



Greetings from Dr. Bernard A. Harris, Jr.

Welcome to the 22nd year of the Dare to Dream (DTD) Program. DTD is a character education and crime prevention program that helps students set goals and work toward achieving their dreams. It takes the dedication of many people to make this program successful, and I thank you all for your hard work and dedication to the students.

Dare to Dream is a three-year curriculum covering three topic areas – *My Self, My Community and My World*. In the *My Self* module, students will explore trustworthiness, respect, responsibility, fairness, caring and citizenship. The second module is *My Community* where students will think about their role in their school community and conduct a service project that will positively contribute to the school and its members. The third and final module, *My World*, explores the world beyond the students' communities, focusing on college and career readiness, and the benefits of successful careers after high school and college. A very important aspect of this program is creating an environment where the students can set personal goals and learn about the pathways to achieving them.

I extend my sincere thanks to each of you for working with these students. Without our partners: Communities in Schools, Houston Independent School District (ISD), Alief ISD, Harris County Juvenile Probation Department, the Federal Bureau of Investigation (FBI), and the Drug Enforcement Administration (DEA), this would not be possible.

I look forward to working with all of you this year.

Sincerely,

Dr. Bernard A. Harris, Jr., M.D.,
President

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Letter to Parents and Guardians

Dear Parents and Guardians,

My name is Dr. Bernard Harris. I am a Houstonian, a doctor, an astronaut and the founder of The Harris Foundation (THF) and it's **Dare to Dream** program. Twenty-two years ago, THF launched a small program in answer to a serious problem facing youth in our community. Many of them had made wrong decisions which resulted in their being sent to the Harris County Juvenile Probation Department, "juvenile detention". We knew our students were better than this and believed that by setting goals and learning skills to achieve them, students could succeed.

The Dare to Dream program was born out of my personal belief that dreams can be achieved by anyone. All students deserve to have many positive role models in their lives to help them set goals and encourage them to work hard to achieve success. With the unwavering support of the Harris County Juvenile Probation Department Field Services Division, Communities in Schools, area school districts, The Drug Enforcement Administration (DEA) and the Federal Bureau of Investigation (FBI), the Dare to Dream program operates in ten area schools, working with 275 students each year.

Your child has been selected to participate in the Dare to Dream program because we believe that s/he is an infinite being with infinite possibilities. This year the Dare to Dream students will have the opportunity to learn about good character, being a good community member and setting goals. This year the students will have the opportunity to participate in a teambuilding competition through PledgeCents. They will also have the unique experience of attending an FBI field trip and hearing from some great guest speakers. The DEA will provide an opportunity for the Dare to Dream students to participate in a Red Ribbon Rally. All students will complete the program having gained confidence as well as a renewed commitment to achieving future success.

Thank you for allowing your child to participate in the program.

Sincerely,

Dr. Bernard A. Harris, Jr., M.D.,
President



Media Release Form

I hereby grant permission to The Harris Foundation and/or its associates, assistants, or subcontractors to photograph/film/interview mychild,

It is my understanding that photographs/films/interviews or portions thereof will be used for public view (publications, multimedia production, display, advertisement or World-wide web publication for Communities in Schools, FBI, DEA, or The Harris Foundation).

The undersigned agrees that Communities in Schools, FBI, DEA, The Harris Foundation and its associates may use names, likeness, or biographical information supplied by the undersigned.

I agree to participate in this project without financial remuneration, and I understand that my signature below releases and discharges Communities in Schools, the FBI, DEA, and the Harris Foundation, and their agents, officers, volunteers and employees from any future claims and demands, as well as from any liability arising from the use of said photographs/images and interviews.

Name of Child (please print): _____

Gender ___ **School/District:** _____

Grade Level: _____

Shirt Size (Please specify adult or child size): _____

Home Address: _____

Phone Number (with area code): _____

Parent or Guardian (please print): _____

Signature of Parent or Guardian: _____ **Date:** _____

Parent/Student Contract for Participation

I, _____, agree to fully and actively participate in the Dare to Dream program this school-year. I understand that the Dare to Dream program is a special opportunity for me to learn about myself, my community and my world.

As a member of the Dare to Dream community I agree to follow the guidelines below. Check off each box to show you have read each item.

I will attend all Dare to Dream meetings.

I will respect everyone.

I will work hard in school now so that I can graduate high school and go to college.

I will be kind to others.

I will practice self-control.

I will follow the rules.

I will actively participate in all activities at meetings by sharing my ideas and respecting the ideas of others.

I understand that Dare to Dream members often have the privilege of attending special field trips and events. I know that if I break this contract, that privilege may be taken away.

Student Signature: _____

I understand that my student will bring activities home that I must participate in.

Parent Signature: _____



THE HARRIS FOUNDATION



2017 – 2018 Dare to Dream T-Shirt Order Form

Please complete and return, electronically, no later than October 13, 2017

Contact Name	
Contact Information	
School Name and Address	

Please enter the shirt quantity requested in the box to the right of the coordinating shirt size

Youth Extra Small (2-4)		Adult Extra Small (32)	
Youth Small (6-8)		Adult Small (36)	
Youth Medium (10-12)		Adult Medium (40)	
Youth Large (14-16)		Adult Large (44)	
Youth Extra Large (16-18)		Adult Extra Large (48)	
TOTAL YOUTH ORDER		TOTAL ADULT ORDER	

PLEASE ORDER A T-SHIRT FOR YOUR CO-SPONSOR, PROBATION OFFICER, AND PRINCIPAL

MISSION SPECIALIST PRE-SURVEY

In order to access the Pre-Survey, Please use this link:

<https://www.surveymonkey.com/r/DaretoDreamPre-Survey>

School: _____

Grade: _____ Date: _____

Please check one answer for each of the following statements:

Character	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. I know what it means to have good character					
2. I try to show good character in all of my actions.					
3. I know why having good character is important for my future.					
4. I know what a juvenile probation officer is and what they do at work.					
5. I know what a community is.					
6. I belong to many different types of communities.					
7. I think helping out in my community is important.					
8. I would like to do more to help the people in my community.					
9. I know how to plan and organize a project.					
10. I feel that I can be a leader in my school community.					
11. My behavior and my choices make me a leader at my school.					
12. Going to College is important for my future.					
13. I know what kinds of colleges there are.					
14. I know what kinds of degrees you can earn in college.					

15. I know how to get help for me to pay for college.					
16. I know how to set goals.					
17. I have set goals for my future.					
18. I have a plan to achieve my goals.					
19. I know what I want to be when I grow up.					
20. I know bullying is wrong.					
21. I have a good attitude towards other students.					
22. I know what Trustworthiness means.					
23. I know what Respect means.					
24. I know what Responsibilities mean.					
25. I know what Fairness means.					
26. I know what Caring means.					
27. I know what citizenship means.					

What about Dare to Dream are you most looking forward to?

What do you hope to learn by being a part of the Dare to Dream program?

Curriculum Overview

The curriculum which follows is meant to guide you in the implementation of the Dare to Dream modules. The modules include *My Self* (Lessons 1-5), *My Community* (Lessons 6-12) and *My World* (Lessons 13-17). The last **three meetings** should be dedicated to program evaluation and end of year presentation preparation. At the beginning of each module, you will find the module objectives and links to additional resources. Each lesson should take approximately one hour. The layout of each lesson includes the Objectives, Materials needed (most are provided in this handbook including student handouts and Facilitator pages), Methods to be utilized, and an end of lesson Reflection. Where applicable, we also include teaching tips, Parent connections and JPO/Role Model Connections, an area to guide the involvement of the probation officer and other adult role models. Overhead transparencies and copies of any handouts immediately follow the lesson plan. A meeting topic overview is as follows:

Module	Meeting #	Suggested Month	Topic
My Self: <i>Helping Build my Character</i>	1	September	Welcome to Dare to Dream!
	2	September	What is Good Character/Trustworthiness
	3	October	What is Good Character/Respect & Responsibility and Fairness
	4/5	October	Getting Ready for Character Week
My Community: <i>Helping My School</i>	6	November	Caring & Citizenship
	7	November	Being a Community Member
	8	December	S.O.A.R.: Making a Difference - Selection
	9	December	S.O.A.R.: Making a Difference – Organization & Action
	10	January	S.O.A.R.: Making a Difference - Organization & Action
	11	January	S.O.A.R.: Making a Difference - Organization & Action
My World: <i>Let's Talk about Our Goals</i>	12	January	S.O.A.R.: Making a Difference - Reflection
	13	February	Helping to plan my Future
	14	February	The Big Payoff
	15	February	To College We Go!
	16	March	Paying for College
EOY Prep	17	March	Which College is Right for Me?
	18-20	March/April	End of Year Wrap-Up/Preparation

Please access the Dare to Dream digital curriculum by visiting:

<http://www.theharrisfoundation.org/DTDLogin.aspx>

User Name: DaretoDream
Password: sponsorinfo22

Module 1

Meetings #1-5

My Self: Helping build my Character

Module Objectives:

In the *My Self: Helping to build my Character* module, **Mission Specialists** will:



Learn about Dare to Dream and the meaning of ABCs, the Dare to Dream pledge and the community rules.



Identify and define the six pillars of good character.



Practice the democratic process by electing DTD leaders.



Complete online Pre-Survey



Recognize the importance of positive character traits and their relevance to our daily lives.



Prepare an activity to participate in Character Week.



Understand the roles and responsibilities of a Juvenile Probation Officer.

Resources:



Icebreaker/Teambuilding Games (For Teachers) <http://wilderdom.com/games/index2.html>



Character Education: Free Resources, Materials and LessonPlans <http://www.goodcharacter.com/>



Josephson Institute: Center for Youth Ethics <http://charactercounts.org/sixpillars.html>



WingClips: Movie Clips that Illustrate and Inspire <http://www.wingclips.com/>

My Self: Helping build my Character



Meeting #1 (September) *Welcome to Dare to Dream!*

Facilitator



Meeting Objectives:

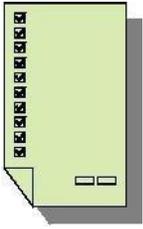
- Mission Specialists will be introduced to the Dare to Dream program and learn the meaning of the ABCs, the Dare to Dream pledge and the community rules.
 - ABC's:
A (Achieve) + B (Believe) + C (Conceive) = D (Dream)
 - Pledge:
To achieve, we must believe and conceive our dreams.
 - Rules:
I will respect everyone.
I will do well in school.
I will be kind to others.
I will practice self-control.
I will follow the rules.
I will "Dare to Dream" using the Prescription for Success.

