



<p style="text-align: center;">Care More Education</p>  <p style="text-align: center;">Young People's Guide to Success</p> <p style="text-align: center;">TEACHER AND PARENT LESSON PLAN GUIDE</p> <p>CONTACT</p> <hr/> <p>WEBSITE: www.glenmourningcares.com</p> <p>EMAIL: booking@glenmourningcares.com</p> <p>Student Materials</p> 	<p style="text-align: center;">Care More Education Facilitator Overview</p> <p>Focus Targets:</p> <ul style="list-style-type: none"> • Students will be able to read, review and reflect upon the five core values of Care More Education which are Persistence, Responsibility, Integrity, Commitment and Enthusiasm • Students will be able to analyze and synthesize what they have learned throughout each chapter of Care More Than Us to ultimately map out their approach to successfully improving their own lives both academically as well as socially & emotionally. • Facilitators will monitor completion of self-reflective student tasks and activities while encouraging participants to actively engage healthy conversation. • Students will complete written responses that are embedded within the teacher/parent planning guide as well as the assigned activities that are inside of the student workbook. <p>Student Materials</p> <ul style="list-style-type: none"> • Care More Than Us self-help chapter book (5x8) • Care More Than Us Student workbook (8x11) • Student tasks sheets (attached), pencil or pen <p>Activity (Time varies): Participation and student work completion will look different based on age group, purpose</p>
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Suggested Lesson Format

Depending on the purpose and setting of using the Care More Educational resources, lesson formats may vary. Remember to ensure students have all necessary materials.

Opening: Review Daily/weekly objectives and (1-3 min)

Launch: Explain activity and allow for clarifying questions (time will vary)

Deep Dive: Facilitate group discussion based on particular lesson (10-20 min)

Investment: Allow students to complete daily/weekly Exit Ticket (time will vary)

Close out: Answer questions and assign any final tasks (2-5 min)

***Suggested length of time per lesson: 30-45 minutes**

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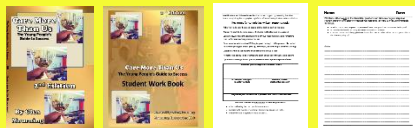
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Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education **Persistence** Never give up!

Objective: Opening (1-3 min)

- Students will be able to identify the importance of never giving up in life when times are difficult or challenging to manage.
- Students will be able to reflect on real life scenarios regarding persevering to achieve success.

Student Materials

- Care More Than Us self-help chapter book pg. 1-11
- Student workbook pg. 103-114 (**1 month at a time**)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read pages 1-11 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each month of the school year, students will reflect on how well they are paying the P.R.I.C.E for success. Students will record the current month and provide 1-2 examples as to how they took action to achieve the goal of being **persistent**.

Discussion questions: Deep Dive: (10-20 Min): After students individually record their self-reflections on pages 103, facilitate the group discussion:

- What does it mean to **you** to be **persistent**? How have you shown persistence in the past?
- Describe the benefits of being **persistent** at school & at home.
- Where can you apply being **persistent** in your life next and what advice can you give to friends about never giving up?

Student exit ticket: Investment (5-10 Minutes): Complete written response (task attached)

Review the key terms, complete the graphic organizer or refer to sentence starters for additional support.

Key terms for completing written response task:

Achieve: To do your best and accomplish a task as best as you can

Aspire: To seek to become greater by being motivated and encouraged

Consistency/consistent-Staying on top of your responsibilities and remaining true to the hardworking person you are

Determination/determined-Willing to push through challenges and discomfort to achieve your goal (never give up, never quit, push through, sacrifice, willing)

Discipline-Able to set healthy boundaries to achieve a task



Honesty-The ability to be truthful and open about your thoughts and actions

Optimistic-Viewing life and your experiences with a positive point of view

How can you accomplish a difficult task?	
A time you struggled to achieve a task was when...	How did you feel during the process?
Why were you able to have a positive and successful outcome?	

Sentence starters for Persistence written response task:

- After reviewing the text, persistence means...
- According to my understanding, persistence can mean that...
- I believe that being persistent is all about...

