two sections of the compass:

True North (Non-Negotiables): Characteristics students believe must be present for a career to be a good fit.
Nice-to-Haves: Characteristics students would prefer but may be willing to compromise on.

Ask students to transfer the priorities they identified during their review into the appropriate sections of their ***Career Compass.***

Encourage students to think carefully about what truly belongs in True North rather than treating every preference as a non-negotiable.

Circulate as students work and ask questions that help them clarify why particular priorities matter.

Reality Check

- Introduce the selected online ***Reality Check tool*** and briefly explain how students will use it.
- Have students make choices about factors such as housing, transportation, utilities, entertainment, healthcare, savings, and other living expenses based on the lifestyle they currently envision.
- Ask students to review the estimated income needed to support their choices.
- Have students record their target salary range on the ***Career Compass.***
- Ask students to consider whether the ***Reality Check*** results changed or reinforced any of their career or lifestyle priorities.
- Remind students that the estimate is a planning tool rather than a prediction of exactly what their future life will cost.

Reflection Questions

- How will you know if a career is a good fit for you?
- What priorities matter most for the lifestyle and career you want?
- Why are those priorities most important?
- Which priorities are true non-negotiables?
- Which priorities are nice-to-have preferences?
- What is the minimum salary you believe you will need to support your desired lifestyle?

Group Reflection / Discussion

After completing the ***Career Compass***, invite students to discuss:

- What stood out about your partner's priorities?
- Were there any important areas they overlooked, such as aptitudes or values?
- Which of your priorities are true non-negotiables?
- What did you notice while completing the Reality Check activity?

Materials and Supplies

- Career Compass graphic organizer
- Completed work from previous lessons
- Highlighters
- Sticky notes
- Internet-connected devices
- Selected online Reality Check tool

Curriculum Resources

Career Compass Graphic Organizer

See Figure 7.1

Career Satisfaction

See Figure 7.2

EVIDENCE OF LEARNING

- Students identify recurring priorities across work completed during earlier lessons using highlighters or sticky notes.
- Students complete a Career Compass that organizes their priorities into True North (Non-Negotiables) and Nice-to-Haves.
- Students determine a target salary range based on their desired lifestyle and add it to their Career Compass.
- Students explain their priorities and use feedback from a partner to consider whether they have overlooked important factors.

AI ASSIST PROMPT

Prompt 1
I am teaching college and career readiness to ___ grade students. Generate a visual representation illustrating a variety of factors that contribute to career satisfaction.

Prompt 2
Provide links to online Reality Check tools that help high school students estimate the cost of their preferred lifestyle by considering factors such as community size, housing, roommates, transportation, utilities, student loans, entertainment, healthcare, shopping, savings, and other common living expenses.

NOTES FOR TEACHERS

- Students may find it challenging to narrow their priorities. Remind them that the goal is not to eliminate important characteristics, but to identify which ones truly define a good-fit career.
- Invite students to discuss their completed Career Compass with a trusted adult outside of class. Ask students to submit a brief note or photo documenting the conversation and summarizing the feedback they received.
- Consider introducing the concept of success criteria earlier in students' educational experiences. Developing success criteria for friendships, academic success, or other goals can help students become familiar with using this framework before applying it to career planning.

OPTIONAL ADAPTATIONS

- Provide a completed example of a ***Career Compass*** for students who benefit from additional structure.
- Allow students to use their Character Card or other previous work as a starting point if reviewing all prior lesson materials is overwhelming.
- Allow students to discuss their priorities with a partner before deciding which belong in True North and which are Nice-to-Haves.

Career Compass

Graphic Organizer

FIGURE 7.1

Name: _____ **Date:** _____ **Class:** _____

Directions: Use this page to organize what you've learned about yourself throughout the unit. Review your previous lessons and identify the priorities that matter most for your future career and lifestyle.

True North (Non-Negotiables)

These are the characteristics that must be present for a career to be a good fit for you.

Nice-to-Haves (Flexible Preferences)

These are characteristics you'd like to have in a career but could compromise on if needed.

Reality Check Results

Use an online Reality Check tool to estimate the salary needed to support your desired lifestyle.

Estimated Annual Salary Range: _____

Notes or Insights: _____

Reflection Questions

How will you know if a career is a good fit for you?

What priorities matter most for the lifestyle and career you want?

Why are those priorities most important?

Which priorities are true non-negotiables?

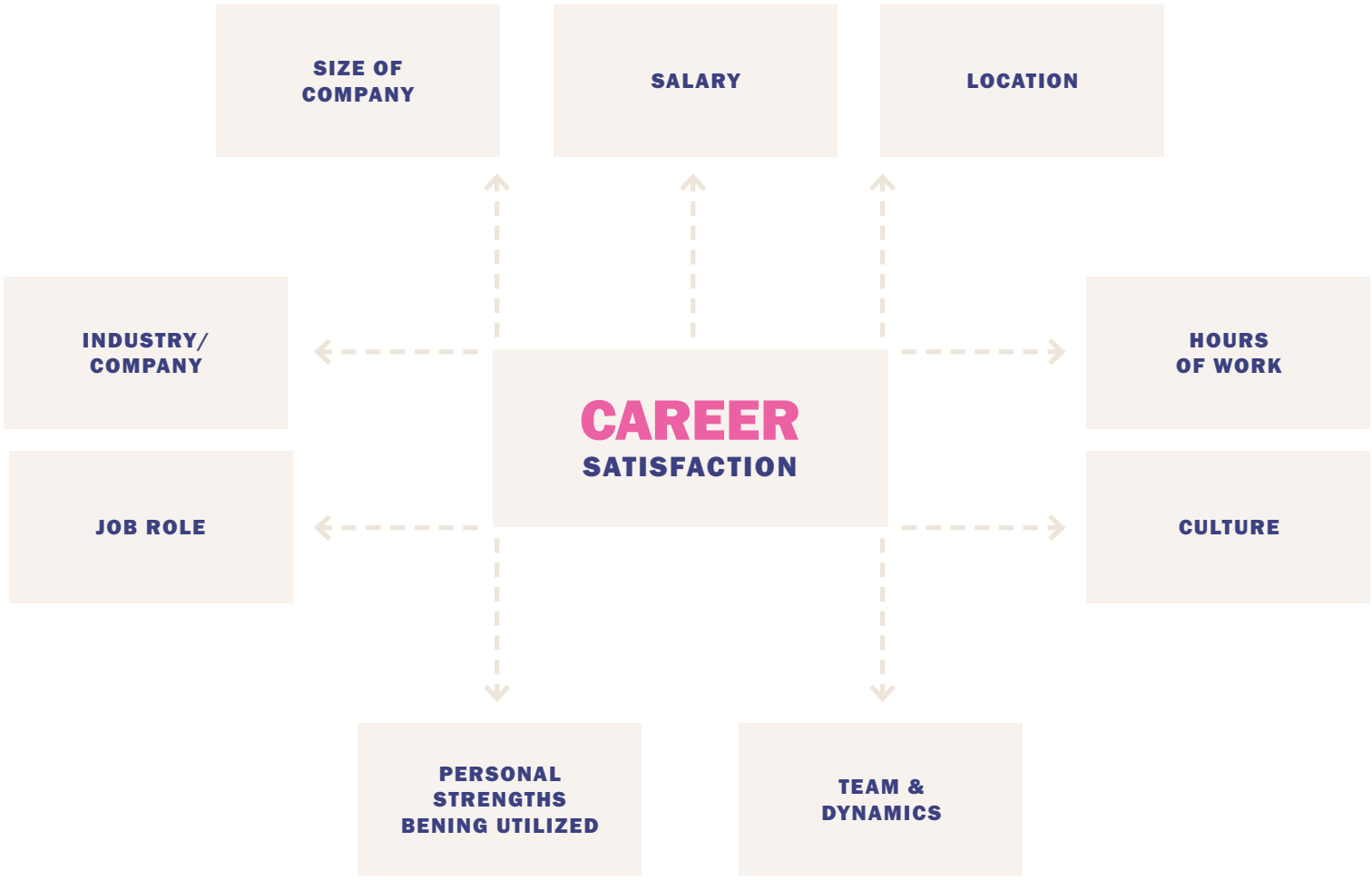
Which priorities are nice-to-have preferences?

What is the minimum salary you believe you will need to support your desired lifestyle?

Career Satisfaction

Visual

FIGURE 7.2



OR HS.HECPS A.1
OR HS.HECPS A.3

DURATION 45–60 MINUTES

CONTRIBUTOR DEREK ROBINSON

Lesson 8

Decoding **Deadlock**

Lesson Purpose

This lesson directly tackles the vulnerability of seeking assistance by transforming it into a structured, gamified problem-solving scenario. In a traditional classroom setting, students often view asking for help as an admission of failure, which leads to academic avoidance and increased anxiety. By creating a hidden mechanic where independent success is mathematically impossible, this game strips away the social stigma of being stuck. It forces students to objectively evaluate their progress, recognize when their current strategies have yielded a dead end, and actively choose communication over isolation, turning an emotional hurdle into a practical, cognitive tool.

Mastering this self-assessment threshold is foundational for future readiness, as modern collegiate and professional environments heavily penalize silent stagnation in favor of agile, transparent collaboration. Within the broader unit, this simulation serves as the experiential turning point where abstract concepts of self-awareness are put into practice. It forces students to move past simply identifying their frustration to executing targeted, clear communication, providing a memorable framework they can reference throughout the rest of the unit when navigating high-stakes team projects or personal academic challenges.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Recognize when asking for help is an effective problem-solving strategy.
- Practice asking for help using clear, specific communication.
- Demonstrate active listening while collaborating with others to solve a shared challenge.

Teacher Preparation

Materials / Handouts

- Five or six envelopes or small bags to hold activity materials
- Five or six sets of ***Clue Cards*** and ***Morse Code Key Cards.***
- ***Student Clue Cards, Morse Code Key Cards, and Teacher Instructions + Answer Key.***

Technology

Not applicable.

Room Setup

- Arrange the room so teams can work independently while still being able to communicate verbally across the classroom.

Teacher Preparation

- Assemble each envelope with the appropriate clues, ***Morse Code Key Cards***, and ***Clue Cards***.
- Review the answer key and game mechanics before class.

Instructional Sequence

1 STEP

The Launch

Introduce the challenge, divide students into teams, distribute the numbered envelopes, and explain the rules without revealing the hidden collaborative mechanic.

2 STEP

Independent Stagnation

Teams begin decoding their assigned phrases and experience productive struggle as they discover that the information in their own envelope is insufficient.

3 STEP

Network Discovery

Students recognize that other teams may possess the information they need and begin making specific verbal requests for assistance.

4 STEP

Collaborative Decoding

Teams exchange information verbally and work together to decode each group's self-advocacy phrase.

5 STEP

Easter Egg Integration

Teams contribute designated letters from their decoded phrases to collectively uncover the essential question, ***When do I ask for help?***

6 STEP

Debrief Seminar

Students participate in a Socratic Seminar or Fishbowl discussion connecting their experience in the game to help-seeking, communication, collaboration, and self-advocacy.

Introduction Questions

- Think of a time you were completely stuck on a game, puzzle, or school assignment. How long did you wait before asking for help? What made you finally decide to do it?
- If you have a problem you cannot solve on your own, is asking for help a sign that you are giving up, or is it a strategy for success?
- What is the difference between a puzzle that is challenging and enjoyable to solve and one that is impossible to solve by yourself?

Instructional Activities

The Launch

Use the introduction questions to briefly discuss what students typically do when they become stuck.

Divide the class into five or six teams.

Give each team its numbered envelope containing the clues, Morse Code Key Cards, answer sheets, and other materials identified in the Activity Instructions.

Explain the challenge and review the rules:

- Each team must decode its assigned secret phrase.
- Students may not show their papers to another team.
- All collaboration between teams must happen verbally.

Do not tell students that the information in their envelopes is incomplete or that they will need information from other teams.

Tell teams to begin.

Independent Stagnation

- Allow teams to work independently using the materials inside their own envelopes.
- Give students time to experience productive struggle and attempt different approaches before intervening.
- Resist solving the puzzle for students when they become frustrated.
- If a group remains stuck, encourage them to consider what information they are missing and whether someone else in the room might have it.
- Observe how students respond when their current strategy is no longer working, noting examples that can be revisited during the debrief.

Network Discovery

- Allow students to begin communicating with other teams as they recognize that their own resources are incomplete.
- Remind students that they may not show their papers to another team and must communicate verbally.
- Encourage students to move from general statements such as *"We don't get it"* toward specific requests for the information they need.
- Allow teams to discover that they may possess information another team needs even while lacking information necessary for their own puzzle.
- Continue to observe how students ask for assistance, respond to requests, and share information.

Collaborative Decoding

- Have teams continue exchanging information verbally until they can decode their assigned self-advocacy phrases.
- Use the ***Teacher Answer Key*** to monitor progress and verify each team's decoded phrase.
- If a team finishes early, encourage them to determine whether another team needs information or assistance rather than simply waiting.
- Continue the activity until all teams have successfully decoded their phrases.

Easter Egg Integration

- After all teams have decoded their phrases, draw the blanks for the final message on the board as directed in the ***Activity Instructions.***
- Ask each team to contribute its designated letter or letters.
- Record the letters until the class collectively uncovers the essential question:
- When do I ask for help?
- Give students a moment to consider how the question connects to what they just experienced.