- Mission Specialists will practice the democratic process by electing DTD leaders.



Materials:

- Computer with Internet access, projector
- Mission Specialists folders each containing:
 - Dare to Dream Pledge Cards
 - Student/Parent Contract for Participation (to be sent home) (page 6)
 - Letter to Parents/Guardians (to be sent home) (page 4)
 - Media Release form (to be sent home) (page 5)
- Complete *Online* Student Pre-Survey (8-9)
- Parliamentary Procedure (page 16)
- Officer Duties
- Ballot sheets (page 18)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Welcome Mission Specialists to Dare to Dream! (10 minutes).

Congratulations! You have been chosen to be part of a very special group called Dare to Dream! You have been selected because we believe that you have the potential to be anything you want to be in this world and this club will help you get prepared to achieve your dreams. The founder of this club, Dr. Bernard Harris, is a special member of our Houston community. He was the first African-American astronaut to walk in space. He became a doctor, astronaut, and venture capitalist by studying and working hard. Through Dare to Dream, he has a special message for you. He wants you to learn about ways you can build and show good character so that you can achieve your goals in the future. You will have a chance to participate in team building activities, help our communities and learn about college and careers. The pictures on this PowerPoint will show us some of the exciting things we have to look forward to!

We will also have a juvenile probation officer who will be our mentor, teaching us the importance of making good decisions and helping us to learn about our community.

You are all now “Mission Specialists,” a special name for a crew member on a space shuttle. Your mission, should you choose to accept it, is to complete the Dare to Dream program! Let’s read today’s meeting objectives.

[Read the meeting objectives from the posted sheet].

- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists (5 minutes)
- Distribute Dare to Dream folders to Mission Specialists. Review the ABC’s, the pledge cards and the community rules as listed on page 7. (10 minutes).
- Review student/parent contract by reading it aloud with the Mission Specialists, making sure that they understand. Have each student sign their copy then to take home to have parents sign (5 minutes).

- Have Mission Specialists complete the online pre-survey and complete it individually. (10 minutes).
- Lead a discussion around the following topics (20minutes):
 - How to prepare your student folder for each meeting
 - *Each time we meet, the Historian will distribute the folders. The left hand side of your folder will be for journaling/taking notes and the right hand side will be for storing any worksheets or other handouts.*
 - Election of DTD Officers
 - *Have the Mission Specialists work in teams of 2 or 3 for about 5 minutes to answer the following question: What do you think are the qualities of a good leader? For the next five minutes have each team give one quality. Read the description of the four different positions that must be elected by the Mission Specialist.*
 - *Describe the process that will be used to nominate and elect the four DTD officers.*
- Before collecting folders, have Mission Specialists take out the letter to parents and media release forms. Please instruct the Mission Specialists to return all forms to the school as soon as possible. (5 minutes).

Email all completed forms due by October 13th to:

andrea@theharrisfoundation.org

Andrea Mosley
The Harris Foundation
 1330 Post Oak Boulevard, Suite #2550
 Houston, TX 77056
 832.319.7359 (phone)
 713.877.8669 (fax)



Teaching Tips:

- If possible, make copies of the signed student contracts. Keep one on file and give Mission Specialists one copy to keep in their folders.
- Submit names of Dare to Dream Mission Specialists and election winners to the school newspaper, PTA/PTO or other school outlets.



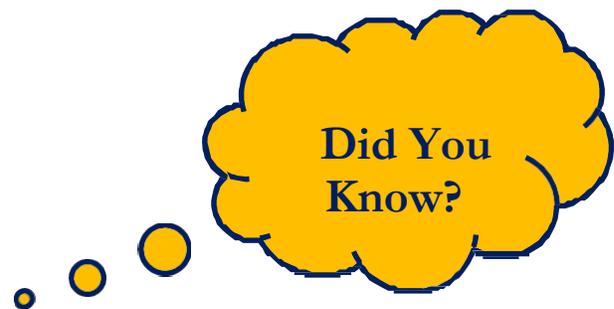
Reflection:

- Have the mission specialists complete an exit ticket containing the following.
 - 3 things I have learned today.
 - 2 things I would like to know more about.
 - 1 thing I will share with my family tonight.



JPO/Role Model Connection:

- Introduce yourself to the Mission Specialists and tell them how long you have been involved with Dare to Dream and why you think the program is important. Explain to the Mission Specialists what your role will be and encourage them to ask you questions when you are at the meetings.



Character Counts Week is a national initiative held the third week of October. It celebrates the universal values that we all share. To learn more about Character Counts! Week go to: <https://charactercounts.org/cc-week/>.

By the end of this module, your Mission Specialists will have developed an activity or campaign to support this initiative! This is exciting stuff!

Parliamentary Procedure

What is Parliamentary Procedure?

Parliamentary procedure is a set of rules for conducting business at meetings. Parliamentary procedure is important because it allows everyone to be heard and decisions to be made without confusion. All Dare to Dream meetings will be opened using parliamentary procedure. The following schedule will be used at each meeting.

1. Call to Order (Mission President)

This Dare to Dream meeting is now called to order. The objectives for the meeting are...

2. Pledge/Goals (Led by Mission Vice President)

Let's stand and repeat the Dare to Dream Pledge and Mission Specialist Goals.

Pledge:

To achieve, we must believe and conceive our dreams.

Goals:

I will respect everyone.

I will do well in school.

I will be kind to others.

I will practice self-control.

I will follow the rules.

I will "Dare to Dream" using the Prescription for Success.

3. Minutes/Attendance (Mission Secretary)

4. Comments (JPO)

5. Meeting Activities (Facilitator/Mission Specialist)

When Mission Specialists must make a decision about what project to do, parliament procedure will be used. A Mission Specialists must make a motion. A motion is a suggestion that is made to take action on some matter. Main motions will be the only motions that will be used. A main motion steps are:

1. Make a motion (I move that...)
2. Motion is seconded (I second the motion.)
3. Motion is debated (Discuss the motion.)
4. Vote on motion (Make a decision.)

Officer Duties

President

The Mission President calls the meeting to order and reads the meeting's objectives. During meetings he or she is responsible for making sure the class stays on task.

Vice-President

After the President calls the meeting to order, the Mission Vice-President leads the Dare to Dream pledge and the Community Rules. He or she also acts as president in his or her absence.

Secretary

After the pledge and rules are completed, the Mission Secretary takes attendance and reads minutes from the last meeting.

Historian

The Mission Historian takes pictures and makes notes that might help with the end of year presentation. He or she will also pass out the student folders.

PRESIDENT:	PRESIDENT:
VICE-PRESIDENT:	VICE-PRESIDENT:
SECRETARY:	SECRETARY:
HISTORIAN: _____	HISTORIAN: _____
PRESIDENT:	PRESIDENT:
VICE-PRESIDENT:	VICE-PRESIDENT:
SECRETARY:	SECRETARY:
HISTORIAN: _____	HISTORIAN: _____
PRESIDENT:	PRESIDENT:
VICE-PRESIDENT:	VICE-PRESIDENT:
SECRETARY:	SECRETARY:
HISTORIAN:	HISTORIAN:

My Self: What is Good Character?



Meeting #2 (September) *What is Good Character?* *Trustworthiness*

Facilitator



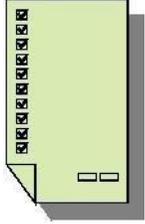
Meeting Objectives:

- Mission Specialists will identify and define the six pillars of character.
- Mission Specialists will relate the six pillars to their individual lives.
- Mission Specialists will view movie clip and describe the character behaviors observed.
- Mission Specialists will compare Stonehenge to the six pillars of character.
- Mission Specialists will do *Lean on Me*: Trust Activity (Optional)



Materials:

- Mission Specialists folders
- President and Vice-President Script (page 24)
- Computer with Internet, Projector
- Picture of Building with Pillars (Transparency)
- *Six Pillars of Character* Display Sheet (Transparency)
- *Lean on Me*: Trust Activity directions (Optional activity)
 - Pad or mat for *Lean on Me*
- Flash Cards- 6 Pillars of Character
- Mission President/Vice President script
- Mission Secretary meeting minutes page
- Dare to Dream Roster



Methods:

- Post or project meeting objectives somewhere all Mission Specialists can see them.
 - Announce the winners of last meeting's election (2 minutes). Give the president and vice-president their script for each meeting and the secretary the folder of blank minutes sheets for record-keeping. The script should be placed in the appropriate officer folder to use for future meetings. Have blank minute sheets at each meeting for the secretary. A copy of the Dare to Dream Pledge and the School Rules should be placed in each Mission Specialist folder.
 - Media release forms can be collected at this time (4 minutes).
 - Have the Historian pass out Mission Specialist folders. (3 minutes).
 - Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
 - Mission Secretary takes attendance and begins taking minutes.
 - If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
 - Show the Mission Specialists the clip below. Tell them to observe the characters' behavior and think about how they would describe it. After viewing, make a list of Mission Specialist' reactions. (10 minutes)
- Link: <http://www.wingclips.com/movie-clips/coach-carter/ill-do-push-ups>
- Show the Mission Specialist the transparency of Stonehenge (page 25). Ask them to point out the pillars and explain what the purpose of the pillars is. [Answers: To hold the building up. Makes the building look prettier. To keep the building strong.] (3 minutes)
 - Then, show the Mission Specialists the transparency of the six pillars (page 26). *These pillars represent the "pillars of behavior" in our own lives that make us strong and good people. They hold us up and make us better people.*
 - Tell Mission Specialists that you will now explore the meaning of each of these six pillars of character (page 27). Separate them into six teams and distribute the envelope of flash cards. Tell them it is their job to match the definition with the correct pillar. Once all Mission Specialists have completed the task successfully, review as a group (10-15 minutes).



Teaching Tip:

- As an optional extension activity, the class can participate in the *Lean on Me* activity. Conduct the activity using the attached directions on (page 28), and then lead the Mission Specialists in the discussion questions. (15 minutes).



