**POSSIBLE FUTURES CURRICULUM**A picture containing text, sign

Description automatically generated

[**Growing Myself Unit**](https://drive.google.com/drive/folders/1BMW8aEO4O0cWbugEbmYkuAH2j0ssN7OQ?usp=sharing)

**Curated in Collaboration with OregonASK**

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| **Lesson Title & Guiding Question** | **Lesson Overview:** | **Learning Targets** | **Source Materials** |
| [Celebrating Failure](https://drive.google.com/drive/folders/1TVVrMiWMMkkg15kBPyq6EKkDr-GbnK-k?usp=sharing)  How Is Failure Part of Success?  ***PRIORITY*** | Failure is unavoidable, but how we view failure influences the conditions for a growth mindset or a fixed mindset. The object of this lesson is to normalize—and even celebrate— failure. First, the concepts of perspective and reframing failure will be introduced. Young Professionals will then experience activities that challenge their understanding of failure: a contour drawing exercise and a tea party. This introductory lesson plants the seeds that success, talent, and intelligence are not fixed traits, but are often the results of application, effort, and support. | • Describe how people may have different perspectives on the same event  • Give examples of “failing forward” and how it applies to learning, growth, and/or success  • Effectively engage in collaborative discussions with peers | Original in-person lesson (L01)--60 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1TPik-_wGTnsmHD-vNegcK0JPOYLZdkLj/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/12piMjja10PQf026T1CcLBjueR9eQi0X8mzq4vaRIMvI/edit?usp=sharing) |
| [Luck, Hard Work, and Help](https://drive.google.com/drive/folders/1jj7qTkzPaGJrJKJPz8ZNX2iKDGwQxLk0?usp=sharing)  Was It Luck or Opportunity?  ***PRIORITY*** | In this lesson, Young Professionals will explore the concept of luck versus hard work. They will discuss their current understanding of luck before reading an article on one young person’s journey to finding her first professional job. Next, they will analyze data on their personal achievements to examine patterns of how luck, persistence, and outside support have contributed. YPs will reflect on the role of effort and support in attaining their goals. | • Effectively engage in collaborative discussions with peers  • Annotate text to deepen understanding of a reading  • Analyze achievements and display results graphically | Original in-person lesson (L03)--60 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1XQE1mH_1GPsVHjNCBsmYLgLtl4S5qMfz/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/127YwSMROmyn1WAXxoh8GuYOqr0opbBOfndMhWY-t9TM/edit?usp=sharing) |
| [The Power of Yet](https://drive.google.com/drive/folders/1cM_blYvEqaUpv6vLpOu7UM67ZWocdmqD?usp=sharing)  How Can We Shift Our Inner Voices?  ***PRIORITY*** | Young Professionals begin by (literally) sketching a repeated challenge/frustration in their life and identifying the accompanying internal narrative. They will then be introduced to the “power of yet” and collaborate to categorize phrases that inspire growth mindset—or encourage a fixed one. After debriefing the collaboration activity, they will select a Dare Dot that will guide their home discussion and offer them a growth-mindset challenge. | • Identify the self-talk used in moments of personal frustration  • Compare and contrast phrases that affect mindsets  • Reflect on their group’s collaboration strengths and challenges  • Summarize the day’s learning to a family member | Original in-person lesson (L08)--60 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/11IF7hSn6ZCIsTeRxULJ9v2kMYKUaixxs/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1Z-yWTCUTfZK7lG3v3v0BnKQ1ZKzBQ_4RE0QB4pljWSo/edit?usp=sharing) |
| [Change Your Words, Change Your Mindset](https://drive.google.com/drive/folders/1K8jmQFnTZqnu2Ue_q-x2GBF87vjbN6P7?usp=sharing)  How Do Your Words Influence Your Mindset? | Young Professionals will revisit “The Dot” and consider how the words we tell ourselves can affect our mindsets. They will then complete a “Change Your Words, Change Your Mindset” Challenge, where they will brainstorm phrases associated with a fixed mindset, and revise them to phrases that inspire a growth mindset. Optionally, YPs will create artifacts using the paired phrases to contribute to an anchor chart or board. Finally, they will revisit their frustration comic, identify any fixed-mindset phrases, and create “Instead of … say …” personalized growth-mindset phrases. | • Change a fixed-mindset response to a growth mindset response  • Collaborate with partners and in a small group  • Create a personal growth-mindset response for their frustration trigger | Original in-person lesson (L09)--55 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1L1wngZMSLr8fpX0u8KCjaRkMgqDNOQON/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1pljXcQU49EPIsPmVfK7tIfbDd1YLN-sFZkgHluDeJng/edit?usp=sharing) |