Debrief Seminar

- Arrange students for a Socratic Seminar or Fishbowl discussion.
- Use the reflection questions to help students analyze what happened during the activity rather than focusing only on whether they solved the puzzles.
- Ask students to identify the moment they realized their existing strategy was no longer effective and what caused them to seek assistance.
- Draw attention to examples of specific communication, active listening, information sharing, and collaboration you observed during the game.
- Connect the experience to academic, workplace, and personal situations in which recognizing when to ask for help is part of effective problem-solving.

Reflection Questions

- When do I ask for help?

Group Reflection / Discussion

Discuss the following questions:

- What was the exact moment your team realized you could not solve your puzzle independently? What did you do next?
- How did it feel to have information another team needed while lacking information your own team required?
- During the game, you could only communicate verbally. What made it difficult to ask for exactly what you needed? How did you adjust your communication?
- If your team finished early, what did you do next? Did you wait for others to approach you, or did you actively look for ways to help?
- Your team decoded phrases such as ***Help Is a Strength*** or ***Share the Load.*** If those are the answers, what do you think is the bigger question the class was solving?

Materials and Supplies

- Five or six envelopes or small bags
- Student Clue Sheets
- Morse Code Key Cards
- Answer sheets
- Morse Code Cheat Sheet
- Teacher Answer Key
- Activity Instructions

Curriculum Resources

Teacher Instructions + Answer Key

See Figure 8.1

Student Clue Cards

See Figure 8.2

Morse Code Key Cards

See Figure 8.3

EVIDENCE OF LEARNING

Targeted Help-Seeking
Students shift from vague frustration to making clear, specific requests for the support they need.

Reflection on Problem Solving
Students identify the moment when independent work was no longer effective and explain why collaboration became necessary.

Completed Decoding Challenge
Students successfully decode their team's message and contribute to solving the class's essential question.

AI ASSIST PROMPT

Not applicable.

OPTIONAL ADAPTATIONS

- Adapt the activity for virtual learning by using breakout rooms and private digital messages in place of physical envelopes.
- Simplify the activity by providing more complete Morse code keys or reducing the number of symbols students need to request from other teams.
- Increase the challenge by prohibiting verbal communication and requiring teams to communicate through writing, gestures, or a shared digital chat.
- Introduce a limited number of communication tokens that teams must spend each time they request information from another group, encouraging thoughtful and purposeful communication.

NOTES FOR TEACHERS

Implementation Tip
Allow students to experience productive struggle. During the independent phase, resist solving the problem for them. Instead, encourage students to consider whether another team may have information they need.

Differentiation
Students who find the movement and communication overwhelming can serve as their team's "Cryptographer," remaining at the table to solve the puzzle while teammates communicate with other groups.

Pacing
Plan approximately 5 minutes for the launch, 15 to 20 minutes for the decoding activity, 10 minutes for solving the final class message, and 15 minutes for the seminar discussion.

Extension
Ask students to create a personal Help Matrix for an upcoming academic unit. Have them identify three tasks they expect to complete, determine which parts they can accomplish independently, and identify the specific people or resources they will use if they need assistance.

Extension
Invite students to create a list of trusted, safe, and responsible individuals they can turn to when they need help.

Teacher Instructions
+ Answer Key

FIGURE 8.1

Set Up

1. Print and cut apart the 6 Clue Cards and 6 Morse Code Key Cards.
2. Prepare six numbered envelopes using the chart below.
3. Divide students into six teams and give each team its matching envelope.
4. Do not tell students that another team has the information they need.

Tell Students

Your Challenge: Decode the secret phrase assigned to your team.
Rules:

- You may not physically show the contents of your envelope to another team.
- You may communicate with other teams using only your words.
- Your team may talk with any other team.

Pack The Envelopes

ENVELOPE	PUT INSIDE	KEY THEY NEED	CORRECT ANSWER
1	Clue 1 + Key F	Key A from Team 2	SPEAK UP TO GROW
2	Clue 2 + Key A	Key B from Team 3	HELP IS A STRENGTH
3	Clue 3 + Key B	Key C from Team 4	IT'S OKAY TO ASK
4	Clue 4 + Key C	Key D from Team 5	SHARE THE LOAD
5	Clue 5 + Key D	Key E from Team 6	MAKE NOISE
6	Clue 6 + Key E	Key F from Team 1	THE POWER OF TEAMS

Students Get Stuck

Allow some productive struggle. If needed, ask: ***"What information are you missing? Could someone else have it?"***

If a team finishes early, encourage them to consider whether another team needs information they have.

Final Class Question

After all teams decode their phrases, use the designated letters on the Clue Cards to reveal: ***When Do I Ask For Help?***

Student
Clue Cards

FIGURE 8.2

CLUE 1
Decode your team's secret phrase.
... .--. . .- -.- / ..- .--. / - --- / --. .-. --- .--
OUR SECRET PHRASE:

CLUE 4
Decode your team's secret phrase.
... .- .-. . / - .... . / .-.. --- .- -..
OUR SECRET PHRASE:

CLUE 2
Decode your team's secret phrase.
.... . .-.. .--. / .. ... / .- / ... - .-. . -. --. - ....
OUR SECRET PHRASE:

CLUE 5
Decode your team's secret phrase.
-- .- -.- . / -. --- .. ... .
OUR SECRET PHRASE:

CLUE 3
Decode your team's secret phrase.
.. - ... / --- -.- .- -.-- / - --- / .- ... -.-
OUR SECRET PHRASE:

CLUE 6
Decode your team's secret phrase.
- .... . / .--. --- .-- . .-. / --- ..-. / - . .- -- ...
OUR SECRET PHRASE:

Morse Code

Key Cards

FIGURE 8.3

KEY A

A = .-
E = .
G = --.
K = -.-
O = ---
P = .--.
R = .-.
S = ...
T = -
U = ..-
W = .--

KEY B

A = .-
E = .
G = --.
H = ...
I = ..
L = .-..
N = -.
P = .--.
R = .-.
S = ...
T = -

KEY C

A = .-
I = ..
K = -.-
O = ---
S = ...
T = -
Y = -.--

KEY D

A = .-
D = -..
E = .
H = ...
L = .-..
O = ---
R = .-.
S = ...
T = -

KEY E

A = .-
E = .
I = ..
K = -.-
M = --
N = -.
O = ---
S = ...

KEY F

A = .-
E = .
F = ..-.
H = ...
M = --
O = ---
P = .--.
R = .-.
S = ...
T = -
W = .--

OR HS.HECPS A.1
OR HS.HECPS A.3
OR HS.HECPS A.4

DURATION 60-90 MINUTES

CONTRIBUTOR DEREK ROBINSON

Lesson 9

The Wellness **Audit**

Lesson Purpose

This lesson bridges foundational wellness vocabulary with rigorous, localized data analysis, transforming abstract definitions of physical, mental, and financial health into a tangible assessment of the students' own community. By progressing from an open-ended brainstorm to a structured, data-driven jigsaw research project, students learn that societal health issues are not isolated events but deeply interconnected systems.

Investigating their town's specific demographics, such as differnce in community conditions, income differences, population demographics, and mental health metrics, forces students to confront real-world inequities directly. The collaborative worksheet serves as a high-accountability assessment, ensuring every student can actively synthesize qualitative community observations with objective quantitative data.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Explain how a community's financial health influences its physical and mental well-being.
- Locate and interpret demographic data from community and census resources.
- Synthesize community observations with objective data.
- Identify areas where services may be limitedusing evidence collected during the lesson.

Teacher Preparation

Materials / Handouts

- One ***Wellness Audit Student Handout*** for each student or group
- Large easel paper or access to whiteboard space
- Markers

Technology

Student devices with internet access
Presentation slides including:

- Essential Question
- Definitions of physical, mental, and financial health
- Debrief questions

Access to approved community and census data sources

Room Setup

- Arrange students in small groups for the initial brainstorm.
- Provide wall or board space for the gallery walk.
- Plan for students to reorganize into jigsaw groups and then return to their original groups.

Teacher Preparation

- Prepare the presentation slides.
- Review the ***Wellness Audit Student Handout*** and determine whether students will record their jigsaw observations individually or collaboratively.
- Verify student access to approved community and census data sources.
- Bookmark or provide two or three reliable data sources for students who may need additional support.
- Establish expectations for respectful discussion before students examine demographic information related to economic conditions, housing challenges, population demographics, health indicators, or other community issues.

Instructional Sequence

1 STEP

The Launch

Introduce the Essential Question, define physical, mental, and financial health, and activate students' existing knowledge about wellness in their community.

2 STEP

The Brainstorm

Students work in small groups to identify community health issues and participate in a gallery walk to compare their observations with those of other groups.

3 STEP

The Jigsaw

Students reorganize into mixed groups and discuss how physical, mental, and financial health overlap and appear within their community.

4 STEP

Digital Capture

Students record the observations generated through their jigsaw discussion on the Wellness Audit Student Handout or in a shared digital document.

5 STEP

Data Tracking

Students return to their original groups and use approved community and census resources to gather demographic data that support, challenge, or complicate their initial observations.

6 STEP

The Closing

Students use the evidence they collected to discuss connections among financial, physical, and mental health and respond to the Essential Question.

Introduction Questions

- If you were grading our town's overall health on a report card, what grade would you give it, and what is the biggest reason for that grade?
- Think about a time when you were highly stressed about money or a busy schedule. How did that stress affect your body or your mood?
- What is a major problem in our community that everyone knows about but rarely discusses or has the data to address?

Instructional Activities

The Launch

- Display the Essential Question: ***How do money, stress, and physical health influence our community?***
- Review the definitions of **physical health, mental health,** and **financial health.**
- Use the introductory questions to facilitate a brief popcorn discussion and generate initial examples from students.
- Explain that students will move from what they think or notice about their community to examining actual community data.

The Brainstorm

- Place students in small groups and provide each group with easel paper or designated whiteboard space.
- Ask groups to spend approximately 5–10 minutes identifying issues they believe affect physical, mental, or financial health in their community.
- Encourage students to record observations and questions rather than trying to prove whether an idea is correct at this stage.
- Have groups post their work or leave it visible for a gallery walk.
- Ask students to circulate and review the observations generated by other groups.
- Invite students to note recurring issues, surprising ideas, or areas where groups viewed the community differently.

The Jigsaw

Reorganize students into mixed groups containing representatives from the original groups.

Ask students to share the most important observations from their first group.

Guide the jigsaw groups in discussing how the three areas of wellness overlap:

- How could financial stress affect mental health?
- How could mental health affect physical health?
- How could physical health challenges affect financial well-being?

Ask students to identify community issues that appear connected to more than one area of wellness.

Digital Capture

Direct students to the observation section of the ***Wellness Audit Student Handout*** or provide access to the shared digital document.

Have each jigsaw group record the community observations and connections they identified.

Ask students to distinguish between:

- What they **observe or believe may be occurring**
- What they will need **data to investigate**

Before moving on, have groups identify several questions or claims they want to examine through community data.

Instructional Activities

Data Tracking

Return students to their original groups.

Direct students to the data-tracking section of the ***Wellness Audit Student Handout.***

Provide access to the approved community and census data sources.

Ask groups to gather demographic information relevant to the observations they generated. Depending on available data, this may include:

- Median income or wages
- Poverty rates
- Employment or unemployment
- Housing or housing costs
- Demographic information
- Health or mental health indicators
- Other locally relevant measures

Have students record the source and the specific data they locate.

Ask students to compare the data with their original observations and identify whether the evidence:

- Supports their observation
- Challenges their observation
- Reveals a more complicated picture

Remind students that unavailable or suppressed data are legitimate findings and should be documented rather than treated as errors.

Circulate as groups work and provide support navigating databases and interpreting unfamiliar measures.

The Closing

- Bring the class together for a whole-group debrief.
- Use the discussion questions to help students connect their observations with the data they collected.
- Ask students to identify one community need or resource gap that appears important based on the evidence.
- Direct students to the final section of the Wellness Audit Student Handout or provide an exit ticket.
- Have students respond to the Essential Question by explaining how financial health can influence physical and mental well-being in a community and using at least one piece of evidence from the lesson.

Reflection Questions

- How do money, stress, and physical health influence our community?

Group Reflection / Discussion

Discuss the following questions as a class or in small groups:

- Look at the raw data you just pulled. Which specific number surprised your group the most, and why did it clash with what you normally see walking around town?
- We treated physical, mental, and financial health as three separate columns today. Based on your town's data, how does a drop in financial health (like high poverty or low median wage) directly cause a drop in physical and mental health?
- If a public health official looked at your completed worksheet right now, what is the very first resource or program they would say our town needs to invest in?

Materials and Supplies

- Presentation slides
- Student handouts
- Teacher instructions
- Student devices
- Easel paper or whiteboard space
- Markers

Curriculum Resources

Wellness Audit Student Handout

See Figure 9.1

EVIDENCE OF LEARNING

Shared Community Observation Document Students collaboratively record observations about health and wellness within their community.

Completed Community Data Worksheet Students collect and analyze demographic data using approved community and census resources.

Gallery Walk Contributions Students identify and organize community issues during the brainstorming activity.

Exit Ticket Students explain how financial health influences broader community wellness using evidence from the lesson.

AI ASSIST PROMPT

Not applicable.

NOTES FOR TEACHERS

Implementation Tip
Demographic data often touches on sensitive realities like poverty, homelessness, and structural inequities that may directly mirror the lived experiences of students in your room. Establish clear, respectful communication boundaries before the data tracking begins, emphasizing objective analysis over judgment.

Differentiation
Provide simplified datasets or bookmarked websites for students who need additional support locating reliable demographic information.