<p>Care More Education</p>  <p>Young People's Guide to Success</p>	<p>Care More Education Responsibility Taking ownership of your decisions & tasks</p>
<p>Teacher and Parent Lesson Plan Guide</p>	<p>Objective: Opening (1-3 min)</p> <ul style="list-style-type: none"> • Students will be able to identify the benefits of being responsible and why it is important to be accountable for your actions. • Students will be able to reflect on real life scenarios relating to how being responsible goes hand in hand with successful outcomes in life.
<p>CONTACT</p> <hr/> <p>WEBSITE: www.glenmourningcares.com</p> <p>EMAIL: booking@glenmourningcares.com</p>	<p>Student Materials</p> <ul style="list-style-type: none"> • Care More Than Us self-help chapter book pg. 1-11 • Student workbook pg. 103-114 (1 month at a time) • Student tasks sheets (attached), pencil or pen
<p>Student Materials</p> 	<p>Activity: Launch (Time varies): After students individually read pages 1-11 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.</p> <p>For each month of the school year, students will reflect on how well they are paying the P.R.I.C.E for success. Students will record the current month and provide 1-2 examples as to how they took action to achieve the goal of being responsible.</p>
<p>Modifications and differentiation: Provide student support by reviewing key terms, and by completing student graphic organizer. (Resources attached).</p>	<p>Discussion questions: Deep Dive: (10-20 Min): After students individually record their self-reflections on pages 103, facilitate the group discussion:</p> <ul style="list-style-type: none"> • What does it mean to you to be responsible? How have you been responsible in the past? • Describe the benefits of being responsible at school & at home. • Where can you apply being responsible in your life next and what advice can you give to friends about accountability? <p>Student exit ticket: Investment (5-10 Minutes): Complete written response (task attached)</p>

Review the key terms and complete the graphic organizer for additional support.

Key terms for completing written response task:

Achieve: To do your best and accomplish a task as best as you can

Aspire: To seek to become greater by being motivated and encouraged

Consistency/consistent-Staying on top of your responsibilities and remaining true to the hardworking person you are

Determination/determined-Willing to push through challenges and discomfort to achieve your goal (never give up, never quit, push through, sacrifice, willing)

Discipline-Able to set healthy boundaries to achieve a task

Honesty-The ability to be truthful and open about your thoughts and actions

Optimistic-Viewing life and your experiences with a positive point of view

Sequence of Events	What did you do and how did you respond to be successful
<p style="text-align: center;">Beginning</p> <ul style="list-style-type: none"> • What was the task or thing you were responsible for? • How did you approach completing the assignment or situation? 	First...
<p style="text-align: center;">Middle</p> <ul style="list-style-type: none"> • Did any problems or issues occur when attempting to accomplish the task of being responsible? How did you react or respond to challenges? 	Then...
<p style="text-align: center;">End</p> <ul style="list-style-type: none"> • How did the situation end? • What did you learn at the end of it all? • Do you now consider yourself more responsible because of it? Why or why not? 	After that or finally...

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Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, and by completing student graphic organizer. (Resources attached).

Care More Education **Integrity**

Being honest, truthful and fair

Objective: Opening (1-3 min)

- Students will be able to recognize the need for being honest with themselves and truthful to others in life.
- Students will be able to reflect on real life scenarios that reveal how you can grow and achieve greatness and success through being upfront and fair about issues.

Student Materials

- Care More Than Us self-help chapter book pg. 1-11
- Student workbook pg. 103-114 (**1 month at a time**)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read pages 1-11 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each month of the school year, students will reflect on how well they are paying the P.R.I.C.E for success. Students will record the current month and provide 1-2 examples as to how they took action to achieve the goal of having **integrity**.

Discussion questions: Deep Dive: (10-20 Min): After students individually record their self-reflections on pages 103, facilitate the group discussion:

- What does it mean to **you** to have **integrity**? How have you been **honest** in the past?
- Describe the benefits of having **integrity** at school & at home.
- Where can you apply having **integrity** in your life next and what advice can you give to friends about honesty?