Reflection:

- Have the Mission Specialists write in their journal what they learned about the qualities of a good leader. Tell them if they know a person who have these qualities, include them in their write up. (5 minutes)



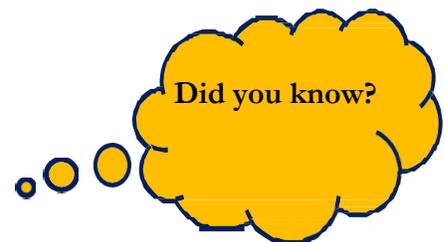
JPO/Role Model Connection:

- Share with the class what character trait is most important to you and why.



Parent Connection:

- Tell the Mission Specialists to share the six pillars with their family members. (15 Minutes)



The *My self: Character Week* module will focus on Mission Specialist on developing good character and avoiding negative behaviors. They will learn about trustworthiness, respect, responsibility, fairness, caring and citizenship through teambuilding activities. At the end, they will share what they learned with the rest of the school, through the format of their choice. If you feel your group could benefit from additional teambuilding activities to reinforce certain concepts, visit:

http://www.educationworld.com/a_admin/admin/admin364.shtml

Meeting Minutes

Date: _____

Topic: _____

Special Guests: _____

Attendance (list anyone who was missing):

Topics Discussed:

Activities Completed:

Mission President Script

This Dare to Dream meeting is now called to order.
I will now read the meeting objectives. [Read the objectives]

The Vice-President will now lead us in the Dare to Dream Pledge and the School Rules. The Secretary will then take attendance and read the minutes from our last meeting.

Mission Vice-President Script

(Vice-President says what is in bold, then the class repeats where noted.)

Prescription for Success

To achieve, (class repeats)

I must believe, (Class repeats)

And conceive my dreams. (Class repeats)

My School Rules

I will respect everyone. (Class repeats)

I will do well in school. (Class repeats)

I will be kind to others. (Class repeats)

I will practice self-control. (Class repeats)

I will follow the rules. (Class repeats)

I will Dare to Dream using the Prescription for Success.

(Class repeats)



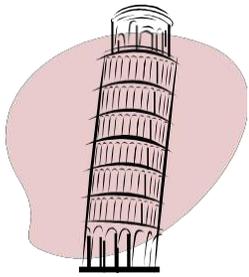
Digital image. Owen Jarus, 18 Aug. 2017. Web. 23 Aug. 2017.

6 Pillars of Character



<p>Trustworthiness</p>	<p>Build trust and credibility with integrity (consistency between beliefs, words and actions), honesty promise-keeping, and loyalty (fidelity to family, friends, and country)</p>
<p>Respect</p>	<p>Honor the worth and dignity of all individuals. Treat others the way you would want to be treated. Act courteously, civilly, peaceably, and nonviolently. Be tolerant and accepting of differences. Avoid rude, offensive, and abusive words and actions.</p>
<p>Responsibility</p>	<p>Be accountable for your words, actions, and attitudes. Exercise self-control. Strive for excellence and self-improvement. Plan ahead. Set a good example for others. Be self-reliant, prudent, proactive, persistent, and hard-working.</p>
<p>Fairness</p>	<p>Be consistent, open, and treat all people equitably. Consider all sides and make decisions on the facts without favoritism or prejudice. Play by the rules, avoid careless accusations, and don't take undue advantage of others. Pursue justice and condemn injustice.</p>
<p>Caring</p>	<p>Be kind, compassionate, empathetic, charitable, forgiving, and grateful.</p>
<p>Citizenship</p>	<p>Obey laws in good faith. Do your share to improve the well-being of fellow citizens and the community. Protect the environment, volunteer, and participate in the processes of democracy by staying informed and voting.</p>

Facilitator



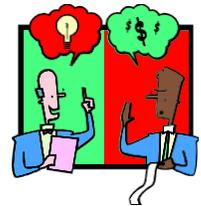
Lean with Me: Trust Activity

INSTRUCTIONS:

1. Set up a padded mat in the middle of the floor.
2. Pick three people to participate in the first attempt at this activity.
3. Two Mission Specialists facing each other will lock arms, grabbing the other person's wrists. These are the Catchers.
4. The instructor stands on one side of the Catchers and the Leaner stands on the opposite side with his/her back toward the instructor and catchers.
5. Leaner must adopt the falling posture:
 - a. standing upright
 - b. feet together
 - c. hands across chest, resting on shoulders
 - d. keep body stiff (to avoid buckling)
6. Establish clear communication calls (like climbing calls), e.g.,
 - a. Leaner: "I am ready to lean. Are you ready to catch me?"
 - b. Catchers: "I am ready to catch you. Lean away."
 - c. Leaner: "Leaning."
 - d. Catchers: "OK"
7. The Leaner then slowly leans back into the arms of the Catchers. The Catchers prevent the Leaner from falling down and then gently lift the leaner back to a standing position.
8. The instructor spots each lean from behind.
9. If time permits, give everyone a chance to perform the Trust Lean over the mats.

DISCUSSION QUESTIONS:

1. In this activity, what made you feel trusting?
[Possible answers: clear communication, positive encouragement]
2. In this activity, what made you feel less trusting?
[Possible answers: Laughing/joking, lack of communication]
3. How does this apply to your daily life?
[Possible answers: Willing to take a risk if you trust your classmates. We need to encourage each other.]



My Self: What is Good Character?



Meeting #3 (October) *What is Good Character?* *Respect, Responsibility and Fairness*



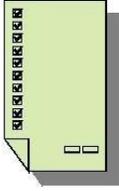
Meeting Objectives:

- Mission specialists will work as a team to accomplish a common goal.
- Mission specialists will understand the roles and responsibilities of a juvenile probation officer.
- Mission specialists will complete *Raising the bar* activity.
- Mission specialists will learn the following terms: *Bullying, Rude, and Mean*



Materials:

- Mission Specialists folders
- *Raising the Bar* Responsibility Activity Directions (pages 33-34) [NOTE: You may find it helpful to have the materials set up prior to the mission specialist' arrival. The activity may be done prior to the meeting being officially called to order if you wish.]
- 20 paint stirrers, 5 tennis balls, 5 solo cups (4 paint stirrers, 1 ball, 1 cup per team)
- Question Strips for Juvenile Probation Officer (page 35)
- Timing device



Methods:

- Post or project meeting objectives where all mission specialist can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).

- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)

- Have Mission Secretary take attendance and begin taking minutes.

- Introduce your probation officer and have him/her lead the group in the *Raising the Bar* activity. (15 minutes)

- Upon completion of the *Raising the Bar* activity and discussion questions, distribute the juvenile probation officer questions if you haven't already.

- Allow this for the probation officer to share information about themselves and answer the Mission Specialists questions. The mission specialist should ask their questions on the Questions for Juvenile Probation Officer in order. Not every mission specialist will have a question, but feel free to open up the conversation to additional questions (15-20 minutes).

- After the question and answer period, the probation officer should transition to telling mission specialist that making positive choices includes respecting classmates and friends by not bullying. Bullying is, in fact, something that many mission specialists get in trouble for. If there is time, brainstorm with the mission specialists what they think bullying includes and ways in which to combat it. Here are some questions just in case you may want to include for the JPOs.
 1. Do you know what bullying is? How it is difference from mean behavior?
 2. Have you ever been mean to someone else? Do you think you have bullied someone before? Please explain.
 3. If you look at the rules for Dare to Dream, can you be a bully and still abide by the rules? Please explain.

- Bullying Activity: Form teams of four or five mission specialists. Have the team's brainstorm how they can become an ally to someone being bullied. One team member should be the recorder. Then, have each team complete the following sentence.

The way we can be an ally to someone who is being bullied is _____

Continue around to each team until all of the ways have been given. Collect all of the sheets and place them in the secretary's folder.

What is Bullying? **Rude Vs Mean Vs Bullying**

Bullying is a phrase we hear often on TV, in movies, and in schools. Exactly, what is bullying? When a person or a group behaves in ways – on purpose and over and over – that make someone feel hurt, afraid or embarrassed, this is bullying.

There is a difference between bullying and other unkind, mean and harmful behavior. If someone by mistake says or does something that hurts someone else that is rude, not bullying. If someone on purpose say or do something to hurt someone once or twice, that is mean, not bullying. For an action to be called bullying it must have three parts: (1) repeated actions or aggressive behavior, (2) power difference and (3) intention to cause harm.

Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse — even when targets of bullying show or express their hurt or tell the aggressors to stop.

There are four players in bullying incidents.

1. Ally – Someone who helps or stands up for someone who is being bullied.
2. Bystander – Someone who sees bullying happening and does not say or do anything.
3. Aggressor – Someone who says or does hurtful things to another person on purpose and over and over.
4. Target – Someone who is bullied or treated in a hurtful way by an individual or a group on purpose and over and over.

Bullying may be physical, verbal, and relational or carried out via technology:

- **Physical:** This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, and a range of other behaviors that involve physical aggression.
- **Verbal:** This kind of bullying include words (name calling, etc.) and threats which can hurt and can even cause deep, lasting harm.
- **Relational:** In this kind of bullying, kids use their friendship—or the threat of taking their friendship away—to hurt someone. Social exclusion, avoiding, hazing, and rumor spreading are all forms of this kind of bullying that can be especially crushing to kids.
- **Cyberbullying:** This is a specific kind of bullying that involves technology. It is the “*willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.*” Remember, multiple parties can access electronic messages resulting in repeated exposure and repeated harm.



Reflection:

- Mission Specialists should reflect on what they learned from the juvenile probation officer's presentation and how it will apply to their daily lives.



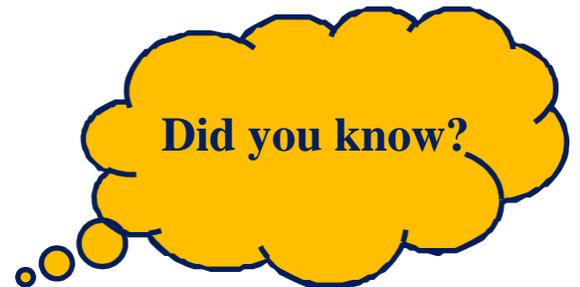
JPO/Role Model Connection:

- The probation officer will now share information about themselves and answer the Mission Specialists questions.