Accommodations
Smaller towns or unincorporated rural areas sometimes have limited or suppressed data on federal census sites for specific metrics (like homelessness or specific mental health rates). Advise students ahead of time that a "null" or "data missing" result is actually an authentic research finding to document, not a failure.

Extension
Invite student groups to develop a brief proposal recommending one community improvement opportunity based on the evidence they collected.

Extension
Have students share one analytical question or recommendation with a local community leader, school official, or community organization to community awareness.

OPTIONAL ADAPTATIONS

For students who may struggle with navigating complex federal census databases, provide a pre-printed or bookmarked packet containing the simplified, raw demographic data specifically for their town.

If students live in a highly integrated regional district, allow groups to choose two contrasting neighboring zip codes to research, turning the handout into a comparative study that highlights regional health and wealth disparities.

For classrooms without reliable internet or 1:1 devices, replace the digital document step with a physical matrix worksheet or a shared sheet of chart paper where jigsaw groups use color-coded sticky notes to organize their community observations.

Assign explicit, highly structured roles during the Jigsaw and Research phases (e.g., "Data Recorder," "Timer Keeper," or "Database Researcher"). This eliminates social ambiguity and overwhelming open-ended choices, allowing the student to focus on a clear, predictable task that leverages concrete skills.

Teacher Instructional Sheet

FIGURE 9.1

Lesson: The Wellness Audit

Lesson Overview & Flow

This lesson guides students through connecting the three pillars of health (physical, mental, financial) to real-world data in their own community. Students move from abstract brainstorming to structured, data-driven collaborative research.

[Phase 1: Vocabulary] -> [Phase 2: Jigsaw Discussion] -> [Phase 3: Digital Research]

Prep Work Before Class

- Materials: Large easel papers (or whiteboards), markers, printed Student Handouts (one per student).
- Digital Setup: Ensure students have access to devices. Prepare a template or instruct one student per group to create a shared Google Doc
- Data Preparation: Bookmark reliable local data sources on your classroom page or write them on the board (e.g., U.S. Census QuickFacts, City-Data, county health rankings, or state department of health portals).

Step-by-Step Facilitation Guide

- Materials: Large easel papers (or whiteboards), markers, printed Student Handouts (one per student).
- Digital Setup: Ensure students have access to devices. Prepare a template or instruct one student per group to create a shared Google Doc
- Data Preparation: Bookmark reliable local data sources on your classroom page or write them on the board (e.g., U.S. Census QuickFacts, City-Data, county health rankings, or state department of health portals).

1. **Vocabulary & The Easel Brainstorm** (15 Minutes)

    - Introduce the essential question: How do money, stress, and physical health impact our community?
    - Introduce the three core umbrellas of health: Physical, Mental, and Financial. You can write or project the following on the board:

      Physical Health: The structural and functional state of the human body, encompassing cellular function, physiological systems, biological vitality, and freedom from disease or injury. It relies on the maintenance of homeostasis through adequate nutrition, regular cardiovascular and strength exercise, restorative sleep, and proactive medical and preventative healthcare.

      Mental Health: A state of psychological, emotional, and social well-being that determines how an individual processes cognitive information, regulates emotional states, manages stress, and navigates interpersonal relationships. It encompasses an individual's coping capacity, resilience under pressure, self-actualization, and the presence or management of psychiatric or psychological conditions.

      Financial Health: The state and stability of an individual's or household's monetary affairs, characterized by the sufficiency and predictability of income relative to essential expenses. It includes the capacity to absorb unexpected financial shocks, accumulate equity or assets, manage debt responsibly, and maintain long-term financial security and autonomy.

    - Ask the students to popcorn out examples under each category as you introduce them.
    - Divide the students into groups of 3-5, each with a large easel paper. Group students and have them spend 5-10 minutes brainstorming common issues for each category (e.g., Physical: diabetes, food deserts; Mental: anxiety, lack of access to therapy; Financial: minimum-wage gap, high rent).
    - Conduct a 5-minute **Gallery Walk** where groups rotate to read the other posters. Ask them to put

Teacher Instructional Sheet

- a tally mark or checkmark next to any issues they had identified on their group's poster.

1. **The Community Jigsaw** (15 Minutes)

   - Break students out of their original easel groups into new "Jigsaw" teams. Each new team must contain different members from their original easel teams.
   - Task: Dictate that they discuss the overlap between these issues in their own community.
   - Accountability: Assign one specific student in each jigsaw group to open a digital document and share editing access with every group member immediately. They will use this space to live-note their community observations.

     Alternatively, ask each student to jot down bullet points on paper if they do not have access to individual digital tools.

2. **Guided Research & Assessment** (20 Minutes)

   - Send students back to their original working groups.
   - Distribute the Student Handout to each student. Students will collaborate to synthesize their jigsaw notes and research local census/public health data to complete the handout.
   - If your district includes more than 1 town, the students may choose which town to focus on as long as it is in your district.
   - Walk the room and ensure students are using objective, quantitative data (percentages, median dollar amounts) rather than vague guesses like "a lot of people."

3. **Teacher Guide: Lesson Debrief** (10 Minutes)

   Transition students out of their research laptops/ sheets and bring their focus back to the front of the room. Use these sequential questions to shift their mindset from raw data collection to community-wide analysis. You may do this in a large group, break into their original eseal or jigsaw groups, or pair up.

   Look at the raw data you just pulled. Which specific number surprised your group the most, and why did it clash with what you normally see walking around town?

   Purpose: Forces students to acknowledge the difference between surface-level observations and hidden demographic realities.

   We treated physical, mental, and financial health as three separate columns today. Based on your town's data, how does a drop in financial health (like high poverty or low median wage) directly cause a drop in physical and mental health?

   Purpose: Solidifies the concept of connections among different community factors, showing that health categories do not exist in silos.

   If a public health official looked at your completed worksheet right now, what is the very first resource or program they would say our town needs to invest in?

   Purpose: Seamlessly bridges this research lesson to the next step of the unit: designing potential community solutions.

4. **Exit ticket:** Answer the essential question at the bottom of their handout.

   Essential question: What factors contribute to a healthy community, and how can community members and organizations respond to areas of need?

Student Handout

The Wellness Audit: Community Diagnostics

FIGURE 9.2

Name: _____ **Date:** _____

Group: _____

Target district or town: _____

Part 1: Community Synthesis

Based on your group's brainstorm and your jigsaw discussion, describe how physical, mental, and financial health challenges visually manifest in your local community.

Critical Thinking Connection: Give an explicit example of how each health issue in your town. Identify the problem and briefly describe its presence in your community.

1. **Physical health:**

2. **Mental health:**

3. **Financial health:**

Part 2: Local Demographic Data Tracking

Using the approved municipal data databases, locate and record the exact statistical metrics for your town. Do not use approximations; pull exact data points.

Student Handout

The Wellness Audit: Community Diagnostics

FIGURE 9.2

Part 2: Local Demographic Data Tracking

Using the approved municipal data databases, locate and record the exact statistical metrics for your town. Do not use approximations; pull exact data points.

DEMOGRAPHIC METRIC	LOCAL TOWN DATA (STATISTICAL VALUE / %)	SOURCE USED
Total population		
Median household income		
Racial/ethnic demographics (%)		
Gender demographics (%)		
Minimum wage		
Poverty rate (%)		
Cost of living		
Estimated homelessness rate (%)		
(%) Of the population that relies on housing assistance		
(%) Of the population that relies on food assistance		
(%) Of the population that relies on health coverage assistance		
(%) Of the population that experiences mental illness		
Research 2 examples of a physical health metric (obesity, diabetes, heart disease, etc.) And indicate the (%) of the population that is affected		

Student Handout

The Wellness Audit: Community Diagnostics

Part 3: Analytical Takeaway

Look closely at the data points you just collected. Identify one disparity revealed by these numbers. How does this specific data point change the way you view the overall "wellness" of your town?

Exit Ticket

Answer the essential question: How do money, stress, and physical health impact our community?

OR HS.HECPS A.2
OR HS.HECPS A.3
OR HS.HECPS A.4

DURATION 90-120 MINUTES

CONTRIBUTORS
DEREK ROBINSON
KAYLEE KIDD

Lesson 10

The Community **Blueprint**

Lesson Purpose

The purpose of this lesson is to empower students to use artificial intelligence as a practical research tool to discover, evaluate, and advocate for real-world health resources in their own neighborhood. By translating digital data into active, physical presentations and applying those findings to real-life scenarios, students learn how to connect people in crisis with actionable physical, mental, and financial support.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Use targeted AI prompts to find, verify, and document active, free, or low-cost physical, mental, and financial health resources within their local community.
- Work in structured production roles to design and deliver a cohesive, zero-tech “Human PowerPoint” presentation that clearly explains a local organization’s mission, location, and barriers to access.
- Track, organize, and record key details about a variety of local support organizations during peer presentations.
- Apply their collective classroom resource map to solve realistic, teen-centered scenarios by identifying the appropriate local organizations that can support people facing health or financial hardships.

Teacher Preparation

Materials / Handouts

- Community Blueprint Student Handout, including Part C: Scenario Match
- Poster paper
- Markers
- Note-taking materials

Technology

- Digital devices with internet access
- Access to a school-approved AI tool

Room Setup

- Arrange space for students to conduct individual research.
- Provide areas where groups can create and practice their Human PowerPoint presentations.
- Arrange a presentation space where groups can physically step forward with their poster "slides."

Teacher Preparation

- Review the ***Community Blueprint Teacher Instructions.***
- Print or provide the ***Community Blueprint Student Handout,*** including Part C: Scenario Match.
- Confirm that students have access to an approved AI tool and internet connectivity.
- Identify an alternative search method or prepare a preprinted local resource list in case AI or internet access is unavailable.

Instructional Sequence

1 STEP

The AI Hunt

Students use a targeted AI prompt to identify local physical, mental, and financial health resources and verify the information using current online sources.

2 STEP

The Assembly

Students form groups around similar resources and assign structured roles to organize their collaborative work.

3 STEP

The Design

Teams use their verified research to create five physical poster "slides" that communicate key information about a selected community resource.

4 STEP

The Pitch

Groups deliver three-minute Human PowerPoint presentations while classmates record information about available local resources.

5 STEP

The Application

Students use their presentation notes and ***Part C: Scenario Match*** to identify appropriate local resources for realistic, teen-centered situations.

6 STEP

The Debrief

Students discuss AI reliability, gaps in local resources, connections among different types of well-being, and the experience of presenting without digital slides.

Introduction Questions

- If you or a close friend needed free, confidential counseling or emergency housing in our town today, would you know exactly where to go, or would you have to search for it?
- How can a financial problem, like a family falling behind on utility bills, directly trigger a physical or mental health crisis?
- If you asked an AI to find a clinic for a medical emergency, do you trust its data enough to go to the address it gives you without double-checking?
- Think about the worst slideshow presentation you've ever watched. Why does a presenter reading text off a projector screen put us to sleep, and how could physical movement and a simple poster change that?
- When a real crisis hits, why is it so hard to stop and think clearly about which specific office or clinic you need to call?
- If you match a person in a financial crisis with a mental health hotline, or vice versa, why does that mistake cause additional stress? How does "triage" protect people in need?

Instructional Activities

The AI Hunt

Introduce the purpose of the activity and explain that students will use AI to begin identifying local resources, but AI-generated information must be verified before it is used.

Provide students with the AI Assist Prompt included in the lesson.

Ask students to individually use the prompt to locate three active, local resources that provide support related to:

- Physical health
- Mental health
- Financial health or housing assistance
- Have students record their initial results on the Community Blueprint Student Handout.

Ask students to cross-reference each resource using the organization's official website or another teacher-approved source.

Have students verify, when available:

- Organization name
- Location
- Services provided
- Who the organization serves
- Cost or eligibility requirements
- Current contact information

Instruct students to correct or remove any AI-generated information they cannot verify.

Circulate as students research and help them distinguish between possible resources and information that has been confirmed.

The Assembly

- Ask students to identify which of their verified resources they are most interested in exploring further.
- Form groups of approximately four to six students around similar resources or types of support.
- Have each group select one community resource for its Human PowerPoint.
- Ask groups to assign structured roles, such as **Project Manager** or **AI Lead Editor,** using the roles provided in the ***Community Blueprint Student Handout*** or Teacher Instructions.
- Remind students that every group member should contribute to the research, design, or presentation.

The Design

- Review the expectations for the Human PowerPoint.
- Explain that each group will create five physical poster "slides" that work together to tell the story of its selected community resource.
- Have groups use their verified research to map out the information that belongs on each poster.
- Ask students to create clear, high-contrast posters that communicate essential information without relying on lengthy blocks of text.
- Have groups include the organization's mission or purpose, location, services, and important barriers to access or eligibility when applicable.
- Circulate as groups work and verify that the information presented is consistent with the sources students confirmed during The AI Hunt.
- Give groups time to rehearse how they will move through the five poster slides during their three-minute presentation.

Instructional Activities

The Pitch

Establish the presentation order before groups begin.

Have each group deliver its three-minute Human PowerPoint.

Ask students to physically step forward one at a time to present their assigned poster "slide."

Remind presenters to explain the information rather than simply reading from the poster.

Direct audience members to use the note-taking section of the Community Blueprint Student Handout to record important information about each resource.

Encourage students to pay particular attention to:

- What type of need the resource addresses
- Who can use it
- How someone accesses it
- Any barriers, eligibility requirements, or costs

The Application

- Direct students to ***Part C: Scenario Match*** in the ***Community Blueprint Student Handout.***
- Ask students to read each realistic, teen-centered scenario and identify the local resource that would provide the most appropriate support.
- Have students use their presentation notes rather than beginning a new internet search.
- Ask students to consider whether each situation primarily requires physical, mental, financial, housing, or another type of support.
- Have students record the resource they selected and briefly explain why it is an appropriate match.
- If students identify more than one reasonable resource, encourage them to explain which resource they would contact first and why.