Student exit ticket: Investment (5-10 Minutes): Complete written response (task attached)

Review the key terms and complete the graphic organizer for additional support.

Key terms for completing written response task:

Achieve: To do your best and accomplish a task as best as you can

Aspire: To seek to become greater by being motivated and encouraged

Determination/determined-Willing to push through challenges and discomfort to achieve your goal (never give up, never quit, push through, sacrifice, willing)

Discipline-Able to set healthy boundaries to achieve a task

Honesty-The ability to be truthful and open about your thoughts and actions

Question: When was a time in your life when you wish you would have had integrity and honesty? How would you relive that scenario?

Moment with no integrity shown	How would you relive it?
What took place?	What took place?
How you responded	Your honest response
Lesson or outcome	The new outcome

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Care More Education **Commitment**

Dedicate time & effort towards your goals

Objective: Opening (1-3 min)

- Students will be able to understand the multiple advantages to dedicating their time and energy towards goals and tasks.
- Students will be able to reflect on real life scenarios that emphasize the benefits of sticking with something of value to see it through until it's successfully completed.

Student Materials

- Care More Than Us self-help chapter book pg. 1-11
- Student workbook pg. 103-114 (**1 month at a time**)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read pages 1-11 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each month of the school year, students will reflect on how well they are paying the P.R.I.C.E for success. Students will record the current month and provide 1-2 examples as to how they took action to achieve the goal of having integrity.

Discussion questions: Deep Dive: (10-20 Min): After students individually record their self-reflections on pages 103, facilitate the group discussion:

- What does it mean to **you** to be **committed**? How have you shown **commitment** in the past?
- Describe the benefits of being **committed** at school & at home.
- Where can you apply being **committed** in your life next and what advice can you give to friends about sticking with something they care about?

Student exit ticket: Investment (5-10 Minutes): Complete written response (task attached)

Review the key terms, complete the graphic organizer or refer to sentence starters for additional support.

Key terms for completing written response task:

Achieve: To do your best and accomplish a task as best as you can

Aspire: To seek to become greater by being motivated and encouraged

Consistency/consistent-Staying on top of your responsibilities and remaining true to the hardworking person you are

Determination/determined-Willing to push through challenges and discomfort to achieve your goal (never give up, never quit, push through, sacrifice, willing)

Discipline-Able to set healthy boundaries to achieve a task

Optimistic-Viewing life and your experiences with a positive point of view

How can you improve on a talent or skill?	
Something you dedicated time and effort to was...	How did you feel during the process?
What contributed to the success you experienced during that situation?	

Sentence starters for Commitment written response task:

- After reviewing the text, commitment means...
- According to my understanding, being committed can mean that...
- I believe that commitment is all about...

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Modifications and differentiation: Provide student support by reviewing key terms, and by completing student graphic organizer. (Resources attached).

Care More Education **Enthusiasm**

Taking on life and its challenges with excitement

Objective: Opening (1-3 min)

- Students will be able to consider the positive impacts of being excited and optimistic about opportunities in life.
- Students will be able to reflect on real life scenarios that show why it is important to constantly lead with positivity due its ability to add value to our lives, our communities and to our world.

Student Materials

- Care More Than Us self-help chapter book pg. 1-11
- Student workbook pg. 103-114 (**1 month at a time**)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): 1-11 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each month of the school year, students will reflect on how well they are paying the P.R.I.C.E for success. Students will record the current month and provide 1-2 examples as to how they took action to achieve the goal of having **integrity**.

Discussion questions: Deep Dive: (10-20 Min): After students individually record their self-reflections on pages 103, facilitate the group discussion:

- What does it mean to **you** to be **enthusiastic**? How have you shown **enthusiasm** in the past?
- Describe the benefits of being **excited** at school & at home.
- Where can you apply being **enthusiastic** in your life next and what advice can you give to friends about being positive and optimistic about life?

Student exit ticket: Investment (5-10 Minutes): Complete written response (task attached)

Review the key terms, complete the graphic organizer or refer to sentence starters for additional support.