| [An Us Identity, A-Z](https://drive.google.com/drive/folders/1g1qfi67udd1eu0ph5DFiFAZic2Z4dCED?usp=sharing)  Are We Truly Unique? | This lesson provides a way to explore the attributes that are unique to individual students and attributes that Young Professionals in the group share. It examines personal and shared experiences. How are we all similar? What makes us different from one another? Do differences really exist? Through the “alphabiography” activity, YPs will get to know one another better through short stories related to the attributes that best describe them. These alphabiographies will also be used to compare and contrast the attributes of YPs. | • Identify attributes they have in common with peers as well as personal attributes that are unique to themselves  • Collaborate with partners and in a small group to find areas of overlapping character traits | Original in-person lesson (L01)--50 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1s-zbJLmznM7wGFRj-04TFs9BmTL3JUwW/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/13EKlsSQ-wqfUJ-ejWm0oVYvF0uww3v7GPSHwk9zB714/edit?usp=sharing) |
| [Dichos That Shape Us](https://drive.google.com/drive/folders/1ojc7-HzYUBvZdV8jtYdcCH6F9KbSG3Wx?usp=sharing)  How Do ‘Dichos’ Shape Our Worldview?  ***PRIORITY*** | The class begins with a protocol called “Are You More Like,” where Young Professionals reflect on a series of sayings and proverbs from across the globe. Then they reflect on and identify sayings from their communities and families. After exploring a Dimension of Culture (cooperative vs. competitive), YPs will brainstorm how each orientation might approach the same question. Next, they revisit and classify the global proverbs in light of this new knowledge, before creating an (optional) artistic representation of their personal “dichos.” | • Analyze proverbs and sayings using the Dimensions of Culture framework (cooperative vs. competitive) | Original in-person lesson (L02)--55 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1wlQLHyEwWDY5fgokI1OAT0uvOtD0i1XP/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1Wq9Rs2clBHroRbbrUl9R2stP_ED77hx-fQOp0PAjGeM/edit?usp=sharing) |
| [The Many Cultures of Me](https://drive.google.com/drive/folders/1zac1MZeFTo-MqfW9toBTP7gJ3F-HLdK1?usp=sharing)  How Does My Identity Shape My View of the World?  ***PRIORITY*** | First, Young Professionals will consider the meaning of identity. Next, they will complete the Identity Lenses Worksheet, identifying the key aspects of their personal identities. Then, they will compare aspects of their identities to those of other members of the group. They will explore the meaning of culture and decide which aspects of their identities are shared parts of their common culture and which make them different. Finally, YPs will discuss the importance of understanding that being unaware of identities can cause miscommunication. | • Define culture  • Compare and contrast different perspectives  • Identify their membership in multiple social groups  • Discuss how membership in multiple groups creates complex interact ions and communication challenges | Original in-person lesson (L04)--50 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1fm1s0BjNZqCELqvV57iH1PtoDl6Km247/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/10yhIrnjBQgIOoIag7IPSxzMdmhWENeZyBNZcSuVmsBo/edit?usp=sharing) |
| [Know Your Spark](https://drive.google.com/drive/folders/1RCgDYFDldv27OuaTUCKAQzNviQS4v_fB?usp=sharing)  Why Is It Important to Know Your Spark?  ***PRIORITY*** | In this lesson, Young Professionals will reflect on their personal sparks. Research by the Search Institute highlights the importance of having and knowing one’s sparks, which have myriad benefits for youth. First, YPs will explore their sparks in the first step of learning through the lens of self. Then YPs will reflect on their own sparks and relate them to those of their peers through peer interviews. | • Engage in collaborative discussions with their peers  • Identify the importance of sparks • Describe their personal sparks | Original in-person lesson (L07)--60 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/17jjnyZm8hmzaBLuQVmdk4_HsAPuhEMpx/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1uP2eAwl-pMsc9TWAB2adlnJX5MNl--L1vNI03Rqc768/edit?usp=sharing) |