The Debrief

- Bring the class together after students complete ***Part C.***
- Use the reflection and discussion questions to examine what students learned about the availability of community resources.
- Ask students what they noticed about the reliability of AI-generated information and why verification was necessary.
- Discuss any "areas with limited services" students noticed, including types of needs or areas of the community with limited support.
- Ask students to reflect on how mental, physical, and financial well-being may overlap and why selecting the right resource matters.
- Conclude by discussing how physically presenting the Human PowerPoint affected their communication compared with reading from a digital slideshow.

Reflection Questions

- How can we leverage artificial intelligence to identify, evaluate, and bridge the gaps between community needs and local health resources?
- Which scenario felt the most complex to solve, and what does that tell us about how mental, physical, and financial well-being are connected?

Group Reflection / Discussion

Discuss the following questions:

- When using AI to find these resources, what did you notice about how easy or difficult it is for a person in crisis to discover these programs online?
- During the presentations, did you notice any “resource deserts” in our town? Were there certain neighborhoods or health pillars that seemed to have almost no local support?
- We had to present these using physical posters instead of digital slides. How did physically holding and explaining these resources change the energy of your pitch compared to just reading off a screen?

Materials and Supplies

- Community Blueprint Student Handout
- Poster paper
- Markers
- Digital devices with internet access
- Approved AI tool
- Note-taking materials

EVIDENCE OF LEARNING

Individual AI Resource Research
Students identify local community resources using AI.

Human PowerPoint Posters
Student groups create posters for their Human PowerPoint.

Human PowerPoint Presentation
Students participate in the Human PowerPoint presentation.

Presentation Notes
Students take notes during the Human PowerPoint presentations.

Part C Scenario Match
Students complete the Part C scenario matching activity.

AI ASSIST PROMPT

I am a high school student in **[Insert City, State/Zip Code]**.

Use your knowledge and web search capabilities to find three active, real-world organizations, clinics, or programs in my immediate area that provide free or low-cost support for: (1) Physical Health, (2) Mental Health, and (3) Financial Health or Housing Assistance. For each, provide the organization’s name, physical address, and a brief two-sentence description of who they serve.

Curriculum Resources

Community Blueprint

See Figure 10.1

NOTES FOR TEACHERS

- If the school Wi-Fi crashes or your district's AI filter blocks your platform of choice, keep a preprinted one-page Local Resource Yellow Pages available. Alternatively, have students use a standard search engine with highly specific keywords, such as "free mental health clinic [ZIP code] county."
- Because students are researching services someone might rely on during a difficult situation — and gaining the skills required to manage their mental, physical, and financial well-being — emphasize that AI is a starting point for discovery, not the source of truth. Students should verify resource information through the organization's official website or another reliable, current source before including it in their Human PowerPoint.
- If five groups are practicing Human PowerPoints simultaneously, the classroom will become very loud. Consider sending groups into the hallway, library, or other available spaces so they can hear one another practice.
- If large poster boards are too expensive or difficult to store, fold standard 11 × 17-inch paper in half horizontally. Students can create "mini-slides" with bold headings and hold them at chest height during their presentations.
- Have students write a brief, persuasive email to a local official, such as a city council member or county health commissioner, sharing their findings about any resource deserts they discovered in Part C along with recommendations for improving public transit routes or funding.

OPTIONAL ADAPTATIONS

- Allow students to design their physical poster "slides" using a mix of English and their home language. Provide preferred AI prompts and key vocabulary cards. Students can also rely on drawings, icons, and official logos to communicate meaning without relying solely on English text.
- Instead of starting with blank poster boards, provide students with a preformatted graphic organizer or lightly outlined poster template.
- Instead of speaking live in front of the class, allow students to record their three-minute presentation with their group ahead of time. During the Human PowerPoint, students can display their poster while the recording plays or while another group member reads their script.
- Set up a designated quiet zone where students can write notes, practice presentations, or conduct AI research in a calmer environment.
- Instead of using ***Part C: Scenario Match*** as a traditional worksheet, print the scenarios on index cards. Have students physically walk to the group representing the appropriate community resource to deliver each case card.

Community
Blueprint

FIGURE 10.1

Name: _____ **Date:** _____

Directions: Follow the steps in each part to identify, verify, and apply real community resources that support health and wellbeing.

Part 1: The Ai Resource Hunt

FIND IT. THEN VERIFY IT.

Use AI to identify three real resources in or near your community:

- Physical Health
- Mental Health
- Financial Health or Housing Assistance

DON'T STOP WITH AI

AI is a starting point, not the source of truth. Use the organization's official website or another teacher-approved source to verify what AI tells you. Correct anything that is inaccurate, and do not use a resource you cannot verify.

AI ASSIST PROMPT

I am a high school student in [Insert City, State/ZIP Code]. Use your knowledge and web search capabilities to find three active, real-world organizations, clinics, or programs in my immediate area that provide free or low-cost support for: (1) Physical Health, (2) Mental Health, and (3) Financial Health or Housing Assistance. For each, provide the organization's name, physical address, and a brief two-sentence description of who they serve. I will verify this information using the organization's official website before using it.

My City, State/ZIP Code:

PROMPTS	PHYSICAL HEALTH	MENTAL HEALTH	FINANCIAL HEALTH / HOUSING
Organization / Program			
Location			
Services Provided			
Who Does It Serve?			
Cost / Eligibility			
How Do You Access It? Phone, website, hours, appointment, walk-in, etc.			
Where Did You Verify It?			
Verified?	Yes Partially No	Yes Partially No	Yes Partially No

WHAT DID YOU FIND?

Which of these resources would you be most interested in exploring further? Why?

Part 2: The Human Powerpoint + Community Resource Map

YOUR HUMAN POWERPOINT

Choose one verified community resource from Part 1.
Your team has 5 physical poster slides and 3 minutes to introduce the resource to the class.

1. THE HOOK
Introduce the community problem this resource helps solve. Use a question, local statistic, headline, or other attention-getter.

2. RESOURCE PROFILE
Organization name, purpose, key services, who it serves, and cost or eligibility.

3. ACCESS MAP
Location, contact information, and how someone would actually access the resource.

4. IMPACT + BARRIERS
The difference the resource makes and barriers someone may face when trying to access it.

5. CALL TO ACTION
How students could support the organization, spread the word, or connect someone who needs help.

YOUR PRODUCTION CREW

ROLE	PHYSICAL HEALTH	MENTAL HEALTH	FINANCIAL HEALTH / HOUSING
Project Manager			
AI Lead Editor			
Creative Director			
Lead Presenter(s)			

BUILD YOUR COMMUNITY RESOURCE MAP

As other teams present, record the information you would need to actually connect someone with each resource. You will use this resource map for the Scenario Match Challenge.

RESOURCE	WHAT DOES IT HELP WITH?	WHO CAN USE IT?	HOW DO YOU ACCESS IT?	BARRIERS (Cost / Eligibility)

Community
Blueprint

FIGURE 10.1

Part 3: Resource Match

SCENARIO MATCH

Use the resources you learned about during the Human PowerPoint presentations to decide where each student could go for help. Use your Community Resource Map instead of beginning a new internet search. If more than one resource could help, choose the resource you would contact first and explain why.

1. CHLOE

Chloe is a sophomore who is completely burnt out. She is juggling AP classes, working a retail job to help her family pay rent, and caring for her younger brother after school. Lately, she has been having severe panic attacks before tests, and her friends have noticed she is constantly irritable and withdrawing from conversations. She wants to see someone but has neither money nor a car.

Best Matching Local Resource: _____

Why is this the right fit? _____

2. JORDAN

Jordan's family was recently evicted from their apartment and is currently staying in a temporary motel on the edge of town. Jordan has been wearing the same clothes to school for a week, hasn't had a hot meal in days, and is terrified of being kicked off the school soccer team because they can't afford the uniform replacement fee. Jordan doesn't want anyone to know they are unhoused.

Best Matching Local Resource: _____

Why is this the right fit? _____

3. SAM

Sam severely sprained their ankle during an unsupervised pickup basketball game over the weekend. The ankle is swollen, purple, and too painful to walk on. Sam's family currently does not have health insurance, and Sam is terrified to tell their parents because they know a hospital visit will cause a massive financial crisis at home. Sam is trying to hide the injury, but it is getting worse.

Best Matching Local Resource: _____

Why is this the right fit? _____

4. TAYLOR

Taylor recently came out to their family, and the reaction at home has been incredibly tense and hostile. Taylor no longer feels safe or welcome in their own house and has been staying at different friends' houses just to avoid going home. The constant instability has Taylor's anxiety spiking, and they need a safe, confidential space or counseling center outside of their immediate family circle.

Best Matching Local Resource: _____

Why is this the right fit? _____

5. ALEX

Alex is a senior who needs to find a part-time job immediately to help support their family. However, Alex has no idea how to build a resume, lacks access to a reliable computer or internet connection at home to submit job applications, and does not own any business-casual clothes for a job interview. Alex feels completely stuck and unprepared for the professional world.

Best Matching Local Resource: _____

Why is this the right fit? _____

OR HS.HECPS A.2
OR HS.HECPS A.4

DURATION 50-60 MINUTES

CONTRIBUTOR KAYLEE KIDD

Lesson 11

Resource Detectives: **Matching Needs to Community Resources**

Lesson Purpose

This lesson bridges the gap between students and actionable life skills, transforming an abstract list of local organizations into a concrete safety net. It encourages students to seek assistance when needed by teaching them how to read a situation, identify a core need, and connect that need to the appropriate school or community resource.

In a world where navigating complex institutional systems can be daunting, this lesson helps students understand how local organizations can provide support when needed, reducing stigma around help-seeking and strengthening their confidence in accessing support.

By practicing with real-world case studies, students shift from passive consumers of information to active problem solvers, gaining the skills required to manage their mental, physical, and financial well-being—and to advocate for themselves, their peers, and their families.

Within the broader context of the unit, this lesson serves as the vital application phase.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Analyze real-world case studies to identify specific needs related to mental, physical, or financial well-being.
- Match individual needs from a scenario to the appropriate school or community support resource.
- Demonstrate how to seek assistance by outlining the exact steps required to contact or access a chosen resource, including using a resource request script when appropriate.

Teacher Preparation

Materials / Handouts

- One ***Case Study & Resource Tree Handout*** per student
- One ***Case Study Scenario Card*** per pair or small group

Technology

- Student digital devices with internet access

Room Setup

- Arrange desks or seating into pairs or small groups to support collaborative case study analysis.

Teacher Preparation

- Print the ***Case Study & Resource Tree Handout.***
- Print and cut the ***Case Study Scenario Cards.***
- Identify school and community resources students may encounter during their research.
- If internet access is limited, prepare a localized Community Resource Directory students can use instead.

Instructional Sequence

1 STEP

The Hook & Skill Modeling

Use familiar examples of asking for help to introduce the lesson, then model the Resource Hunt Blueprint by identifying a need, finding an appropriate resource, and developing a clear self-advocacy message.

2 STEP

Case Study Group Analysis

Students work in pairs or small groups to analyze a realistic case study, identify the underlying needs, locate appropriate school and community resources, and draft a self-advocacy script.

3 STEP

Personal Resource Tree Network

Students shift from the fictional case studies to their own lives by identifying trusted mental, social, and financial support resources available within their school or community.

4 STEP

Wrap-Up & Reflection

Students review the self-advocacy scripts they developed, discuss barriers to seeking help, and reflect on areas of their own support network they understand well or need to learn more about.

Introduction Questions

- If your cell phone screen shatters or your car breaks down, who is the very first person or place you think to contact?
- If you or a close friend experienced intense emotional stress, skipped meals because of an empty pantry, or felt completely isolated for weeks, would you know the exact name of a person or office to contact?
- Why do you think it is often much harder to seek help for our mental, social, or financial well-being than it is to ask for help with a broken physical object?

Instructional Activities

The Hook & Skill Modeling

Use the introductory questions to begin a brief discussion about how people decide who to contact when they need help.

Explain that the lesson will focus on three skills:

- Identifying the actual need
- Finding an appropriate and trustworthy resource
- Knowing what to say when asking for help

Introduce the Resource Hunt Blueprint by modeling how to:

- Identify the underlying need in a situation
- Use local search terms
- Look for credible school, government, or established community organization websites
- Locate the appropriate contact or access information

Read a brief example case study aloud, such as Marcus falling behind in class because he works late nights to help pay family bills.

Model how to identify both the financial and academic needs within the scenario.

Demonstrate how to locate an appropriate school or community resource.

Model a short text or email Marcus could use to advocate for himself, emphasizing that a clear request should explain the need and what kind of help is being requested.

Case Study Group Analysis

Place students in pairs or groups of three.

Give each group one ***Case Study Scenario Card.***

Direct students to the case study section of the ***Case Study & Resource Tree Handout.***

Ask groups to read their scenario and identify the underlying needs represented in it.

Have students research:

- One appropriate school resource
- One appropriate community resource

Ask students to record the resource name, contact information, and why it is a good match for the identified need.

Set approximately five minutes for the internet search portion so students have adequate time for discussion and application.

Have each group draft a short self-advocacy script from the character's perspective. The script should clearly communicate:

- What the person needs help with
- Why they are reaching out
- What assistance or next step they are requesting

Circulate as groups work and help students distinguish between the surface problem in the scenario and the underlying need that may require support.