Parent Connection:

- Have the Mission Specialists share the ways they identified to be an ally to someone who is being bullied, then, ask their parents to help them add to the list. (10 Minutes)



If after hearing from the juvenile probation officer your mission specialists are interested in learning more about careers in law enforcement, try this website:

http://www.kids.gov/6_8/6_8_careers.shtml

More specifically, you can also learn more about a day in the life of an FBI special agent, by visiting this site:

<http://www.fbi.gov/fun-games/kids/kids-day>

Facilitator

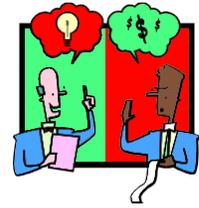


Raising the Bar: Responsibility Activity

INSTRUCTIONS:

1. Divide the Mission Specialists into teams of 5.
2. Provide each group with the following materials: 4 meter sticks (preferred) or rulers, 1 tennis ball, 1 solo cup or large Styrofoam cup
3. Tell the teams that you have a project for them and you really want them to try their best to be successful. Ask them if they all agree to try their best. Thank the mission specialists for their response.
4. Tell the group that 4 of the members will be lifters and the fifth member of the team will be in charge of the tennis ball and cup. Remind them at NO TIME should rulers be used to hit or touch another mission specialist. Remind them though this is an exciting activity that they will still need to use indoor voices.
5. Ask the tennis ball placer to turn the cup upside down and place the tennis ball on top of it.
6. Each of the other team members will then take a meter stick. (If meter sticks are provided, the mission specialist can use two hands, if rulers are provided; they can only use one hand.) They need to hold the meter stick near the end, with at least one hand touching the end. The meter sticks need to be placed over one meter stick and under another.
7. The four with meter sticks need to close the hole in the sticks and pick up the ball.
8. The team then needs to lift the ball above their heads and hold it there for 1 minute. The ball placer can watch the clock or use a stopwatch to tell the team when a minute has passed.
9. The team must then lower the ball and replace it back upon the cup.
10. If at any time the ball falls, the group must start over from the beginning.
11. After a designated amount of time, have successful teams share their strategy.

DISCUSSION **QUESTIONS:**



1. What character traits do you think this activity illustrates?
[Answer: Responsibility, teamwork, respect]
2. How could a team succeed if a team member stopped trying?
[Answer: Someone had to take on more work. The group encouraged the person to continue trying.]
3. Did anyone blame someone else when a ball fell or did everyone take responsibility for his or her own actions?
[Answers will vary.]
4. Did you have to be reminded what to do because you didn't pay attention?
[Answers will vary.]
5. Did you think about how you and your team could succeed BEFORE you started trying?
[Answers will vary.]
6. Were you successful? Did you spend time trying to see what other people were doing? If yes, was that helpful or not?
[Answers will vary.]

Questions for Juvenile Probation Officer

1. What education do you have to have to be a probation officer?

2. What do you do every day at your job?

3. What things do you like about your job? What things don't you like?

4. Why did you want to be a probation officer?

5. Why do kids get in trouble with the law?

6. What consequences do kids face when they get in trouble with the law?

7. What does it mean to be on probation?

8. How long are kids on probation?

9. What advice do you give kids to stay out of trouble?

10. What should I do if someone asks me to be in a gang?

11. What should I do if I see someone with drugs?

13. What should I do if someone brought a knife or gun to school?

14. What should I do if I or my friend is being bullied?

My Self: Helping to Build My Character



Meetings #4 & 5 (October)

Getting Ready for Character Week

Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship

Facilitator



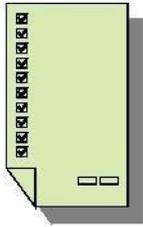
Meeting Objectives:

- Mission Specialists will learn about Character Counts! Week and its goals.
- Mission Specialists will design a campaign to inform the school community about the six pillars of character and their importance.
- Mission Specialists will implement a successful character awareness campaign/activity.
- Mission Specialists will use the *Create SMART Goals* Worksheet to evaluate campaign ideas.



Materials:

- Mission Specialist folders
- *Character Counts!* Transparency
- *Spreading the Word about Character Counts!* Idea Sheet (page 41)
- *Create Smart Goals* Mission Specialist Worksheet (page 42)



Methods:

- Post or project meeting objectives somewhere all Mission Specialists can see them.
- Have the Historian pass out Mission Specialists folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- Ask the Mission Specialists if they have memorized the Dare to Dream Pledge and the School Rules. If not, ask them to memorize them by the next meeting.
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
- Start with sharing the *Character Counts!* transparency with the Mission Specialists and the goal of their participation in the Character Counts! week events. Brainstorm with the class ways that they can create a campaign or activity to achieve the goal. If Mission Specialists are having a difficult time brainstorming ideas, use the *Spreading the Word about Character Counts! Idea Sheet*. (10minutes)
- Distribute and go over the Create the SMART Goals worksheet. Mission Specialists will use the *Create SMART Goals* worksheet to evaluate their top three ideas. (5 minutes)
- After all ideas have been shared, vote on the top three ideas. Then have the Mission Specialists work in teams of 2 to decide if each of the top three projects is SMART (specific, measurable, achievable, realistic and timely). (10 minutes)
- Discuss as a class and then vote on a final project. (15 minutes)
- The remaining time of this meeting and Meeting #5, the Mission Specialists will plan and prepare for the character awareness campaign or activity. Be sure that each Mission Specialist has been assigned a specific role. (60-90 minutes)



Teaching Tip:

- Be sure that your school's t-shirt order form has been submitted by **October 13th**. **If your shirt order has not been placed by October 7, 2017, appropriate size t-shirts are not guaranteed.** Please send your order via email (andrea@theharrisfoundation.org) or fax 713.877.8669.

An order form is on (page 7) and on the DTD website as a fill-in form that can be attached to an email.

T-shirts are available for the Mission Specialists, the two sponsors, the principal and the juvenile probation officer.



Reflection:

Have each Mission Specialist select one of the pillars below and do the activity for that pillar.

- **Respect**

Write a letter to an imaginary bully, telling this person what he or she is doing that you do not like, why you do not like it, and how you want this person to behave instead.

- **Trustworthiness**

Answer the following questions. Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate?

- **Responsibility**

Look for a magazine or newspaper article in which responsibility is an issue. Write about the responsible and irresponsible actions.

- **Fairness**

Look for a magazine or newspaper article reporting on events in which fairness and justice are an issue. Write about who was acting fairly and who is acting unfairly in the article.

- **Caring**

List different things that kids at your school do which are either caring or uncaring. Design a poster that lists these ideas.

- **Citizenship**

Make a list of do's and don'ts for citizenship. Give an example of each behavior identified.



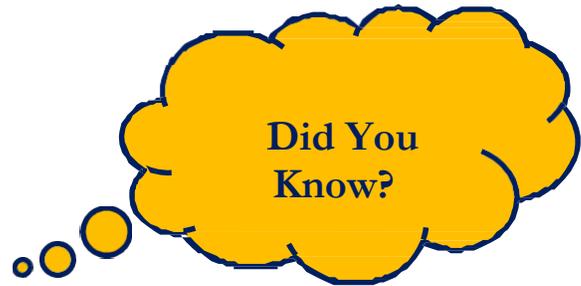
JPO/Role Model Connection:

- The probation officer should circulate the room to listen in on Mission Specialist conversation. S/he may wish to sit with a group having difficulty staying on task and guide the conversation.



Parent Connection

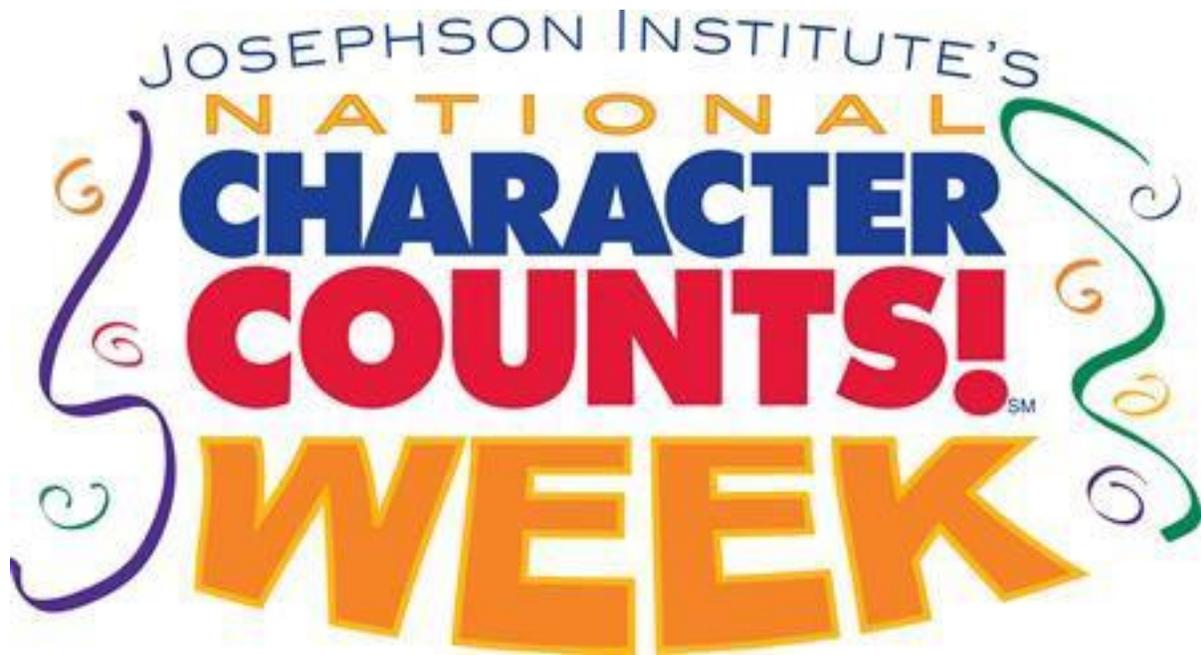
- Have the mission specialists ask their parents for suggestions on the selected project. They can share “SMART” of the selected project.