| [Personal Identify: The Me I Choose](https://drive.google.com/drive/folders/14q3ur1iTL_hj-gMh9UBUIcYErVoTrepr?usp=sharing)  How Do My Choices Create My Identity?  ***PRIORITY*** | In this lesson, Young Professionals will generate descriptors of their personal identities. First, YPs will reflect on their interests and traits and how they have shaped their identities. Then, YPs will view posters around the room and add their own experiences, interests, talents, and/or choices to the posters. Next, YPs will share their personal identities within small groups. Last, they will debrief on how it felt to share parts of their personal identities in the Around the Room activity. | • Identify components of their personal identities • Define personal identity as a reflection of individual traits, choices, and options within one’s control • Discuss the impact of a diversity of interests, strengths, and skills on the community | Original in-person lesson (L08)--50 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1NU0irOpXEjT0oKyuEc84491QWspUUpKx/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1H4PG9RZ3qkTj0AyJiG4ewbuWO6LmSZBDzgZXijIEuXM/edit?usp=sharing) |
| [Masks We Wear](https://drive.google.com/drive/folders/1aFib0SN55dqGMdCY1hu6nq7xaEYvCqkT?usp=sharing)  Why Do We Create Masks? | In this lesson, Young Professionals will learn about the historical context of masks and create masks that resemble their identity. This lesson begins with an exploration of the contexts in which masks have been created and used throughout history. Next, YPs will spend time reflecting and then planning masks of their own. Then, they will create their masks and write short artist’s statements explaining their masks. Finally, they will evaluate their masks based on the rubric. | • Incorporate symbols and materials to reflect their identities in physical masks  • Use graphic organizers to help organize ideas and identify elements to include on their masks  • Reflect on the multiple purposes of avatars and masks in society  • Write brief abstracts to synthesize their artistic intentions for their works of art and how their masks reflect their multifaceted identities  • Engage in a peer feedback protocol to provide constructive feedback and to receive feedback to strengthen their work | Original in-person 2-session lesson (L11)--Session 1: 45 minutes; Session 2: 50 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1eekOuTcj1q4nLYwdqic1iFDxkkl4PlC4/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1snYt0ZceEq9KEmoGgCBt9tYBVUild14FchRRmEoc-aw/edit?usp=sharing) |
| [Where I’m From… Where I’m Going](https://drive.google.com/drive/folders/1e5JWsH7Is0-LklFbWnh4mkD4HjyIodLJ?usp=sharing)  How Does Where I Am from Shape Where I Am Going? | This is a two-day lesson during which Young Professionals will explore where they are from and articulate where they are going by sharing their dreams and goals. On day one, YPs read the poem “Where I’m From,” by George Ella Lyon. Then, by looking at various examples, brainstorming, and using graphic organizers and templates, YPs begin creating their own poems about where they are from, drawing on examples from their lives. The first day closes with a check-in on the progress the YPs have made. On day two, YPs envision their futures by reflecting on their goals. First, they imagine their lives in 10 years. Next, they continue working on their poems, adding in the “Where I’m Going” component. Then, YPs give feedback to their peers and incorporate critiques, ending with a reflection on the writing process. | • Engage and orient a reader by establishing a context and point of view  • Develop an understanding of and respect for diversity in language  • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events | Original in-person 2-session lesson (L12)--Session 1: 65 minutes; Session 2: 70 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1sEfXVXHqRr-pP1oIyg4iTZ6G3Y4ldjxA/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1TdP2wcv4njyjQJ1I6AOPqE12iMdon2zTvOMSZ_jh-tw/edit?usp=sharing)   [Modified virtual lesson](https://drive.google.com/file/d/16ZsIhG85gzjxAgwSHuV1tPe6wqKcNc9K/view?usp=sharing)--45 minutes each session |
| [Six-Word Statement](https://drive.google.com/drive/folders/1I1AVArnwPRTvQoTR4D8OXLs4957MmbTs?usp=sharing)  What Can Six Words Reveal About Me?  ***PRIORITY*** | In this lesson, Young Professionals will explore the Six-Word Statement, which boils one’s life—or part of it—down to six words. First, YPs will explore several examples in a Gallery Walk, discuss each example, and reflect on its effectiveness. Next, YPs will write their own Six-Word Statements by thinking of the impression they want to leave with their readers or the story they want to tell. Then, each YP will give feedback to a partner. Lastly, YPs will engage in group discussions to share their thought processes in the creation of their Six-Word Statements. | • Analyze exemplars to guide their thinking and writing processes  • Create Six-Word Statements using their experiences and working philosophies  • Give specific, helpful, and kind feedback to a peer that emphasizes strengths and next steps | Original in-person lesson (L16)--55 minutes   * [Word doc lesson plan](https://drive.google.com/file/d/1h00DtkP57WMm_kRy3Hgs8-CCnyhSuUBv/view?usp=sharing) * [Google slides](https://docs.google.com/presentation/d/1P5JxuW6NvIBu6_Vbp1YFnex0mOZllI85Dkoj_jKOHGM/edit?usp=sharing) |