Instructional Activities

Personal Resource Tree Network

Direct students to the My Resource Tree Network section of the Case Study & Resource Tree Handout.

Explain that students will now shift from helping a fictional character to identifying resources they could access themselves.

Ask students to identify at least one trusted resource for each area included on the Resource Tree:

- Mental well-being
- Social support
- Financial support

Encourage students to include a combination of trusted people, school-based resources, and community resources when appropriate.

Ask students to record enough information that they would know how to access each resource if they actually needed it.

Remind students that they do not need to disclose private personal needs or experiences. The goal is to know where support exists before it is needed.

Wrap-Up & Reflection

Conduct a Think-Pair-Share using the self-advocacy scripts students created during the case study activity.

Ask students to read or summarize their group's script to a partner.

Have partners consider:

If a real teenager sent this exact message to a counselor or community director, what makes it clear, and what might make it scary to send?

Invite groups to share one word or phrase from their script that successfully communicated a need without sounding deeply embarrassed or defensive.

Ask students to complete the reflection section of the Case Study & Resource Tree Handout independently before turning it in.

Use the reflection to reinforce that knowing where to go and practicing what to say can reduce some of the barriers to seeking assistance.

Reflection Questions

Not applicable.

Group Reflection / Discussion

- What is the biggest internal or external barrier that stops someone our age from reaching out to a support resource, and how can practicing what to say help lower that barrier?
- Looking at your completed My Resource Tree Network, which branch do you feel most confident navigating right now, and which branch requires you to learn a bit more about your community?

Materials and Supplies

- Student Worksheet and Resource Tree handout
- Printed Case Study Scenario cards
- Student digital devices with internet access
- Pens or pencils

Curriculum Resources

Case Study Scenario Cards

See Figure 11.1

Case Study & Resource Tree Handout

See Figure 11.2

EVIDENCE OF LEARNING

- Students identify the underlying needs within a realistic scenario, locate appropriate school and community resources, and explain why those resources are a good match.
- Students write a realistic message that clearly communicates a need and requests appropriate assistance.
- Students identify at least three real support resources for mental, social, and financial well-being within their school or community.

AI ASSIST PROMPT

I am teaching a middle/high school health and life skills lesson based on the standard: "Identify school and community resources for mental, physical, and financial well-being." Please generate three additional case studies tailored specifically to [insert your town/city or school]. One scenario should focus on a student dealing with [insert topic, such as housing insecurity, language barriers, or digital burnout]. Include a teacher answer key listing the exact names, physical addresses, and contact methods for real organizations in our local area that match these needs.

NOTES FOR TEACHERS

Implementation Tips
Set a five-minute timer for the internet search portion of the lesson to help students stay focused and leave adequate time for discussion and reflection.

OPTIONAL ADAPTATIONS

For classrooms lacking direct device access: Preprint a localized Community Resource Directory containing local organizations, contact numbers, newspaper listings, and school counseling information so students can use a physical resource instead of searching online.

For multilingual learners: Allow students to write their self-advocacy scripts in their home language first or provide fill-in-the-blank sentence frames such as, "I am contacting you because I need help with _____. A good way to reach me is _____."

Case Study
Scenario Cards

FIGURE 11.1

Case Study A: Maya (MENTAL & SOCIAL WELL-BEING)

Maya recently moved to this school district from another state. Lately, she has been feeling completely overwhelmed by the pressure to fit in, and she hasn't made many friends yet. Because of the stress, she has been having trouble sleeping, feels an anxious "knot" in her stomach every morning before the bell rings, and has started skipping lunch to sit alone in the library.

She wants to talk to someone, but she is worried people will think she is weak, and she doesn't know who handles "stress" at a new school.

Case Study B: Leo (FINANCIAL & PHYSICAL/SOCIAL WELL-BEING)

Leo's parent recently lost their job, and his family is facing severe budget cuts. Leo noticed there isn't much food in the pantry lately, and he has been skipping breakfast so his younger sister can eat. Because he is hungry, he is losing focus in his afternoon classes and feeling irritable.

His shoes are also falling apart, and he is terrified he won't be able to pay the upcoming track team fee, which is his favorite social outlet and escape. He feels embarrassed about his family's situation and doesn't want his teachers to think he's just slacking off.

Case Study & Resource Tree
Handout Worksheet

FIGURE 11.2

Name: _____ **Date:** _____

Directions: Analyze the case study, identify needs and matching resources, write a self-advocacy message, and build your own Resource Tree Network to reflect on where support exists in your community.

Part 1: Case Study Breakdown

Assigned Character Name: _____

THE CORE NEEDS
What specific mental, social, physical, or financial challenges is this person facing?
Identify **two underlying needs** and include the details from the case study that helped you identify them.

Underlying Need 1: _____

Underlying Need 2: _____

RESOURCE INVESTIGATION
Use your device to find **one appropriate school resource and one appropriate community resource** that could help your character.

PROMPTS	IN-SCHOOL SUPPORT	OUT-OF-SCHOOL COMMUNITY SUPPORT
Resource Name		
Contact Information		
How Can This Resource Help?		
Why Is It a Good Match?		

Part 2: The Self-Advocacy Script

Imagine you are advising this character. Help them write a short email, text, or spoken script they could use to contact one of the resources above to clearly ask for support. **Tip:** State the problem clearly, explain how it is affecting you, and ask for a time to talk or get help.

To: _____
Resource Name

Message: _____

Case Study & Resource Tree
Handout Worksheet

FIGURE 11.2

My Resource Tree Network

Now shift from helping your fictional character to identifying resources **you could access yourself.**

Identify at least one trusted resource for each area. This could be a trusted person, school-based resource, community resource, or a combination.

You do not need to share any private personal needs or experiences. The goal is to know where support exists before you need it.

MENTAL WELL-BEING

Resource Name:

Contact Information:

SOCIAL SUPPORT

Resource Name:

Contact Information:

FINANCIAL SUPPORT

Resource Name:

Contact Information:

Reflection

Which branch of your My Resource Tree Network do you feel most confident navigating right now?

- ☐ Mental Well-Being
- ☐ Social Support
- ☐ Financial Support

Which branch requires you to learn a bit more about your community?

- ☐ Mental Well-Being
- ☐ Social Support
- ☐ Financial Support

OR HS.HECPS A.2
OR HS.HECPS A.4

DURATION 50-60 MINUTES

CONTRIBUTOR KAYLEE KIDD

Lesson 12

Finding and Evaluating **Community Resources**

Lesson Purpose

This lesson equips students with digital literacy and self-advocacy skills needed to evaluate community resources for safety, reliability, accessibility, cost, and appropriateness. Students learn how to identify trustworthy sources of support and communicate resource information clearly through the creation of informational materials.

This lesson transitions students from passive consumers of information to active navigators capable of helping themselves and others. Within the unit, it moves beyond basic personal wellness to empower students as empathetic, resourceful advocates within their broader community.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Evaluate school and community resources using a specialized checklist to determine their credibility, accessibility, privacy, and ability to serve community members effectively.
- Analyze the appropriate tier of care (emergency, targeted, or community) needed for a specific problem.
- Advocate for marginalized communities by creating materials that clearly communicate how to access local resources and seek assistance.

Teacher Preparation

Materials / Handouts

- One ***Resource Evaluation Toolkit*** per student or pair
- Blank paper for Situation Web Mapping
- Paper for low-tech flyer creation, if needed

Technology

- Student digital devices with access to Canva or Google Docs
- Internet access

Room Setup

- Arrange student workspaces to support individual or partner work during the Situation Web and flyer design activities.
- Provide space for students to review one another's flyers before finalizing them.

Teacher Preparation

- Print copies of the ***Resource Evaluation Toolkit.***
- Coordinate with school administration or facilities staff to secure permission for students to display completed advocacy flyers.
- Prepare a short list of four to five local organizations that support marginalized communities, such as food pantries, LGBTQ+ youth centers, multicultural community centers, or sliding-scale health clinics.
- Verify that the organizations on the list are current and that students can access reliable information about them.

Instructional Sequence

1 STEP

Triage & Evaluation

Introduce the idea that different situations require different levels of support and use the ***Resource Evaluation Toolkit*** to examine whether resources are credible, accessible, private, affordable, and inclusive.

2 STEP

Situation Web Mapping

Students use a hypothetical problem to identify multiple avenues of support, determine the appropriate tier of care, and consider how someone could safely reach out for assistance.

3 STEP

Local Advocacy Project: Digital Flyer Design

Students select and evaluate a local resource serving a marginalized community, then create an informational community resource information flyer that clearly explains how someone can access that resource and ask for help.

4 STEP

Peer Review

Students review one another's flyers from the perspective of someone who may be stressed, scared, or unsure how to seek assistance and provide feedback before finalizing the resource.

5 STEP

Wrap-Up / Discussion / Hang Flyers

Students reflect on the importance of accessible resource information and display or submit their completed advocacy flyers.

Introduction Questions

- If you type "help with anxiety" into an internet search engine, you will get millions of results. How do you sort through the noise to figure out which resources are actually safe, affordable, and trustworthy?
- If someone is experiencing a sudden emergency crisis versus a long-term, slow-burning problem, how does the level of care they need change?
- What barriers might some individuals or families face when trying to access school or community resources?

Instructional Activities

Triage & Evaluation

Use the introduction questions to begin a brief discussion about how students decide whether a resource is trustworthy and appropriate.

Explain that **not all help is created equal** and introduce the idea of triage.
Review the three tiers of support:

- **Tier 1: Immediate Emergency Care** such as hotlines or an emergency room
- **Tier 2: Targeted Professional Support** such as a school counselor or local clinic
- **Tier 3: Community Peer Support** such as clubs or food pantries

Distribute the ***Resource Evaluation Toolkit.***

Walk students through the evaluation criteria and discuss how they can determine whether an organization is:

- Credible
- Accessible
- Private
- Affordable
- Inclusive

Use one of the preselected local organizations as an example and model how to apply the toolkit before students evaluate resources independently.

Situation Web Mapping

- Provide each student or pair with a blank sheet of paper.
- Ask students to place a hypothetical problem in the center, such as a student experiencing temporary housing challenges or lacking internet access at home.
- Have students create a Situation Web that identifies at least two possible avenues of support.
- Ask students to determine the appropriate tier of care for each possible resource.
- Have students explain how the person in the scenario could safely reach out for assistance.
- Circulate as students work and ask them to consider whether the support they selected actually matches the urgency and type of need.

Local Advocacy Project: Digital Flyer Design

Ask students to select a local community resource that support individuals and families with differing needs, circumstances, or service requirements.

Have students use the Resource Evaluation Toolkit to confirm that the organization is credible, accessible, private, affordable, and inclusive before creating the flyer.

Ask students to verify information using the organization's official website or another reliable source.

Have students design an community flyer using Canva or Google Docs.

Require the flyer to include:

- Resource name
- Contact information
- Hours of operation
- Cost, including whether services are free or low cost
- Who the resource serves
- A brief explanation of the support provided
- A short self-advocacy tip or sample phrase someone could use to contact the organization for help

Remind students that the flyer should make the most important information easy to find for someone who may already be stressed or overwhelmed.

Circulate and support students with evaluating resources, organizing information, and keeping the language clear and concise.

Peer Review

Pair students before they print or finalize their flyers.

Ask partners to review one another's work using the following prompt:

Look at this flyer through the eyes of someone who is stressed or scared. Can you find the exact phone number or address in under five seconds? Does the self-advocacy tip make you feel safe contacting this organization?

Have students identify one strength and one change that could make the flyer easier to use.

Give students time to revise their flyer based on the feedback.

Instructional Activities

Wrap-Up / Discussion / Hang Flyers

- Ask students to complete the reflection questions.
- Invite several students to share what they learned about evaluating resources or making information more accessible.
- Display the completed flyers around the school or submit them for approved digital announcements.
- Reinforce that making reliable information easier to find can itself be a form of understanding and community care.

Reflection Questions

- When evaluating a resource, why is it important to consider factors such as cost, translation availability, or identity-specific support rather than only looking for a phone number?
- How does displaying a flyer about a community resource increases awareness of available services?

Group Reflection / Discussion

Peer Review
Before finalizing their flyers, have students consider:

- Can someone find the contact information quickly?
- Is it clear who the resource serves?
- Does the flyer explain how to access the resource?
- Does the self-advocacy tip make contacting the organization feel more manageable?
- Is there anything that could make the flyer more useful for someone who is stressed or scared?

EVIDENCE OF LEARNING

- Students create a Situation Web that identifies multiple avenues of support, matches the situation to an appropriate tier of care, and explains how someone could seek assistance.
- Students use the Resource Evaluation Toolkit to evaluate a local organization for credibility, accessibility, privacy, affordability, and inclusivity.
- Students create a digital or printed advocacy flyer that includes accurate, accessible information, a clear self-advocacy tip or script, and a local community resource that supports well-being.

AI ASSIST PROMPT

I am an educator teaching a lesson on evaluating wellness resources for marginalized youth. Please generate a list of five national or regional organizations in **[insert your state]** that serve **[insert target demographic]**. For each organization, provide a student-friendly summary of its services, its cost structure, and a one-sentence script a student could use to text or email the organization for help.

Reflection Questions

- When evaluating a resource, why is it important to consider factors such as cost, translation availability, or identity-specific support rather than only looking for a phone number?
- How does displaying a flyer for a marginalized community resource serve as a form of school-wide advocacy and community care?