Key terms for completing written response task:

Achieve: To do your best and accomplish a task as best as you can

Consistency/consistent-Staying on top of your responsibilities and remaining true to the hardworking person you are

Determination/determined-Willing to push through challenges and discomfort to achieve your goal (never give up, never quit, push through, sacrifice, willing)

Honesty-The ability to be truthful and open about your thoughts and actions

Optimistic-Viewing life and your experiences with a positive point of view

Question: When was a time in your life when you wish you would have been more enthusiastic or excited? How would you relive that scenario?

Moment with no enthusiasm	How would you relive it?
What took place?	What took place?
How you responded	Your honest response
Lesson or outcome	The new outcome

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Modifications and differentiation: Provide student support by reviewing key terms, and by referring to sentence starters. (Resources attached).

Care More Education**Mastery Task 1****Written Response****Objective: Opening (1-3 min)**

- Students will be able to construct a written response to explain and support their decisions to continuing striving for success instead of following the wrong path.
- Students will be able to develop one central focus for not allowing outside influences to distract them from their goals using key terms from Care More Than Us.

Student Materials

- Care More Than Us self-help chapter book
- Key Terms from student workbook glossary
- Student workbook pg. 53 and 54

Activity: Launch (Time varies): After students individually read the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For Mastery Task #1, guide students to review the task on page 53. Students should then record their 4-8 key terms that they want to use when responding to the prompt onto the bottom of page 53. Then, have students respond to the prompt using page 54 as their student working space.

Teacher responsibilities: Teachers should assist with finding the correct pages to use when completing the task. Also, support students who may struggle to begin their response by providing sentence starter (Resource attached).

Extension Activities: Students can role play pretending to be Jamal or another name...as one student reads what Jamal says on page 53 and students can take turns positively and respectfully responding to the negative influence with reasons for why they will continue pursuing success.

- If there is time, students can all share their respectful responses to each other.

Name

Date

Sentence starters for respectful response: Try one of these or feel free to create your own.

Dear Jamal. This year has been challenging for me, too. However

I wanted to tell you that I think you are a lot smarter than you may think. Even though you feel like this I think...

Have you ever wondered what life would be like if we didn't find success in school? How about...

Dear Jamal. I get it how you might be feeling but sometimes I feel like...

Today might be different if you...

One thing I learned this year is that...

You never know how far you can go in life unless you...

Dear Jamal. I thought about what you told me and...

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Student Materials



Modifications and differentiation:

Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 1****The lie of all lies****Objective: Opening (1-3 min)**

- Students will be able to reimagine their path to success as evidenced by understanding the importance of properly planning to achieve a potential goal.
- Students will reflect on real life scenarios that encourage them to think positively while learning to remove doubt.

Student Materials

- Care More Than Us self-help chapter book **pp. 12-16**
- Student workbook **pp. 1-6** (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 12-16** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 1?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 1 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
<hr/> <hr/> <hr/> <hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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Teacher and Parent Lesson Plan Guide

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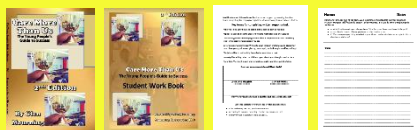
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Student Materials



Modifications and

differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 2**

**What it is from
what it isn't**

Objective: Opening (1-3 min)

- Students will be able to understand that the success they want to have in their lives is obtainable as evidenced by creating personalized timelines along the path to achieving goals.
- Students will reflect on real life scenarios that emphasize that true success takes time.

Student Materials

- Care More Than Us self-help chapter book **pp. 17-19**
- Student workbook **pp. 7-12** (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 17-19** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 2?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 2 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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<hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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TEACHER AND PARENT LESSON PLAN GUIDE

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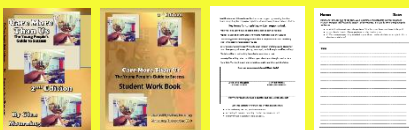
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Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 3****What is success anyway?****Objective: Opening (1-3 min)**

- Students will be able to relate to the principle that success does not exclude failure as evidenced by reflecting on the importance of persevering through challenges.
- Students will reflect on real life scenarios that reveal how to push through difficult times in order to become resilient along the road to success.