As students work in groups to plan their projects, remember they are learning some valuable skills and the value to the classroom is great:

1. There is less incentive for pupils to disrupt the lesson to get your attention because attention is being received naturally – from the other members of the group.
2. Positive peer relationships are developed as a result of pupils helping each other to reach a common goal.
3. Lower achieving pupils gain confidence and motivation by working collaboratively with higher achieving students. The higher ability students also benefit through the process of guiding and supporting their fellow group members – their understanding of the material is reinforced.
4. It saves the teacher time. Once students get used to the cooperative learning framework they effectively teach themselves. The teacher is free from constant requests for attention and can give quality support when it is required rather than when it is *demanded*.
5. Social skills such as self-expression, decision-making, responsibility, accountability, sharing, listening, and conflict management are naturally practiced and developed. This has a knock-on effect of reducing the occurrence of behavior problems brought about due to a lack of these skills.

Character Counts!



Our goal is to create a school-wide campaign that will increase awareness of the importance of good character.

Facilitator

Spreading the Word About CHARACTER COUNTS! Week

Congratulations on working with Mission Specialists to select a project for CHARACTER COUNTS! week. Mission Specialist involvement, however, does not stop here. The goal is to have the adults oversee the ideas and the Mission Specialists do the implementation. Below are suggestions designed to reach across several curriculum areas and grade levels. Be creative with your original ideas. Involve Mission Specialists in generating the ideas and in the actual outreach process.

- Decorate classroom doors. Participating classes each choose a Pillar of Character at random. Have Mission Specialists collaborate on decorating their classroom door to represent the selected Pillar. Use illustrations, photos, quotes, for example, to decorate. Mission Specialists decide which materials to use and how to procure goods, interpret meaning of the Pillar, collaborate in teams, and practice creativity.
- Write letters to the President, Governor, Mayor and/or District Superintendent. Mention what you are doing to make the world a better place. Don't forget to tell him about your favorite Pillar of Character. Mission Specialists write persuasive letters about their favorite Pillar decorate or create stationery and mail the letters.
- Make a poster advertisement. Deliver it to a local business and ask them to place it in their storefront window. Mission Specialists research where to post the art, contact the businesses, deliver the posters, and collect them at the end of the week.
- Have an essay contest. Write a persuasive essay about what The Six Pillars of Character mean to you, the Mission Specialist. The Mission Specialists decide on topics, rules, prizes, and judging, then post their essays on your school website, library, or other public place.
- Dress as your favorite Pillar of Character. See if others can guess which Pillar you represent. Mission Specialists come up with their costumes and participate in a parade or assembly. Costumes can be judged by outside parties so that others learn more about CHARACTER COUNTS!
- Visit a school board or city council meeting. Ask to have your Mission Specialists speak and share all about The Six Pillars of Character and what they mean to them. Mission Specialists research the times and locations for the meetings and decide which one(s) to visit. They prepare the speech and adults may proofread their writing and critique their public-speaking skills.
- Make a public service announcement. Have Mission Specialists contribute ideas for a brief PSA. Assign teams of Mission Specialists various responsibilities: coordinate with local TV and radio stations for PSA release, script the PSA, film or record the PSA, and acquire equipment and materials. Mission Specialists practice developing PSAs and coordinating with business and media entities for marketing.

Create S.M.A.R.T. Goals



	Idea #1	Idea #2	Idea #3
Specific means you know exactly What the Project will achieve.			
Measurable means that you have a way to see if your project was successful.			
Achievable means that you and your classmates will have the resources and skills you need to complete the project.			
Realistic means you'll be able to overcome any obstacles you might face when doing the project.			
Timely means you have enough time to finish the project in time for character week.			

Module 2

Meetings #6-12

My Community: Helping my School

Module Objectives:

In the *My Community: Helping My School* module, Mission Specialists will:

-  Distinguish between different communities to which they belong (Dare to Dream, School, Family, Church, Neighborhood, City, Etc.) and understand their similarities and differences
-  Define community, characteristics, and actions.
-  Identify their school community to understand its members and their roles in order to gain a sense of the importance of being a good community member.
-  Plan a school community service project addressing a need identified by the class.
-  Be introduced to *SOAR*: (*Selection, Organization, Action, Reflection*)
-  Create and follow a community service project implementation timeline.
-  Analyze the successes and areas for improvement in each process of the planning, project selection, organization, and implementation of their community service project.
-  Complete the *Special School Project Reflection Worksheet*.

Resources:



Learning to Give

<http://learningtogive.org>



Do Something: Powering Offline Action

<http://www.dosomething.org/>



Kiwanis Kids – Elementary Age Community Service

kkids.org/en/Kiwanis_Kids/KiwanisKidsHome.aspx

My Community: Helping my School



Meeting #6 (November) *Caring & Citizenship*

Facilitator



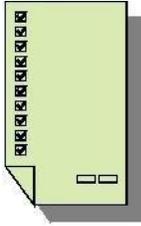
Meeting Objectives:

- Mission Specialists will define community.
- Mission Specialists will identify communities to which they belong.
- Mission Specialists will participate in a project that shows they care about others.



Materials:

- Mission Specialist folders
- Computer with speakers and a projector
- "Everything is Awesome" written by Shawn Patterson, Jo Li and the Lonely Island Lyrics Handout (one per Mission Specialist) (pages 47-48)
- Directions for Cards (page 49)
- Materials to create home-made holiday cards (not provided)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her to address the Mission Specialists (5 minutes).
- Tell the Mission Specialists that today we are starting a new module. Tell them to listen to the song you are about to play and its message for a clue as to what this module will be all about. Distribute the “Everything Is Awesome” lyrics to Mission Specialists. Listen to the song as Mission Specialists follow along on the lyric sheet. After the song is complete, ask Mission Specialists what they think the message of the song is. (10minutes)
- Tell the Mission Specialists: *It is important for us all to think about what we are doing to make a difference in the lives of others. As the song says, Everything is better when we stick together, when we are a team working together. Even if we don't have a lot, we can always help those who a part of our community. A community is a group of people who live close together or have shared interests. In this module we will explore the communities to which we belong and the ways in which we might be able to make them better by being a good community member and showing the six pillars of character. First let's brainstorm: To what different communities do we belong?* [Elicit answers from Mission Specialists such as family, church, school, the City of Houston, etc. Also talk to the Mission Specialists about how each of the communities is the same or different. Make a Venn Diagram or other chart if you can.
- Tell the Mission Specialists that to kick-off this module they will be participating in a community project as a group by creating Festive cards for residents of Houston who would not usually receive any cards and are homebound. Review the *Directions for Cards* with the Mission Specialists and distribute card-marking materials. Please send cards to any facilities near you that could use the smile. For an example: Meals on Wheels, Rehabilitation Centers. (30 minutes)



Teaching Tip:

- Collect Mission Specialist journals and read what the Mission Specialists have said they will do to show others they care. Follow up with them to see if they have done so.



Reflection:

- Have the Mission Specialists reflect on what else they can do this week to show the people in their communities that they care.
- Have Mission Specialists record in their journal what they plan to do and write up the results to share at the next DTD meeting.



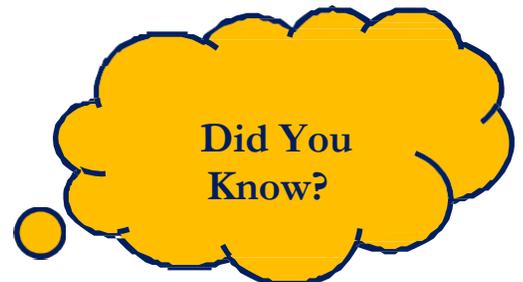
JPO/Role Model Connection:

- Share with the class a community that he/she is a part of and what help is or has been provided to make it a better community.



Parent Connection:

- Tell the Mission Specialists describe their school community with their parents and list ways that they would like to see or do in the school community to make is a better community. Collect the list at the next meeting.



If Mission Specialists, families, or even other faculties, are looking for ways to give back this holiday season, check out: <http://www.volunteerhouston.org/>.



Tegan and Sara

Everything is awesome
Everything is cool when you're part of a team
Everything is awesome, when we're living our dream

Everything is better when we stick together
Side by side, you and I gonna win forever, let's party forever
We're the same, I'm like you, you're like me, we're all working
in harmony

Everything is awesome
Everything is cool when you're part of a team
Everything is awesome, when we're living our dream

(Whoo)
Three, two, one, go

Have you heard the news? Everyone's talking
Life is good 'cause everything's awesome
Lost my job, it's a new opportunity
More free time for my awesome community

I feel more awesome than an awesome opossum
Dipped my body in chocolate frostin'
Three years later, washed out the frostin'
Smellin' like a blossom, everything is awesome
Stepped in mud, got new brown shoes
It's awesome to win, and it's awesome to lose (it's awesome to
lose)

Everything is better when we stick together
Side by side, you and I, gonna win forever, let's party forever
We're the same, I'm like you, you're like me, we're all working
in harmony

Everything is awesome
Everything is cool when you're part of a team
Everything is awesome, when we're living our dream

Blue skies, bouncy springs
We just named two awesome things
A Nobel prize, a piece of string
You know what's awesome? Everything

Dogs with fleas, allergies, a book of Greek antiquities
Brand new pants, a very old vest
Awesome items are the best

Trees, frogs, clogs
They're awesome
Rocks, clocks, and socks
They're awesome
Figs, and jigs, and twigs
That's awesome
Everything you see, or think, or say
Is awesome

Everything is awesome
Everything is cool when you're part of a team
Everything is awesome, when we're living our dream

Tegan And Sara: Everything Is Awesome!!! (n.d.). Retrieved September 05, 2017,
from http://lyrics.wikia.com/wiki/Tegan_And_Sara:Everything_Is_Awesome!!!

Directions for Festive Cards

- Ideally the cards should be able to stand up if placed on a table, nightstand, etc.
- Please don't use glitter-on-glue. The glitter tends to get all over everything. However, pre-mixed "Glitter Glue" (such as is made by Crayola) is fine.
- Please don't enclose or attach candy to the cards.
- Do not put cards in envelopes.
- Do not put dates on the card.
- Sign the cards with only your first name.

My Community: Helping my School



Meeting #7 (November)

*Being a Community Member
Caring and Citizenship*

Facilitator



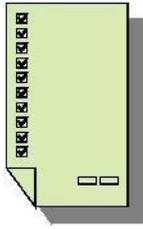
Meeting Objectives:

- Mission Specialists will define community, characteristics and actions
- Mission Specialists will identify the components of their school community.
- Mission Specialists will complete the *Community Observations* worksheet during the school walk.