Group Reflection / Discussion

Peer Review
Before printing or finalizing their flyers, students share their work with a partner for a two-minute review.

Have partners respond to the following prompt:

- Look at this flyer through the eyes of someone who is stressed or scared. Can you find the exact phone number or address in under five seconds? Does the self-advocacy tip make you feel safe contacting this organization?

Materials and Supplies

- Resource Evaluation Toolkit
- Blank paper for Situation Web Mapping
- Student digital devices with access to Canva or Google Docs
- Access to a printer
- Tape or pins
- Colored markers and paper for the low-tech variation, if needed

Curriculum Resources

Resource Evaluation Toolkit

See Figure 12.1

OPTIONAL ADAPTATIONS

Low-Tech Variation
If computers or Canva are unavailable, provide students with colored markers and blank paper so they can create their advocacy flyers by hand.

NOTES FOR TEACHERS

- Spend a few minutes introducing the term marginalized in a clear and respectful way. Explain that marginalized groups are communities that face systemic barriers, discrimination, or financial obstacles that can make it more difficult to access healthcare or other support services.
- The main change here is that I would remove the Situation Web as a designed worksheet. Kaylee's original directions already say to give students a blank sheet of paper, and there is no instructional reason to manufacture another handout for a simple web. I also added the self-advocacy tip/sample phrase to the flyer directions because it was already required in Evidence of Learning and Peer Review but was missing from the actual activity.

Resource Evaluation
Toolkit

FIGURE 12.1

Name: _____ **Date:** _____

Directions: Use this toolkit to evaluate a community resource for credibility, accessibility, privacy, affordability, and inclusivity, then design a clear, supportive digital flyer that helps others find and contact it easily.

Before you trust or share a community resource, take a closer look. Use this toolkit to determine whether the resource is credible, accessible, private, affordable, and inclusive.

Resource Name: _____

Website / Source: _____

Resource Evaluation Checklist

CHECK	WHAT TO LOOK FOR	WHAT DID YOU FIND?
Credible	Is the resource connected to a school, hospital, government agency, or established nonprofit? Can you verify the information through a reliable source?	
Accessible	Can someone realistically access the resource? Consider location, transportation, online access, hours, and how someone gets started.	
Private	Does the resource clearly explain how personal or family information is kept confidential?	
Affordable	Is the resource free, low-cost, sliding scale, or covered by insurance? Are costs clearly explained?	
Inclusive	Does the resource indicate who it serves? Consider language access, accommodations, and support for different communities or identities.	

Would You Recommend This Resource? Why or why not?

_____

Resource Evaluation
Toolkit

FIGURE 12.1

Digital Flyer Blueprint

Use the information you verified to plan your advocacy flyer. Your flyer should make the most important information **easy to find for someone who may already be stressed or overwhelmed.**

FLYER NEEDS	INFORMATION TO INCLUDE
Resource Name	
Who It Serves	
Support Provided	
Contact Information	
Hours of Operation	
Cost	
How to Access It	

SELF-ADVOCACY TIP
Include a short tip or sample phrase someone could use to contact the organization for help.
What could someone say?

BEFORE YOU FINALIZE YOUR FLYER
Look at your flyer through the eyes of someone who is stressed, scared, or unsure how to ask for help.

- ☐ Can someone find the contact information quickly?
- ☐ Is it clear who the resource serves?
- ☐ Does the flyer explain how to access the resource?
- ☐ Does the self-advocacy tip make contacting the organization feel more manageable?
- ☐ Is the most important information easy to find?

One strength of my flyer: _____

One change that could make it easier to use: _____

OR HS.HECPS A.3
OR HS.HECPS A.4

DURATION 50 MINUTES

CONTRIBUTOR BILLY COLSON

Lesson 13

What's Expected of **You in Your Community**

Lesson Purpose

To help high school students understand what they can expect and what is expected of them within the groups, organizations, and communities they participate in. By identifying the groups they belong to and examining how expectations may differ across those groups, students become better equipped to navigate their environments socially, educationally, and professionally.

This lesson directly supports the development of skills for finding support when needed and communicating personal needs effectively. Understanding these rights and responsibilities can help students communicate concerns, seek assistance, and participate more effectively in school, community, and future workplace settings.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Identify the communities they are associated with, such as neighborhoods, faith communities, clubs, sports teams, and other organizations.
- Identify what they can reasonably expect within these communities.
- Demonstrate or explain what is expected of them within these communities.

Teacher Preparation

Materials / Handouts

Paper or student notebooks

Resources describing common community norms, including:

- Respect and Courtesy
- Responsibility and Accountability
- Safety and Consideration
- Communication and Cooperation

Examples of community groups, including:

- School-based groups
- Community service groups
- Youth organizations
- Arts, culture, and creative groups
- Sports and recreation groups
- Interest-based groups
- Faith groups
- Career and community development groups

Technology

- Internet-connected devices if students will research formal rights, rules, or expectations for their selected communities

Room Setup

- Arrange seating to support individual reflection followed by small-group discussion.

Teacher Preparation

- Prepare examples of community groups that are relevant to students in your area.
- Gather or prepare examples of common community norms related to respect, responsibility, safety, communication, and cooperation.
- Select one familiar group, such as a school club, sports team, classroom, or workplace, to use when modeling the difference between a **right** and a **responsibility**.

Instructional Sequence

1 STEP

Identify Your Communities

Introduce different benefits of social, educational, and community groups and have students identify several communities they are personally associated with.

2 STEP

Examine Rights Within Communities

Introduce the concept of rights within a community and have students identify and investigate what members can reasonably expect within several of their selected groups.

3 STEP

Examine Responsibilities Within Communities

Students identify what is expected of members within the same communities and compare how responsibilities vary across different settings.

4 STEP

Compare Rights and Responsibilities

Introduce the concept of rights within a community and have students identify and investigate what members can reasonably expect within several of their selected groups.

5 STEP

Reflect and Connect

Students compare their findings and consider how understanding rights and responsibilities can help them participate in communities, seek assistance, and prepare for future workplace expectations.

Introduction Questions

- What groups do you see yourself associated with?
- What are the common expectations or responsibilities for a high school student in [Insert community group]?
- What should members be able to expect within these groups?
- After researching these concepts, what similarities and differences have you found based on your prior knowledge?

Instructional Activities

Identify Your Communities

- Introduce several types of groups high school students may belong to, using examples relevant to the local community.
- Explain that a community does not have to be a city or neighborhood. A team, club, classroom, faith community, volunteer organization, workplace, or other group can also function as a community.
- Ask students to brainstorm the communities or groups they currently belong to.
- Have students select three or four communities that represent different parts of their lives.
- Ask students to record the selected communities on paper or in their notebooks, leaving space beneath each one to add rights and responsibilities later.
- Invite several students to share examples and discuss what makes each example a community.

Examine Rights Within Communities

Introduce the idea that members of a community have certain things they should reasonably be able to expect from the group and the people within it.

Use a familiar group to model examples. For instance, a member of a school club might reasonably expect to:

- Be treated with respect
- Understand the group's rules
- Participate without discrimination
- Have access to information needed to participate
- Raise a concern or ask for help

Clarify that some rights may be established by laws or formal policies, while others may come from the rules, norms, or expectations of the group.

Ask students to return to the communities they identified and list what they believe members have a right to expect within each one.

When appropriate, have students use group rules, school policies, organizational information, or online research to check their initial ideas.

Ask students to note similarities and differences in rights across their selected communities.

Examine Responsibilities Within Communities

Explain that belonging to a community also comes with responsibilities and expectations for how members contribute to the group.

Introduce the common community norms identified in the original lesson:

- **Respect and Courtesy**
- **Responsibility and Accountability**
- **Safety and Consideration**
- **Communication and Cooperation**

Model how these responsibilities might appear in a familiar community.

Ask students to identify responsibilities associated with each of the communities they selected.

Encourage students to make their responses specific. For example, rather than writing only "be responsible," students might write "arrive at practice on time and tell the coach in advance if I will be absent."

Have students compare the rights and responsibilities they identified and look for connections between them.

Instructional Activities

Compare Rights and Responsibilities

Present students with one or more brief situations involving community membership. Examples might include:

- A team member repeatedly misses practice but expects equal playing time.
- A club member has a concern but does not know who to talk to.
- A student disagrees with a group rule and wants to raise the issue.
- A volunteer is asked to complete a task they do not understand.

Ask students to identify:

- What right or expectation is involved?
- What responsibility does the individual have?
- What responsibility does the group or organization have?
- Who could the person talk to or ask for assistance?
- How could the person communicate the concern appropriately?

Use the scenarios to reinforce that self-advocacy includes understanding both what a person can reasonably expect and their own responsibilities within the situation.

Reflect and Connect

- Place students in small groups and ask them to compare the communities they identified.
- Have students discuss similarities and differences in the rights and responsibilities associated with different groups.
- Ask students to identify examples of expectations that appear across many communities, such as respect, safety, communication, accountability, or cooperation.
- Connect the discussion to future workplaces by asking students how understanding expectations, knowing where to find information, and communicating concerns could help them become better employees and community members.
- Have students respond to one or more of the reflection questions independently or through a closing discussion.

Reflection Questions

- What constitutes a group you are involved with?
- How do the rights and expectations of these groups differ from each other?
- How does knowing these ideas help me to be a better employee?
- How does knowing these ideas help me be a better community group member?

Group Reflection / Discussion

In small groups, discuss:

- What groups were you associated with?
- What rights were common across several of your groups?
- What expectations were common across several of your groups?
- Where did you notice important differences?
- If one of your rights or expectations was not being met, how would you determine who to talk to or where to seek assistance?

Materials and Supplies

- Paper or student notebooks
- Examples of community groups related to high school students in the local area
- Resources describing common community norms
- Internet-connected devices, if students will conduct research

Recommended Resources

WorkSource Oregon

https://www.worksourceoregon.org/

Pathsmith Durable Skills

https://www.pathsmith.org/

Curriculum Resources

Not applicable.

EVIDENCE OF LEARNING

- Students identify multiple groups or communities they are associated with.
- Students explain what members can expect within different groups and compare similarities and differences across those groups.
- Students identify and explain responsibilities associated with several communities and compare similarities and differences among them.
- Students apply their understanding of rights and responsibilities to a realistic community situation and identify an appropriate way to seek assistance or communicate a concern.

AI ASSIST PROMPT

What are the common expectations, roles, or guidelines for a high school student participating in _____ (group or organization)? Identify which expectations may come from formal rules or policies and which are common norms of participating in this type of group.

NOTES FOR TEACHERS

Students may initially confuse **rights** with **preferences** or **responsibilities** with general positive behavior. Use concrete examples to distinguish what members can reasonably expect from a community from what members are expected to contribute to that community.

Emphasize that knowing your rights is only one part of self-advocacy. Students also need to understand their responsibilities, know where to find accurate information, identify who can help, and communicate appropriately when they have a question or concern.

OPTIONAL ADAPTATIONS

- Community groups may differ depending on the geographic or demographic characteristics of students, including rural and urban settings. Adapt examples and activities to reflect the local community.
- Provide students with a preselected list of community groups if they need support identifying communities they belong to.
- Allow students to analyze two communities rather than three or four if they need additional time or support.
- Provide sentence starters such as ***"As a member of this group, I should be able to..." and "As a member of this group, I am responsible for..."***

OR HS.HECPS A.3

DURATION 50 MINUTES

CONTRIBUTOR BILLY COLSON

Lesson 14

Rights and Responsibilities **Connected to Your Employment**

Lesson Purpose

Students will identify the rights and responsibilities associated with employment and demonstrate how to advocate for themselves by accessing appropriate resources and following established procedures to address questions or workplace grievances.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Find, identify, and analyze the duties associated with a specific job or career.
- Explain their rights as an employee and identify appropriate steps to take if they have a workplace concern or grievance.

Teacher Preparation

Materials / Handouts

- Examples of job descriptions from a variety of career fields
- Workplace rights and responsibilities resources
- Employee support resources
- Workplace scenarios involving questions about responsibilities, employee rights, or workplace concerns

Technology

- Internet access for career and workplace research, if available

Room Setup

- Arrange seating to support individual or partner research followed by small-group discussion.

Teacher Preparation

- Review the workplace rights and responsibilities resources students will use.
- Select examples of job descriptions from several career fields.
- Gather employee support resources students can use to identify where to seek clarification or assistance.
- Prepare several relevant workplace scenarios.
- Ensure classroom discussions emphasize self-advocacy, problem-solving, and professional communication.

Instructional Sequence

1 STEP

Identify Job Responsibilities

Students examine a job description from a selected career field and identify the duties and responsibilities associated with the position.

2 STEP

Find Additional Information About Job Expectations

Students consider where an employee can find clarification when a job description does not answer a question about workplace expectations or responsibilities.

3 STEP

Identify Employee Rights

Students use workplace-rights resources to investigate rights that may apply to employees and identify reliable places to find additional information.

4 STEP

Seek Assistance in the Workplace

Students apply what they learned to workplace scenarios by determining the concern, identifying the appropriate person or resource for assistance, and describing how they would address the issue professionally.

5 STEP

Reflect and Discuss

Students compare how rights, responsibilities, and processes for seeking assistance may differ across workplaces and career fields.

Introduction Questions

- What is your job description and what are your responsibilities at your place of employment?
- How would you find additional support if you were unsure about your responsibilities?
- What are your rights as an employee?
- What would you do if you felt those rights had been violated?