Student Materials

- Care More Than Us self-help chapter book pp. 20-27
- Student workbook pp. 13-18 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 20-27** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 3?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 3 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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<hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Care More Education

Young People's Guide to Success

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Student Materials



Modifications and

differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education **Chapter 4**

Write where you are

Objective: Opening (1-3 min)

- Students will be able to understand the likelihood of achieving goals as evidenced by analyzing the concept of keeping written records of action steps towards accomplishing tasks and achievements.
- Students will reflect on real life scenarios that explain how revisiting written goals and tasks contribute to successful habits and routines.

Student Materials

- Care More Than Us self-help chapter book pp. 28-31
- Student workbook pp. 19-24 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 28-31** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 4?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 4 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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Student Materials



Modifications and

differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 5****Windows of opportunity****Objective: Opening (1-3 min)**

- Students will be able to consider the lessons that their negative experiences can teach them as evidenced by focusing on what went well to prepare them for their next opportunity.
- Students will reflect on real life scenarios that encourage them to have a positive outlook by using disappointments to strengthen their minds.

Student Materials

- Care More Than Us self-help chapter book pp. 32-35
- Student workbook pp. 25-30 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 12-16** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 5?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 5 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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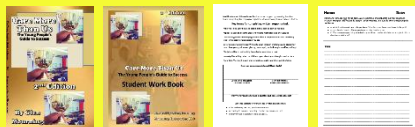
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Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 6****Reshaping success****Objective: Opening (1-3 min)**

- Students will be able to determine the importance of constantly learning as evidenced by achieving success through **integrating** old ideas with new ones.
- Students will reflect on real life scenarios that remind them that success looks different for everyone and that confidence is required to continue pursuing goals.

Student Materials

- Care More Than Us self-help chapter book pp. 36-47
- Student workbook **pp. 31-36** (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 36-47** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter **6**?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter **6** chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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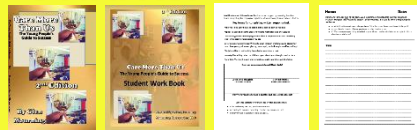
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Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education Chapter 7

We were kids once, too

Objective: Opening (1-3 min)

- Students will be able to identify the positive influences that they have access to as evidenced by their willingness to receive constructive criticism.
- Students will reflect on real life scenarios that expose them to the benefits of learning to learn from others.

Student Materials

- Care More Than Us self-help chapter book pp. 48-55
- Student workbook pp. 37-42 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 48-55** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 7?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 7 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 8**

We believe in you, but do you believe in you?

Objective: Opening (1-3 min)

- Students will be able to reflect on how deciding to believe in themselves builds confidence as evidenced by fixing their mindset on accomplishments instead of excuses.
- Students will reflect on real life scenarios that encourage them to become accountable while developing successful habits.

Student Materials

- Care More Than Us self-help chapter book pp. 56-64
- Student workbook pp. 43-48 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read pages 56-64 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 8?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 8 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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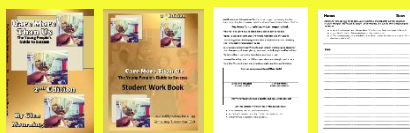
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Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education Chapter 9

Learn to love something

Objective: Opening (1-3 min)

- Students will be able to review the positive benefits and advantages of participating in extracurricular activities as evidenced by learning to love an aspect of school which can take them to new heights.
- Students will reflect on real life scenarios of successful students that have approached their learning with enthusiasm as it has added value to their overall academic experiences.