Materials:

- Mission Specialist folders
- Clipboards for Mission Specialists if possible
- *Community Observations* Worksheet (One Per Mission Specialist)(page 53)
- Large flip chart/poster paper/whiteboard (not provided)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).

- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)

- Have Mission Secretary take attendance and begin taking minutes.

- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)

- Remind the Mission Specialists that one of the communities to which they belong is their school community. Tell them: *As part of showing your good character, you will be planning a project that will help make our school an even better place. In order to do that you will go on a walk through our school and make some observations. Record you observations on the Community Observation worksheet.*

- Distribute the *Community Observations* handout to Mission Specialists and review it before dismissing the Mission Specialist to go on the school tour. Be sure to answer any questions the Mission Specialists may have. Give them any special instructions such as the area of the school to tour and how much time they have for the tour. Remind them that this should be a silent activity. (20-25 minutes)

- When the Mission Specialists return, create a master list of what they observed for each of the four areas on the Community Observations worksheet. (15 minutes). You will need to save this list for the next meeting.



Reflection:

- Have the Mission Specialists complete an exit ticket answering the question “What actions or characteristics did you observed that need improvement?”



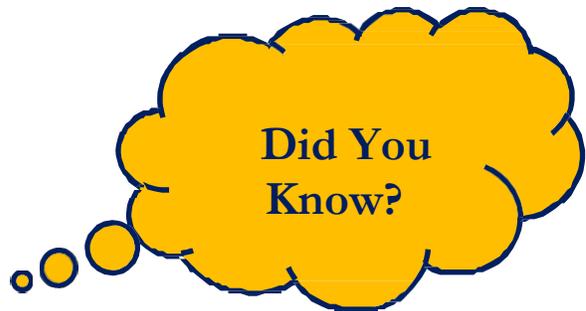
JPO/Role Model Connection:

- The JPO or other role model guest can accompany you on the school walk. Have them also share their observations with the Mission Specialists. He or she may also wish to share with the Mission Specialists what services they provide to and what benefits they receive from being a part of the school community.



Parent Connection:

- Have the Mission Specialists share their Community Observations workshop with their parents and ask them to help them come up with some ways that one or the actions and characteristics he/she observed that need improving.



Having Mission Specialists create a school community map is a great extension activity after the community walk. The maps will be a diagram of the school and include resources they deem important in their community. This activity allows for conversations around the components of a map including a title, a legend, a scale, color, etc. Community Mapping is a great way for Mission Specialists to start at the basics with recognizing “assets” in their community, a necessary step in identifying areas of needs in their community. Perhaps your school can even utilize these maps for new Mission Specialists

Define Community:

Community Observations

1. TYPES OF COMMUNITY MEMBERS OBSERVED:

2. ACTIONS OF COMMUNITY MEMBERS:

3. POSITIVE ACTIONS OR CHARACTERISTICS OBSERVED:

4. ACTIONS OR CHARACTERISTICS THAT NEED IMPROVEMENT:

My Community: Helping my School



Meeting #8 (December)
SOAR: Making a Difference – Selection
Caring and Citizenship

Facilitator



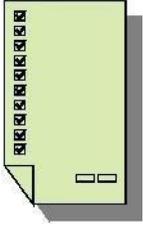
Meeting Objectives:

- Mission Specialists will identify potential solutions for the *needs improvement* school observations made in the previous lesson.
- Mission Specialists will assess potential solutions and decide on the most suitable school service project.
- Mission Specialists will be introduced to **SOAR**



Materials:

- Mission Specialist folders
- *SOAR: Project Planning Method* Transparency (page 62)
- *Special School Project Inventory* Worksheet (one per team)(page 63)



Methods:

- Post or project meeting objectives somewhere all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
- Review with the Mission Specialists the master list of community observations from the last meeting (Meeting #7). Tell the Mission Specialists that they will be conducting a special school project that will focus on one of the observations from the “actions or characteristics that need improvement” list. (10-15minutes)

To complete our project, we will use a method called SOAR. Think of an eagle soaring high in the sky. As a team, we will SOAR to a higher level by helping out our school.

SOAR stands for Selection, Organization, Action and Reflection. Before we get started, let's talk about each of the SOAR steps in a little more detail. (Use the SOAR: Project Planning Method transparency).

- Today the class will complete step number one, selection. Ask the Mission Specialists: *Based on the “Areas of Improvement” you created, what is one community service project you could do that would help in each of the areas?* Brainstorm one idea for each of the “Needs Improvement” observations as a class and then split the class into teams of four or five. **(Have each team fill out the school project inventory for one of the projects.) This will be used to help decide which project is the best fit. (15-20 minutes)**
- When complete, each team should report the results of their discussion. Then the class will follow parliamentary procedure to vote on the project they would like to complete. (15 minutes)



Reflection:

- Now that the Mission Specialists have selected a project, have each of them think about what will be the most important step (Should this be steps?) in making sure the project is successfully implemented.



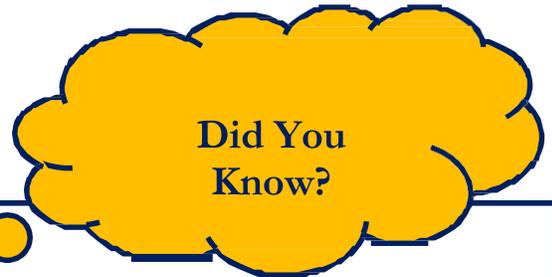
JPO/Role Model Connection:

- The process of selecting, organizing and implementing the special school project should be driven by the Mission Specialists; however, the JPO and other role models in the school and community will provide assistance in helping Mission Specialists brainstorm and making sure their project is realistic and can be completed by Module 12.



Parent Connection:

- Have the Mission Specialists ask their parent(s) for suggestions for or things to consider for the selected project to be shared with their class at the next meeting when they are setting goals for the project.



21st Century Student Outcomes and Support Systems

The special school community project, from planning to implementation, should support Mission Specialists in developing 21st century skills such as critical thinking, collaboration, taking initiative, leadership skills and more. Emphasizing these skills and their importance throughout the process is important.

The graphic above represents both 21st century skills **Mission Specialist outcomes** (as represented by the arches of the rainbow) and 21st century skills **support systems** (as represented by the pools at the bottom). See the Partnership for 21st Century Skills' website for more information: <http://www.p21.org/>

S.O.A.R. Project Planning Method

1

SELECTION

Record suggestions for the special school community service project. Discuss possible projects and vote to select one.

2

ORGANIZATION

Create a calendar of events.

Talk to people about the project, getting permission from the principal or other leaders.

Gather materials for the project.

3

ACTION

Perform the actual work that is involved and make sure that the objectives are achieved.

Make sure that all resources are used appropriately.

4

REFLECTION

Evaluate how the project went. For example, if items are collected, make sure that they are delivered to the right place.

Write thank you notes to people who helped to make your project a success.

Special School Project Inventory

Names of Team Members:

Name of Project: _____

How will this project help the school?

Estimate how many people you think this project will help: _____

Can all of this project – Selection, Organization, Action and Reflection – be completed by the end of January?

What materials would we need to get for this to be successful? Can the class easily find these materials?

Which adults would you need help from?

Why would this be a good project?

What things might make this project hard to be successful?

My Community: Helping my School



Meetings #9-11 (December/January)

SOAR: Making a Difference – Organization & Action

Trustworthiness, Caring and Citizenship

Facilitator



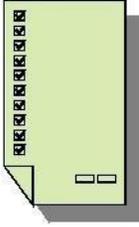
Meeting Objectives:

- Mission Specialists will plan a Special School service project addressing a need identified by the class.
- Mission Specialists will create and follow a Special School Project Planning Project implementation timeline.



Materials:

- Meeting Objectives (page 67)
- Mission Specialist folders
- *Special School Project Planning Worksheets* (one per team) (pages 68 –30)
 - *Managing Our Time*
 - *Managing Our Materials*
 - *Managing the Community Members*
- Large Flip Chart/Poster Paper
- Additional materials may be necessary depending on project selected. (Remind your Mission Specialists to keep this in mind when planning.)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).

- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.

- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)

- Now that a project has been selected, the class should set some goals for the project. This will guide them in the organization of the project. These goals should be hung in the classroom throughout the project. (15-20minutes)
 - Remind the Mission Specialists that good guidelines to use in setting goals are **SMART: Specific, Measurable, Attainable, Realistic, and Timely**. To help Mission Specialist provide them a copy of the *S.M.A.R.T goal worksheet* on (page 42). Ensure that within the goal setting, you set the day(s) the project will take place. More information on this, as well as accompanying resources can be found at: http://kkids.org/en/TerrificKids/Resources/Setting_goals.aspx

- Once goals have been set, split the class into three teams and give each one a *Special School Project Planning* worksheet. (20minutes)

- After the teams have completed filling out the worksheet, have one team member from each team report out. Record answers so that they can be used to create a timeline. When all the steps are listed, put them in order and assign tasks. Your next two lessons will provide time for implementation. You may also need to finish the timeline in the next lesson. (15 minutes)

- Allow Mission Specialists time to work on their assigned tasks and implement the service project. Remember that the historian should be taking pictures and documenting the project since you may wish to feature on your end of year poster presentations. (90 minutes)



Reflection:

- Think – Pair – Share:
Have each Mission Specialist think about and review the service project. Then pair up with a partner to share their thoughts about the project. Have each pair share one major result of the project to the entire class if time permits.



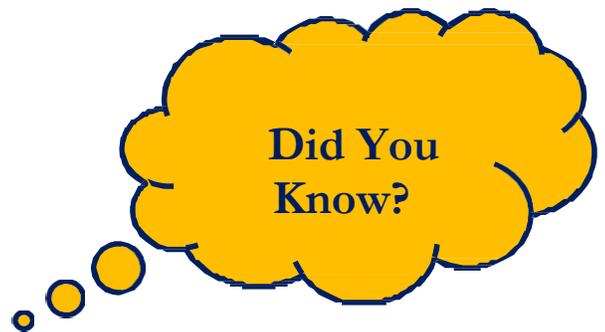
JPO/Role Model Connection:

- The process of selecting, organizing and implementing the service project should be driven by the Mission Specialists; however, the JPO and other role models in the school and community will provide an integral role in helping Mission Specialists brainstorm and making sure their project is realistic and can be completed in the given time (by Module 12 which is due to be completed by January).