Instructional Activities

Identifying Job Responsibilities

- Provide students with examples of job descriptions from a variety of career fields.
- Ask students to select a career field that interests them, use information from a current job if they are employed, or use a teacher-assigned example.
- Have students review the job description and identify the primary duties and responsibilities associated with the position.
- Ask students to note any responsibilities that are clear and any areas where they might still have questions if they were actually doing the job.
- Invite students to compare job descriptions with a partner and discuss how responsibilities differ across positions or career fields.
- Reinforce that a job description outlines primary requirements but may not include every expectation an employee encounters in the workplace.

Find Additional Information About Job Expectations

Ask students what they would do if they were already working in the position and were unsure whether a particular task was part of their responsibilities.

Have students identify possible sources of clarification, such as:

- A supervisor or manager
- Workplace policies or procedures
- An employee handbook
- Human resources or another designated workplace contact
- Other employee support resources provided by the organization

Discuss why asking for clarification can be an appropriate form of self-advocacy rather than simply guessing or refusing a task.

Present a brief example in which an employee receives an unclear assignment and ask students to determine who the employee should contact and what they could say.

Identify Employee Rights

- Provide students with the selected ***Workplace Rights and Responsibilities Resources.***
- Explain that students will use these resources to investigate rights employees may have and, just as importantly, learn where to look when they have questions about those rights.
- Have students identify several examples of employee rights or protections described in the provided resources.
- Ask students to record where the information came from so they can distinguish reliable workplace-rights information from assumptions or general internet advice.
- Discuss how an employee could locate additional information if they had a question about whether a workplace practice was appropriate.
- Emphasize that students do not need to memorize every workplace rule or right. They need to know how to locate accurate information and identify appropriate sources of assistance.

Seek Assistance in the Workplace

Provide students with one or more workplace scenarios involving a question about responsibilities, employee rights, or a workplace concern.

Ask students to identify:

- What is happening?
- Is the issue primarily about a job responsibility, an employee right, or both?
- What additional information would the employee need?
- Where could the employee find that information?
- Who would be an appropriate person or resource to contact?
- What could the employee say to clearly and professionally communicate the concern?

Have students discuss their responses with a partner or small group.

Ask students to explain why they selected that person, resource, or process rather than simply naming where they would go.

Reinforce the importance of using established workplace procedures when seeking clarification or addressing a concern.

Instructional Activities

Reflect and Discuss

- Place students in small groups and ask them to compare what they learned across the different career fields.
- Use the Group Reflection / Discussion questions to guide the conversation.
- Ask students to identify one thing they would want to know about their responsibilities and one resource they would want to locate when beginning a new job.
- Conclude by reinforcing that effective self-advocacy includes understanding expectations, knowing where to find reliable information, and communicating questions or concerns professionally.

Reflection Questions

- How do rights and responsibilities differ depending on the career field?
- What are the protocols for handling workplace issues or grievances?
- Who or where do you go to find out what your job expectations are?
- Why is knowing where to find information an important part of self-advocacy?

Group Reflection / Discussion

In small groups, discuss:

- How do rights and responsibilities differ depending on the career field?
- What are the protocols for handling workplace issues or grievances?
- Who or where do you go to find out what your job expectations are?
- What could happen if an employee is unsure about an expectation but does not ask for clarification?
- How can an employee raise a concern while still communicating professionally?

Materials and Supplies

- Examples of job descriptions from a variety of career fields
- Workplace Rights and Responsibilities Resources
- Employee support resources
- Workplace scenarios
- Internet-connected devices, if available

EVIDENCE OF LEARNING

- Students identify and explain the primary job responsibilities associated with a selected career and identify where they could seek clarification about expectations.
- Students use provided workplace-rights resources to identify examples of employee rights and explain where they could locate additional reliable information.
- Students apply their learning to a workplace scenario by identifying the concern, determining what information is needed, selecting an appropriate person or resource for assistance, and describing how they would communicate professionally.

AI ASSIST PROMPT

What are common rights and responsibilities associated with being employed in [**career field**]? Separate job responsibilities from employee rights, and identify reliable sources I should consult to verify this information before using it.

Recommended Resources

WorkSource Oregon

https://www.worksourceoregon.org/

Pathsmith Durable Skills

https://www.pathsmith.org/

Curriculum Resources

Not applicable.

NOTES FOR TEACHERS

Remind students that job descriptions outline primary job requirements but do not include every expectation they may encounter in the workplace. Emphasize the importance of knowing how to advocate for themselves by asking questions, seeking clarification, and identifying where to find additional information about workplace expectations.

The same approach applies to employee rights. Students do not need to memorize every workplace law, policy, or procedure. The goal is for them to recognize when they have a question or concern, locate reliable information, identify the appropriate source of support, and communicate professionally.

OPTIONAL ADAPTATIONS

- Provide structured research support by offering preselected job descriptions, workplace-rights resources, and vocabulary definitions.
- Allow students without work experience to examine school, volunteer, internship, or entry-level employment situations with similar rights and responsibilities.
- Allow students to research a career of interest, a current job, or a teacher-assigned career if they are unsure what to select.
- Allow students to demonstrate learning through a written response, visual chart, recorded explanation, or brief role-play.
- Provide sentence starters such as ***"I want to make sure I understand..."***, ***"Could you clarify whether..."***, or ***"Who should I talk to if I have a question about..."*** for students who benefit from communication supports.

OR HS.HECPS A.4

DURATION 50 MINUTES

CONTRIBUTOR BILLY COLSON

Lesson 15

Tricky Workplace **Situations**

Lesson Purpose

Students will work through several role-playing situations to practice appropriate timing, behavior, and communication skills for solving workplace issues that may arise. Through realistic scenarios, students will strengthen their ability to advocate for themselves professionally while navigating common workplace challenges.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Advocate for themselves regarding workplace responsibilities or employee rights.
- Articulate their needs using clear and concise communication.
- Seek appropriate support with professionalism and appropriate timing.

Teacher Preparation

Materials / Handouts

Workplace Scenario Cards representing situations such as:

- Employees asking for clarification about workplace expectations
- Employees being asked to perform tasks they have not been trained to do or that may be unsafe
- Workplace mistreatment that requires professional communication
- Less common or awkward workplace situations that encourage deeper discussion

Technology

- AI tool, optional, for generating additional workplace scenarios

Room Setup

- Arrange seating to allow for whole-class modeling followed by role-playing in pairs or small groups.

Teacher Preparation

- Review the ***Workplace Scenario Cards*** and select several scenarios to discuss and model as a class.
- Prepare enough scenarios for students to role-play in pairs or small groups.
- Consider incorporating anonymous, real-life workplace situations submitted by students after reviewing them for appropriateness.
- Identify a few scenarios that include less common or awkward situations to encourage deeper discussion and maintain engagement.

Instructional Sequence

1 STEP

Teacher-Led Workplace Scenarios

Introduce several realistic workplace situations and discuss how an employee might identify the concern, determine what support is needed, and respond appropriately.

2 STEP

Student Role-Play

Model workplace conversations with students, demonstrating professional communication, self-advocacy, appropriate timing, and problem-solving.

3 STEP

Student Scenarios

Students use the ***Workplace Scenario Cards*** to practice responding to workplace challenges as employees, supervisors, coworkers, or other people involved in the situation.

4 STEP

Reflect and Debrief

Students discuss what made workplace conversations effective or ineffective and reflect on strategies they can use in future workplace situations.

Introduction Questions

- Have you ever had a conflict at your job or when you were volunteering somewhere?
- Have you ever been unsure what you were expected to do at work, at school, when volunteering, or when you are helping family or friends?
- Have you ever felt you were treated unfairly at work, at school, or when volunteering?
- Have you ever thought you were being asked to do something unsafe or possibly illegal by an adult or someone in authority?

Instructional Activities

Teacher-Led Workplace Scenarios

Use the introduction questions to begin a brief conversation about workplace situations students may encounter.

Present several Workplace Scenario Cards to the class.

For each scenario, ask students to identify:

- What is happening?
- What does the employee need or want clarified?
- Is there a workplace responsibility or employee right involved?
- Who would be the appropriate person to approach?
- When and where would be an appropriate time to address the concern?
- What could the employee say?

Discuss how the same concern could be handled effectively or poorly depending on timing, behavior, tone, and communication.

Reinforce ideas from Lessons 13 and 14 about understanding rights and responsibilities, locating support, and seeking clarification when needed.

Student Role-Play

Select one of the Workplace Scenario Cards and ask a student volunteer to participate in a role-play.

Begin with the teacher acting as the supervisor or coworker and the student acting as the employee.

Model how the employee can:

- Clearly explain the concern
- Ask for clarification or assistance
- Use respectful and concise language
- Choose appropriate timing
- Listen to the response

Work toward a reasonable next step or solution
Pause the role-play as needed and ask the class what they notice about body language, eye contact, posture, tone, and word choice.

Consider replaying part of the scenario using a less effective approach so students can compare how different communication choices affect the interaction. Use one or two additional scenarios as time allows.

Student Scenarios

Place students in pairs or small groups and provide each group with a Workplace Scenario Card.

Assign or allow students to select roles such as employee, supervisor, coworker, or another person represented in the scenario.

Before beginning the role-play, ask students to briefly discuss:

- What is the concern?
- What does the employee need?
- Who should the employee approach?
- What would be an appropriate time and setting?
- What could the employee say?
- Have students role-play the situation using clear, professional communication.

If groups include an observer, ask the observer to listen for:

- Clear communication of the concern
- Professional tone and body language
- Appropriate timing
- Appropriate help-seeking or self-advocacy
- Movement toward a realistic resolution

Have students switch roles or complete a second scenario as time allows.

Include a few less common or awkward situations to encourage students to adapt their communication rather than memorize one response.

Reflect and Debrief

- Bring students back together after the role-plays.
- Ask groups to share examples of communication strategies that worked well.
- Discuss what could cause the same workplace conversation to go poorly.
- Use the Group Reflection / Discussion questions to explore verbal and nonverbal communication.
- Ask students to complete a brief exit ticket responding to the Reflection Questions.
- Reinforce that effective self-advocacy does not mean always getting the outcome a person wants. It means recognizing a concern, communicating clearly, seeking appropriate support, and responding professionally.

Reflection Questions

- Did you learn anything that will help you in a future workplace?
- Do you feel better equipped to handle common workplace situations?
- Do you feel less worried about dealing with these types of situations in the future?

Group Reflection / Discussion

In small groups or as a class, discuss:

- How do you see this situation playing out effectively? What might cause it to go poorly?
- What types of body language, eye contact, posture, and verbal communication would you expect to see in a successful conversation?
- Can you think of a situation in your own life where knowing these strategies would have benefited you?
- When might the timing or setting of a conversation be just as important as what you say?
- How can you tell when you should try to solve a problem yourself and when you should seek additional support?

Materials and Supplies

- Workplace Scenario Cards (use AI Prompt to generate)
- Writing utensils for the exit ticket
- AI tool, optional

Recommended Resources

Pathsmith Durable Skills

https://www.pathsmith.org/

Curriculum Resources

Not applicable.

EVIDENCE OF LEARNING

- Students demonstrate appropriate timing, behavior, professional communication, and self-advocacy while responding to a realistic workplace problem.
- Students explain what made a response effective, identify areas that could be improved, and consider alternative strategies when appropriate.
- Students reflect on what they learned and describe their comfort level with handling workplace situations after participating in the lesson.

AI ASSIST PROMPT

As a high school student, what would be the proper way to handle _____ (specific problem or conflict) while working in _____ (career field)?

NOTES FOR TEACHERS

If using scenarios contributed by students, review them beforehand to ensure they are appropriate for the classroom. Consider having students submit situations anonymously in writing to prevent inappropriate behavior or uncomfortable classroom discussions.

The purpose of the activity is not to teach one perfect script for every workplace problem. Encourage students to practice recognizing the concern, identifying the appropriate person or resource, choosing an appropriate time and setting, and communicating clearly and professionally.

OPTIONAL ADAPTATIONS

- Reverse the roles by having students act as supervisors responding to employee concerns.
- Adapt workplace scenarios into comparable school-based situations that require similar communication and self-advocacy skills.
- Provide students with the scenario in advance when additional processing or preparation time is needed.
- Allow students to rehearse what they want to say with a partner before beginning the role-play.
- Provide sentence starters such as:

  "I want to make sure I understand..."
  "Could you clarify..."
  "I'm concerned about..."
  "Who should I talk to about..."

OR HS.HECPS A

Seeking Assistance **& Self-Advocacy**

Extension Opportunities

Purpose

The HECPS Extension and Career-Connected Learning Strategies provide educators with meaningful opportunities to extend learning beyond the classroom while reinforcing the knowledge and skills developed throughout the unit. These strategies encourage students to apply their learning through authentic experiences, community connections, career exploration, professional engagement, and service learning. Designed to be flexible and adaptable, the strategies may be selected and modified to reflect local resources, student interests, and instructional priorities while maintaining alignment with the HECPS standards and the future readiness goals of the unit.

Community Partnership

THE ADVOCACY PIPELINE

Instructional Activity

After identifying local health resources during Lesson 10, students extend their learning by emailing their final analytical question to a city council member, school nurse, or community organizer to receive real-world feedback on their findings.

Learning Objective

Students will synthesize their local health resource research into a concise, evidence-based analytical question and communicate professionally with a civic or community stakeholder to gather authentic feedback on community wellness needs.

Implementation Notes

Do not allow students to search the internet independently for contact information. Instead, create a shared Google Sheet containing pre-vetted email addresses for school nurses, school social workers, youth organization directors, city council members, or county health officials.

Require students to copy the teacher on every email. This protects students, encourages professional communication, and provides documentation for assessment.