Student Materials

- Care More Than Us self-help chapter book pp. 65-69
- Student workbook pp. 49-55 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read pages 65-69 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter 9?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter 9 chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name



Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
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Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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<p>Care More Education</p>  <p>Young People's Guide to Success</p>	<p>Care More Education</p> <p>Chapter 10 The power of being accountable</p> <p>Objective: Opening (1-3 min)</p> <ul style="list-style-type: none"> Students will be able to determine the impact responsibilities can have on someone as evidenced by the maturity and growth that comes from being relied upon. Students will reflect on real life scenarios of how crucial it can be to find the positive life lessons that exist within uncomfortable circumstances
<p>TEACHER AND PARENT LESSON PLAN GUIDE</p> <p>CONTACT</p> <hr/> <p>WEBSITE: www.glenmourningcares.com</p> <p>EMAIL: booking@glenmourningcares.com</p>	<p>Student Materials</p> <ul style="list-style-type: none"> Care More Than Us self-help chapter book pp. 70-76 Student workbook pp. 56-62 (complete independently) Student tasks sheets (attached), pencil or pen <p>Activity: Launch (Time varies): After students individually read pages 70-76 of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.</p> <p>For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.</p>
<p>Student Materials</p> 	<p>Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:</p> <ul style="list-style-type: none"> How or what did you feel when reading chapter 10? What stuck out to you the most? What memories of your own life did it bring up? What area of your life can this chapter help you improve? What was your favorite piece of advice from chapter 10 chapter and why?
<p>Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).</p>	<p>Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)</p>

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
<hr/> <hr/> <hr/> <hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
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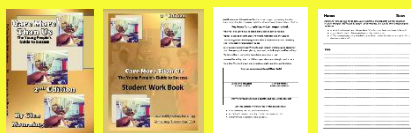
WEBSITE:

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EMAIL:

booking@glenmourningcares.com

Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 11****Follow my lead****Objective: Opening (1-3 min)**

- Students will be able to refer to the steps and process of becoming a leader as evidenced by their use of accountability and acts of service.
- Students will reflect on real life scenarios expressing the importance of surrounding themselves with positive and productive young people.

Student Materials

- Care More Than Us self-help chapter book pp. 77-83
- Student workbook **pp. 63-67** (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 77-83** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter **11**?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter **11** chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Care More Education

Young People's Guide to Success

TEACHER AND PARENT LESSON PLAN GUIDE

CONTACT

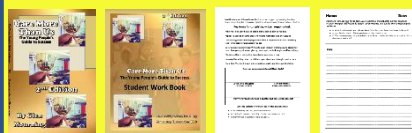
WEBSITE:

www.glenmourningcares.com

EMAIL:

booking@glenmourningcares.com

Student Materials



Modifications and differentiation: Provide student support by reviewing key terms, completing student graphic organizer and reviewing student sentence starters (Resources attached).

Care More Education**Chapter 12**

Improving your life one day at a time

Objective: Opening (1-3 min)

- Students will be able to refer to the benefits of learning to care more for their lives as evidenced by personal accomplishments and contributions to their school and community at large.
- Students will reflect on real life scenarios of how paying the P.R.I.C.E for Success looks different for everyone but that it is a rewarding process.

Student Materials

- Care More Than Us self-help chapter book pp. 84-86
- Student workbook p. 73 (complete independently)
- Student tasks sheets (attached), pencil or pen

Activity: Launch (Time varies): After students individually read **pages 84-86** of the self-help chapter book titled, Care More Than Us: The Young People's Guide to success, allow students time to reflect on their own behaviors and choices.

For each chapter reflection, it is at teacher discretion as to whether students will complete the two vocabulary skill practice tasks and goal setting journal entries independently, with a partner or in small groups.

Discussion questions: Deep Dive: (10-20 Min): After students individually read each chapter, begin building successful participants by answering the discussion questions below. Be sure to actively monitor & facilitate the group discussion:

- How or what did you feel when reading chapter **12**?
- What stuck out to you the most?
- What memories of your own life did it bring up?
- What area of your life can this chapter help you improve?
- What was your favorite piece of advice from chapter **12** chapter and why?