Parent Connection:

- For Meetings #9-11, have the Mission Specialists share the progress with the project with their parents and solicit comments and/or suggestions that their team may be able to use for the project.



You can find more information on turning your service project into a learning experience at: <http://www.goodcharacter.com/SERVICE/primer-1.html>

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Special School Project Planning Worksheet

Managing Our Time

Think about the project you are going to do and the day(s) it will be held. How much preparation time do you need? Write down the dates that you will need the team to meet to carry out the preparation for the project.

Date	What will be done on this date?

Do you think that the team members will need to do any work outside of a team meeting? If so, what do they have to do and by what date?

Date	What will be done by this date?

What suggestions do you have to better manage TIME? (Use back of paper.)

Special School Project Planning Worksheet

Managing our Materials

Think about the project you are going to do and the day(s) it will be held. What materials do you need? Write down the materials you will need and who will provide the materials.

Material	Who will provide the material?

Do you think that the team members will need to bring materials to a team meeting? If so, what do they have to bring and by what date?

Material	Date and how material will be used

What suggestions do you have to better manage MATERIALS? (Use back of paper).

Special School Project Planning Worksheet

Managing the Community Members

Think about the project you are going to do and the day(s) it will be held. What people **outside** of the team need to be contacted, how would you like them to help, and how will you contact them?

Person	What will they do?	How do I contact this person?

What suggestions do you have to help the team better manage PEOPLE?

If you have time, use the back of this paper (or journal paper) to begin to draft a script of what you would say when contacting people to ask for their help.

My Community: Helping My School



Meeting# 12 (January)
SOAR: Making a Difference – Reflection
Caring and Citizenship

Facilitator



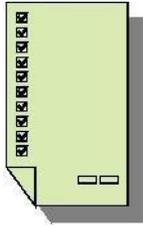
Meeting Objectives:

- Mission Specialists will describe the impact of their special school project.
- Mission Specialists will analyze the successes and areas for improvement in regards using S.O.A.R for their *Special School Project Reflection Worksheet*.
- Mission Specialists will create Thank-You letters to those who helped with *Special School Project Reflection*. (optional)



Materials:

- Mission Specialist folders
- *Special School Project Reflection Worksheet* (page 68)
- *Sample Thank You Letter Worksheet* (optional) (page 69)



Methods:

- Post or project meeting objectives where all the Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes)

- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.

- If the juvenile probation officer is present, allow him/her the time to address the Mission Specialists. (5 minutes)

- Distribute the *Special School Project Reflection* worksheet to the Mission Specialists. Each Mission Specialist should complete the worksheet individually. They do not need to put their name on the worksheet. Encourage Mission Specialists to refer to their project handouts and the project goals in completing the reflection worksheet. Have a class discussion of the results. You may also choose to do a tally of “yes” and “no” answers to some of the questions. Discuss the results (20-30 minutes).

- To wrap up the project, Mission Specialists should write thank you letters to those who helped with the project. A template is provided for Mission Specialists should you desire it on (page 69) (15-20minutes).



Reflection:

- Have the Mission Specialists complete an Exit Ticket to list the following 3 things I learned; 2 things I enjoyed and 1 thing I would like to have done for the project. (5 minutes)



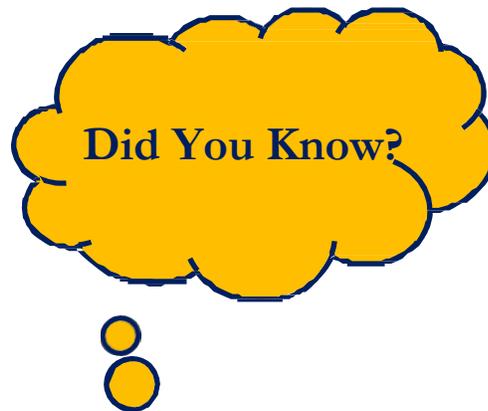
JPO/Role Model Connection:

- The JPO or other role model who has had involvement with Mission Specialists as they went through the “SOAR” process may also wish to complete the evaluation and share their thoughts with the Mission Specialists.



Parent Connection:

- Tell the Mission Specialists to share the results of the special school reflection project with their parents. As an added activity have them with the assistance of their parents write a poem, rap song or a newspaper article about the project.(15 Minutes)



If Mission Specialists have time and resources allow, letters can also be typed into the online letter generator found at: <http://www.readwritethink.org/parent-afterschool-resources/games-tools/letter-generator-a-30187.html>.

This link explains to Mission Specialists the importance of headers, salutations, and closings. Upon completion, the letter can be saved, printed and/or emailed.

Special School Project Reflection Worksheet

SELECTION: Do you think the class did a good job in selecting the project?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explain and give suggestions:		
ORGANIZATION: Do you think that the class managed its time well?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explain and give suggestions:		
ORGANIZATION: Was the class able to get all the necessary materials and were they used properly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explain and give suggestions:		
ACTION: On the day(s) of the project, did all the mission specialist participate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explain and give suggestions:		
ACTION: Did the class meet its goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explain and give suggestions:		

What do you think worked best during this Special School Project?

What should be changed or improved for future Special School projects?

Sample Thank-You Letter

Date: _____

Dear: _____

Thank you for helping my class at _____ (name of school) _____ to complete our community service project, (name of project). With your help, our project made a difference in the lives of (insert number) _____ people by _____ (explain what your project did) _____. We really appreciate your donation _____ of (list what the person gave: time, materials, help with advertising, etc.)

Our community service project made a difference at our school and taught us about _____ (insert what you learned) _____. You are appreciated!

Sincerely,

Your name

Module 3

Meetings#13-20

My World: Let's Talk about Our Future

Module Objectives:

In the *My World: Let's Talk About Our Future* module, mission specialists will:

-  Discuss the importance of successfully completing middle school, high school and college.
-  Set goals for personal success and research pathways to achieving them.
-  Research College opportunities and the financial resources.
-  Brainstorm ways to be a great scholarship candidate.
-  Compare the benefits of each type of financial aid to be able to attend college.
-  Explore one college of interest and how it will help achieve career aspirations.
-  Create an End of Year Poster with representations of the lessons learned throughout the entire Dare to Dream Modules.
-  Perform a skit that highlights one concept covered in a Dare to Dream module.

Resources:



Texas GearUP

www.ownyourownfuture.com



College Board – High School & College Resources

<http://www.collegeboard.org/>

My World: Let's Talk About Our Future



Meeting #13 (February) *Helping to plan my Future Respect and Responsibility*

Facilitator



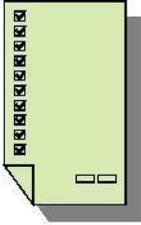
Meeting Objectives:

- Mission Specialists will brainstorm the benefits of going to college and learn about college life.
- Mission Specialists will develop their own goals and consider ways in which to achieve them.
- Mission Specialists will complete the *My Goal* worksheet.
- Mission Specialists will explore or research at least 1 career option.



Materials:

- Mission specialist folders
- Computer with projector
- *Why College?* Transparency (page 70)
- *College Panel Video*
- *My Goals* Worksheet (one per mission specialist) (pages 71-72)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her the time to address the mission specialists. (5 minutes)
- Tell the Mission Specialists that they are now starting a new module: My World, in which they will talk about their futures. Ask the mission specialists what happens after elementary school? [Middle school]. After middle school? [High school.] After high school? For an example: [College, armed forces, or a career.]
- Ask Mission Specialists how many of them have thought about going to college. Brainstorm with them a list of benefits to going to college. Write them on the *Why College?* Transparency. [Keep this list for future lessons. Need help thinking of reasons?] (5minutes)
- Next, tell Mission Specialists they will watch a panel of college student’s talk about the college experience. Ask them to listen for other benefits of attending college that the mission specialists mention in the video. After watching the video, discuss what the mission specialists observed. (5 minutes)
<https://www.khanacademy.org/college-careers-more/college-admissions/get-started/importance-of-college/v/college-experience>
- Tell your Mission Specialists that each of the college students had to set a goal to get into college and now they have a goal to graduate and start careers in fields they love.
All successful people have to set goals and then persevere through the obstacles to achieve those goals. Think about Dr. Bernard A. Harris. He is an astronaut, doctor, businessman, and community leader. . . It can be pretty intimidating for a young mission specialist to look at an adult who has accomplished so much and believe they themselves could achieve so much. But Dr. Harris didn’t just wake up one day and accomplish everything; he set out a dream (to become an astronaut) as a long-term goal. But, perhaps even more importantly, he set out short term goals to help him reach his bigger dreams. We don’t eat an apple by shoving the entire piece of fruit in our mouths, we take small bites. My long-term goal is to eat the apple, and I use short- term goals of doing it one bite at a time.
- Tell the Mission Specialists to think about some education goals they have for themselves. The *My Goal* worksheet should be completed independently but feel free to share some of their ideas if you have time, as well as create a plan for how they will achieve their “by the next meeting” goal. (30 minutes). Also, hang the goal sheets in the classroom if possible. If mission specialists aren’t sure what career they might like, check out this easy to use website: <http://www.ownyourfuture.com/>



Reflection:

- Have the Mission Specialists work in teams of two on a college and career information poster or collage.



JPO/Role Model Connection:

- The JPO or other role model can share with the class what his/her goals were when they were in elementary/middle school and how they achieved them. S/he should also share what their current goals so that they can demonstrate that learning and achieving are a life-long process.



Parent Connection:

- Tell the Mission Specialists to share what they will be learning in Module 3: My World and discuss their long-term education goals with their parents including their career goal.

Did You Know?

As a follow up to your in-class discussions, you might have Mission Specialists write a Goal Letter:

An effective exercise for middle schoolers learning how to set goals and work toward them is a goal letter they write to themselves. A goal letter is personal and should be kept in a place where the child can read it every week to remind himself of his objectives. The letter should outline a simple objective the child can achieve within the school year. For example, he may want to become proficient in soccer or learn how to play a certain song on the piano. A goal letter can include goals for grades or making new friends. The goal should be important to the child. Once he has identified the goal, the child should write the steps he plans on taking to make it happen, as well as sacrifices he's willing to make. The letter should include what he will do if he hits an obstacle and whom he can call on for help. **Taken from:**

<http://www.livestrong.com/article/208504-goal-setting-activities-for-middle-school/>

Why College?

What benefits do you and your classmates think there are for going to college?