Community Resource Field Guide

Instructional Activity

Students research local resources and create a directory organized by the types of support each organization provides.

Learning Objective

Students will identify, evaluate, and organize local resources that address mental, physical, financial, academic, or career-related needs while explaining when, why, and how someone could access each resource.

Implementation Notes

Students may work individually, in pairs, or in small groups, with each group assigned a different support category. Require students to verify information through official websites or direct contact and include services provided, location, hours, cost, eligibility requirements, and contact information. The completed field guide may be shared digitally or in print with classmates, counselors, or families.

Professional Engagement

CAREER JOURNEY INFORMATIONAL INTERVIEW

Instructional Activity

Students interview an adult about their career path, challenges, mentors, and lessons learned.

Learning Objective

Students will gather information about an adult's career journey and explain how experiences, challenges, relationships, and unexpected opportunities can influence career decisions and personal growth.

Implementation Notes

Students should interview a teacher-approved adult they know or another professional. Interviews may be conducted in person, by phone, video call, or email.

Encourage questions about career changes, education, training, obstacles, mentors, and advice for young people. Students may summarize their learning through a written reflection, presentation, or career journey map.

Experiential Learning

PEER COACHING SCENARIO

Instructional Activity

Students work with a partner to identify a need, select an appropriate source of support, and develop a plan for communicating effectively.

Learning Objective

Students will collaboratively assess a peer's wellness or health need, identify the most appropriate source of support, and construct a practical communication plan for accessing that resource.

Implementation Notes

The most challenging part of seeking support is often knowing what to say. Rather than allowing students to simply write, "We will email them," require them to draft the actual script or outline they would use. Structure the activity using a "Client and Consultant" format so both partners remain actively engaged.

Observation & Investigation

JOB SHADOW OR WORKPLACE OBSERVATION

Instructional Activity

Students observe a workplace, either in person or virtually, documenting communication expectations, workplace responsibilities, available resources, and examples of self-advocacy.

Learning Objective

Students will analyze how employees demonstrate communication, responsibility, resourcefulness, and self-advocacy in an authentic workplace setting.

Implementation Notes

Arrange an in-person job shadow, workplace tour, guest demonstration, or virtual observation. Provide a note-taking guide focused on workplace roles, communication expectations, available supports, and examples of employees asking questions or solving problems. Afterward, students complete a reflection connecting their observations to their own future goals.

Service Learning

SCHOOL OR COMMUNITY IMPROVEMENT PROPOSAL

Instructional Activity

Students identify a barrier that limits access to school or community supports and develop a realistic proposal for improving that situation.

Learning Objective
Students will identify a barrier, investigate who is affected and why, and develop a proposal that clearly explains the problem and recommends an achievable solution.

Implementation Notes
Students may work individually or in small groups. Encourage them to gather information through observations, surveys, interviews, or existing school data. Proposals should include evidence of need, affected populations, possible partners, recommended solutions, and clear next steps. Students may present their proposals to classmates, school leaders, or community organizations.

Authentic Presentation

COUNSELOR CHECK-IN

Instructional Activity
Students schedule a meeting with their school counselor to share their Career Compass and discuss what they have learned about themselves.

Learning Objective
Students will engage in meaningful reflection with their school counselor so future educational and career planning can build upon their growing understanding of themselves.

Implementation Notes
A counselor check-in may be repeated throughout multiple HECPS units as students continue refining their career interests, goals, and future plans.

Community Showcase

PUBLIC SERVICE ANNOUNCEMENTS

Instructional Activity
Students create a short public service announcement promoting workplace readiness. Topics may include:

- Know your rights at work.
- Safety starts with speaking up.
- Professional communication matters.
- Ask questions when you need help.

Learning Objective
Students will demonstrate their understanding of workplace rights and responsibilities by creating authentic products that communicate key messages to an audience beyond the classroom.

Implementation Notes
Introduce the project, provide time for research, create the PSA, share presentations with classmates, and conclude with reflection and revision of the final product.

Virtual Engagement

THE STUDIO CUT

Instructional Activity
Instead of presenting live, students record their three-minute Human PowerPoint presentation with their group before presentation day. During class, groups may play the recording or have a peer present while displaying the group's poster.

Learning Objective
Students will communicate their research using digital presentation tools while demonstrating accurate, organized, and professional communication.
Implementation Notes
If students record outside of class, establish a consistent recording format, such as landscape orientation with the poster visible in the frame. Require video submissions before presentation day to minimize technical issues and maximize instructional time.

Parent Engagement

FAMILY SHOWCASE

Instructional Activity
Reserve the library or another large space and invite families to celebrate student learning. Provide parents with a question guide encouraging them to speak with both their own student and several classmates.

Learning Objective
Families become active participants in students' career development by discussing what students have learned and how it connects to future education and career planning.

Implementation Notes

Notify families at least one month in advance. Consider providing light refreshments. Recruit student greeters, create a collection system for completed question sheets, and assign a student photographer to document the event for future classes.

Family Check-Ins

Instructional Activity

At designated points during the semester, students share what they have learned with a parent, guardian, or another significant adult.

Learning Objective

Students strengthen family engagement while reflecting on their developing understanding of themselves, career pathways, and future goals.

Implementation Notes

Provide conversation prompts to guide the discussion. For accountability, ask the parent, guardian, or significant adult to write a brief note or email summarizing the conversation. Students submit a photo or screenshot as evidence of completion.

OR HS.HECPS A

Seeking Assistance **& Self-Advocacy**

Assessment Strategies

Purpose

The HECPS Assessment Strategies provide educators with flexible, authentic ways for students to demonstrate mastery of the unit learning outcomes and HECPS standards. Rather than emphasizing recall of information, these assessments focus on students' ability to apply knowledge, communicate their thinking, solve problems, reflect on their learning, and demonstrate competency through meaningful, real-world tasks. The strategies are intended to complement the lesson sequence and may be adapted to meet the needs of different learners, classroom settings, and local contexts while maintaining alignment with the instructional goals of the unit.

A.1
HS.HECPS

Formative Assessment: Career Connection Check

Student Assignment

Students complete a Career Connection Check by identifying their personal strengths, aptitudes, interests, or values and explaining how those characteristics connect to a realistic career, industry, or type of work.

What Mastery Looks Like

Students demonstrate mastery by accurately identifying multiple personal strengths, aptitudes, interests, or values and clearly explaining how those characteristics connect to at least one realistic career, industry, or type of work. Responses should include specific evidence from unit activities, explain why the connection makes sense, and identify a career they would like to explore further.

Students should also recognize that career interests and fit may evolve as they gain new experiences and learn more about themselves.

A simple checklist may assess whether students:

- Identify at least two personal characteristics.
- Connect those characteristics to at least one career or industry.
- Support the connection with specific evidence.
- Explain why the career may be a good fit.
- Identify a logical next step for further exploration.

Implementation Notes

Administer this assessment after Lessons 3–5 so students can draw from multiple self-reflection activities. Allow students to reference previous lesson materials. Provide the prompts and model one example before students respond independently through writing, digital submission, or audio/video recording. Assess using a simple checklist focused on personal traits, career connections, supporting evidence, and next steps. Provide accommodations such as sentence starters, read-aloud support, or extended time as needed. Use results to guide feedback, reteaching, or revision.

Community Presentation

Student Assignment

Students prepare and deliver a two- to three-minute presentation explaining their completed Character Card.

What Mastery Looks Like

Students demonstrate mastery by presenting their Character Card to a community member or authentic audience and explaining:

- Challenges that interest them.
- Their aptitudes.
- Their career interests.
- Their vision for the future.
- Their personal values.

Students also listen to at least two classmates' presentations and provide thoughtful feedback.

Implementation Notes

Invite community members or another class to attend the presentations. Consider using a gallery walk format and provide audience members with a Community Presentation Rubric. Prepare clipboards, writing utensils, and collection bins for completed rubrics. Students will have previously presented in small groups, allowing those presentations to serve as a rehearsal before the public presentation.

A.2
HS.HECPS

Digital Literacy and Research Accuracy

Student Assignment

Students complete the ***Wellness Audit: Community Diagnostics*** handout by researching local demographic and community health data.

What Mastery Looks Like

The completed handout demonstrates mastery by showing that students can connect abstract concepts of physical, mental, and financial wellness to concrete realities within their own community. Students locate reliable local data, identify community strengths and inequities, and analyze how financial challenges can influence physical and mental well-being. Mastery is demonstrated when students move beyond reporting statistics to explain the broader relationships among community resources, financial hardship, and overall wellness.

Implementation Notes

Do not allow students to search the internet without guidance. Provide two or three pre-vetted resources, such as U.S. Census QuickFacts or County Health Rankings, through your learning management system or classroom display. While students may work collaboratively to gather data, require each student to independently complete the Analytical Takeaway and Exit Ticket to ensure individual accountability.

Formative Assessment: Resource Match and Action Plan

Student Assignment

Students analyze a realistic scenario involving an academic, mental, physical, or financial need. They identify the primary need, select the most appropriate resource, explain why it is the best choice, and outline the steps needed to access that support.

What Mastery Looks Like

Students accurately identify the need, select an appropriate and trustworthy resource, explain why it is the best fit, and describe a realistic sequence of steps for seeking assistance, including whom to contact, how to communicate the need, and what to do if the first option is unavailable.

Implementation Notes

Provide students with two or three preselected scenarios and an approved school or community resource directory. Students complete one scenario independently in approximately 10–15 minutes. Assess using a checklist focused on need identification, resource selection, justification, and action steps. Provide sentence starters or simplified resource lists as needed, and use results to determine whether additional instruction is needed.

A.3
HS.HECPS

Scenario-Based Problem Solving

Student Assignment

Given a variety of realistic scenarios, students explain the appropriate steps to positively resolve each situation by identifying the need and determining the most appropriate solution or resource.

What Mastery Looks Like

Students demonstrate mastery by selecting appropriate actions, identifying relevant resources, and proposing positive, realistic resolutions to each scenario.

Implementation Notes

Provide scenarios representing a variety of school, workplace, and community situations. Encourage students to explain both their reasoning and their selected course of action.

Formative Performance and Collaborative Check

Student Assignment

Students complete the Scenario Match Challenge by reading five realistic, teen-centered scenarios. Using notes from the Human PowerPoint presentations, they identify the most appropriate local resource for each scenario and explain why it is the best match.

What Mastery Looks Like

Students accurately match scenarios to appropriate resources, justify their selections using evidence, and thoughtfully defend their reasoning during peer discussions.

Implementation Notes

Provide a 30-second speaking frame to guide peer conversations. If partners disagree and cannot reach consensus, encourage them to record both possible answers with a brief explanation supporting each option. This emphasizes critical thinking and recognizes that some situations may have multiple appropriate solutions.

A.4
HS.HECPS

Human PowerPoint Presentation

Student Assignment

Students participate in the Human PowerPoint presentation by delivering a concise, 30-second explanation of their assigned slide highlighting community resources.

What Mastery Looks Like

Students demonstrate mastery by presenting verified information clearly and confidently without reading directly from their poster. They explain available community resources, describe how those resources contribute to a healthy community, and identify areas where community needs are not yet fully met. Students also demonstrate appropriate classroom norms, presentation etiquette, and collaboration throughout the activity.

Implementation Notes

Before presentation day, establish the presentation order for each group. For example, begin with Physical Health Resources, followed by Mental Health Resources, and conclude with Financial and Social Support Resources. Post the presentation sequence so students know when they are "on deck."

Role-Playing Assessment of Multiple Scenarios

Student Assignment

Students participate in interactive role-playing scenarios with classmates and the instructor to practice responding to situations requiring self-advocacy, professional communication, and help-seeking skills.

What Mastery Looks Like

Using a rubric, students demonstrate professionalism by communicating respectfully, selecting appropriate resources, advocating for themselves or others, and working toward meaningful solutions appropriate to each scenario.

Implementation Notes

Provide a variety of realistic school, workplace, and community scenarios that require students to adapt their communication and problem-solving strategies. Use the rubric to provide immediate feedback and encourage students to reflect on how they could strengthen their responses in future situations.

Seeking Assistance & Self-Advocacy

Supplemental Resources

Activities

Reality Check Reflection College Conversations
https://oregongoestocollege.org/resources/college-conversations

Career 20 Questions
https://oregongoestocollege.org/resources/career-20-questions

Career Journey Interview Exchange
https://oregongoestocollege.org/resources/career-journey-interview-exchange

Community Interview Exchange
https://oregongoestocollege.org/resources/community-interview-exchange

Family Interview Exchange
https://oregongoestocollege.org/resources/family-interview-exchange

My Future Self
https://oregongoestocollege.org/resources/my-future-self

Reality Check
https://oregongoestocollege.org/resources/reality-check-reflection

Checklists

College Readiness Checklists for 9th-12th Grade and their Families
https://oregongoestocollege.org/prepare/students

Posters

ABCs of Careers Posters
https://oregongoestocollege.org/resources/abcs-careers-posters

ABCs of College Posters
https://oregongoestocollege.org/resources/abcs-college-posters

Career Pathways Poster
https://oregongoestocollege.org/resources/career-pathways-poster

Toolkits

Career and College Day
https://oregongoestocollege.org/toolkits/career-day

Career Exploration
https://oregongoestocollege.org/toolkits/career-exploration

College-Going Culture Toolkit
https://oregongoestocollege.org/toolkits/college-going-culture

Other

101 Careers
https://oregongoestocollege.org/resources/101-careers

101 College Terms
https://oregongoestocollege.org/resources/101-college-terms