Student exit ticket: Investment (5-10 Minutes): Complete personal goal achiever task and academic/social-emotional goal tracker task (activities attached)

Name

Date

Personal Goal Achiever	
My new goal	Progress Tracker
The date goal will be achieved	Am I on track to meet my goal date?
The first step to achieving this goal is to...	If I am falling behind, what I can do to get back on track is...
If I need support along the way I can ask...	The people I need to thank for helping me along the way are...
Congratulations note to myself for paying the P.R.I.C.E for Success to accomplish this particular goal.	
<hr/> <hr/> <hr/> <hr/>	

Name

Date

Academic Goal Tracker	Social-Emotional Meter
<p>Am I trying my best on assignments?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Am I respecting my family and friends?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Do I ask for help when I need support?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I show empathy to others in school?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>Am I being a leader for my classmates?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>	<p>Do I volunteer to support or help others?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Need to increase my effort</p>
<p>One thing I am proud of from this previous week is that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Care More Education



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Student Materials



Celebration: When students complete their final essay, print out the "Care More Than Us" certificate of completion from page 74 to present to all students. Also, add personalized awards to the celebration.

Care More Education **Mastery Task 3** **Written Response**

Objective: Opening (1-3 min)

- Students will be able to identify the importance of never giving up in life when times are difficult or challenging to manage.
- Students will be able to reflect on real life scenarios regarding persevering to achieve success.

Student Materials

- Care More Than Us self-help chapter book pg. 1-86
- Student workbook pg. 68-72 (one month at a time)
- Student tasks sheets (attached), pencil or pen
- Student essay rubric (for teacher use only)

Activity: Launch (Time varies): After students individually read pages the entire self-help chapter book titled, Care More Than Us: The Young People's Guide to success, students will now reflect and respond to final assignment on page 68 of their student workbook.

Each student has put forth tremendous effort at learning how to pay the P.R.I.C.E for success along their journey to becoming as successful as possible. It is now time for them to persuade the class as to why they deserve to win "successful scholar of the year or marking period". Students will record the terms that they wish to incorporate into their essay onto the bottom of page 68 as well as outline their essay on page 69. Allow students the amount of time or days that they need to complete a compelling and well written response for this formal essay.

Directions: (Time will vary): Now that you have completed the activities for the key terms for success as well as chapter 1-12 of Care More Than Us, complete the following task.

Prompt: There are millions of young people who want to become something special in life. Using what you know about paying the P.R.I.C.E for Success as well as what you have learned about caring about your future and setting goals, write an essay explaining why you deserve the "successful scholar of the year award". **Full details on page 68 of student workbook.**

Name

Date

Care More Scholar of the Year Essay Rubric	3 Exceeding Standard	2 Meeting Standard	1 Approaching Standard
<p>Intro Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience</p>	<p>The claim is clearly written. Essay uses questions and/or a personal story to hook the reader.</p>	<p>The claim is clearly written.</p>	<p>The claim is not clearly written.</p>
<p>Reasons Students will be able to write arguments to support claims with clear reasons and relevant evidence</p>	<p>Essay includes 3 or more clear reasons and a counter-claim.</p>	<p>Essay includes 3 or more clear reasons.</p>	<p>Essay includes less than three reasons and/or reasons are unclear.</p>
<p>Conclusion Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience</p>	<p>Conclusion summarizes all reasons given, restates the claim, and has a call to action.</p>	<p>Conclusion summarizes all reasons given, restates the claim.</p>	<p>Conclusion restates the claim.</p>
<p>Transitions Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience</p>	<p>Essay includes transitions for every reason, the conclusion, and shift in examples/thinking.</p>	<p>Essay includes transitions for every reason and the conclusion.</p>	<p>Essay is missing a transition.</p>
<p>Spelling/Grammar ○ Students will be able to plan, edit, re-write, revise, and re-approach their writing</p>	<p>The essay has correct spelling, grammar, and punctuation. Less than 3 mistakes.</p>	<p>There are few spelling, grammatical or punctuation errors which slow the reader down and make it difficult to understand. 4-6 errors.</p>	<p>There several spelling, grammatical or punctuation errors in the essay, which makes reading and understanding it challenging. 7-9 errors.</p>

Teacher note: Overall, the rubric is provided to help support formal writing instruction. The scoring of an essay from a traditional approach should not be used to penalize a student's growth and maturity as it relates to them improving their behavior and or approaches to setting goals and developing successful habits.