●
●
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●
●

Taken from Federal Reserve Bank – Houston Branch’s *Let’s Talk about College* student manual
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My Goal Worksheet

“ _____ ’s Goals”

Definiton of “Short Term Goals”: _Short-term goals are something you want to do in the near future (day, week, month or year). Short-term goals for education should lead to your long term goals. _____

Use this worksheet to help map out your future. Start first with short term goals. Pick goals that you know that you can achieve, but are a challenge to what you normally do.

Short-Term Goals

"The journey of a thousand miles starts with a single step." - Lao Tzu

Timeline	Short-term Goal
By the next meeting, I will. . .	_____ _____ _____
By the end of the school year, I will. . .	_____ _____ _____
By the end of the summer, I will. . .	_____ _____ _____

Long-Term Goals

Definition of “Long-Term Goals”: Long-term goals **are something you want to do** further in the future. Long-term goals require time and planning and cannot be done in a day, week, month or year.

“Success is the progressive realization of predetermined, worthwhile, personal goals.” – Paul Meyer

Timeline	Long-term Goal
By the end of middle school, I will. . .	<hr/> <hr/> <hr/>
By the end of high school, I will. . .	<hr/> <hr/> <hr/>
By the end of college, I will. . .	<hr/> <hr/> <hr/>

My Career Goal: _____

My World: Talk about Our Future



Meeting #14 (February) *The Big Pay-off* *Respect and Responsibility*



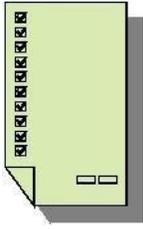
Meeting Objectives:

- Mission Specialists will review the benefits of going to college.
- Mission Specialists will consider the financial advantage of going to college.
- Mission Specialists will provide some examples of their short and long term goals from last meeting.



Materials:

- Computer Lab (or one computer with internet access/projector)
- Mission Specialist Folders
- *Why College Pays Off?* Transparency (page 80)



Methods:

- Post or project meeting objectives where all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
- Have Mission Specialists share examples of some of their short and long term goals set in the last meeting. Ask the Mission Specialists if they completed their “by the next meeting...” goal. Why or why not? (5 minutes)
- After hearing what the Mission Specialists’ career goals are, explain that for many of those career goals to be met, Mission Specialists will need a college degree. Remember some of the benefits of getting a college degree? Well, one great benefit is that college graduates make more money! Let’s take a look [Show Mission Specialists the “Why College Pays Off?” transparency.] Ask the Mission Specialists what this graph shows in terms of earnings for a high school graduate v. a college graduate. [Answer: On average, a college graduate will make 1 million dollars more over the course of their lifetime than someone with only a high school degree.] (5minutes)
- Ask Mission Specialists what they think they will need money for when they become an adult. [Answers: rent, food, clothes, insurance, cell phone, etc.] Have they thought about how many money they will need each year for these **expenses?** (5 minutes)
- Each Mission Specialist should visit the website: www.texasrealitycheck.com to see how much money they will need in order live the way they would like after college. Will they be able to make the money they need in order to live the type of lifestyle they want? (If you cannot complete this in a computer lab with Mission Specialist at individual workstations, complete it as a class, 15 minutes).



Reflection:

- Have each Mission Specialist review and update their long-term goals.



JPO/Role Model Connection:

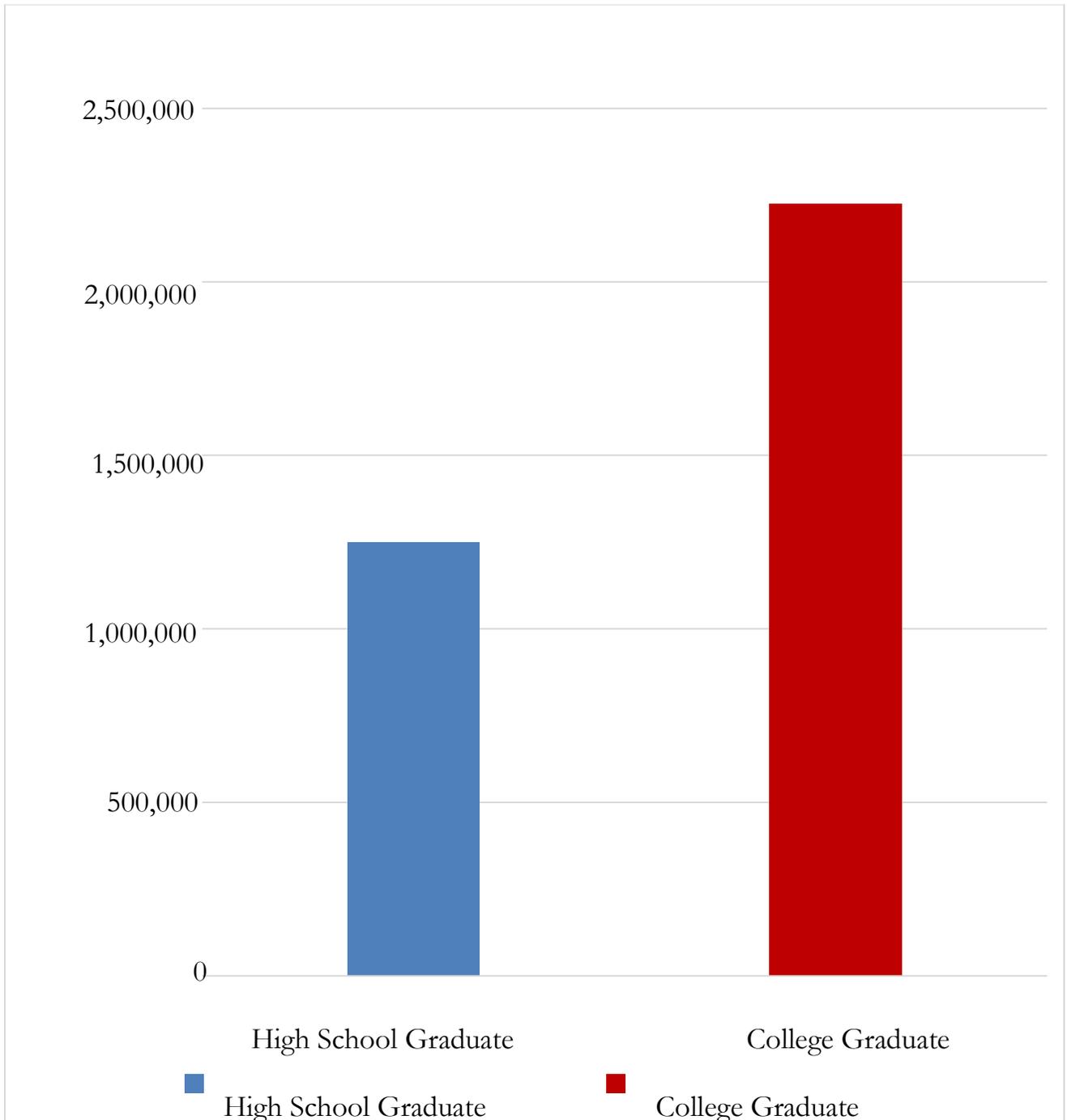
- If you are comfortable, share with the Mission Specialist show you keep a budget. How is keeping a budget as an adult different than what you thought it would be when you were a young Mission Specialist?



Parent Connection:

- Tell the Mission Specialists to share what they learned about the cost of living from the reality check website and ask them if they have any other costs they should include.

Why College Pays Off



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student manual
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My World: Let's Talk about Our Future



Meeting #15 (February)

To College We Go!

Fairness, Respect and Responsibility

Facilitator



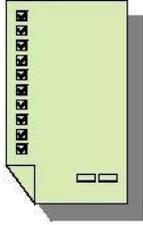
Meeting Objectives:

- Mission Specialists will explore or research the costs of different types of college.
- Mission Specialists will brainstorm ways to be a great scholarship candidate.
- Mission Specialists will learn about all the different types of college degrees.



Materials:

- Mission Specialist Folders
- *Creating a Budget* worksheet (one per Mission Specialist) (page 86)
- *A Matter of Degrees* worksheet (one per Mission Specialist)
- *Miriam's Story* Mission Specialist Worksheet (one per Mission Specialist) (pages 87-88)



Methods:

- Post or project the meeting objectives somewhere all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
- Tell the Mission Specialists: *Last meeting the class discussed that going to college can be a financial benefit. However, have you thought about the cost of going to college? Today we'll do a little research on how much college might cost. There are three main types of colleges you can attend: a 2-year community college where you could receive an associate's degree, a 4-year public state college or a 4-year private college.*
 - 1.) Certificate – non degree training program; examples include culinary arts, medical assistant, or cosmetology
 - 2.) Associates degree – a two year degree
 - 3.) Bachelor's degree – a four year degree
 - 4.) Master's degree – a degree you receive typically two years after bachelors
 - 5.) Professional degree – a degree that allows you to work as an educator, a doctor or lawyer for example[You may wish to hang the “Matter of Degrees” poster somewhere for future reference.] (5 minutes)

At many state and private schools they have programs for bachelors, masters and professional degrees. In order to earn those bigger salaries, you'll need to first pay for your degree. Let's see how much it will cost you and talk about ways to pay for it. What kind of expenses will be in your budget for college? [Answers: Tuition (paying for classes), Room and Board (food, and housing), books and supplies, transportation and other (health insurance, fees, etc.) (5 minutes).

- Distribute the *Creating a Budget* worksheet to each Mission Specialist. They should work in partners to estimate the cost of attending each type of college (these are based on actual, in-state tuition). Then, reveal the actual answers. Ask the Mission Specialists if they were surprised at what they learned. Remind Mission Specialists that these numbers can vary, especially if you attend school out of your home state. (10 minutes)

Costs of College for 1 Year			
<i>Type of Cost</i>	<i>4-year Private College (Rice University)</i>	<i>4-year Public State college (University of Houston)</i>	<i>2-yr Community College (Houston Community College)</i>
Tuition	\$38,260	\$9,318	\$2160
Room & Board	\$8,800	\$8,753	\$0 (no housing)
Books & Supplies	\$1,100	\$1100	\$600
Transportation	\$500 (parking)	\$500 (parking)	\$0 (parking)
Other	\$681	\$1,446 (min.)	Included in tuition
TOTAL YEARLY COST	\$49,341	\$21,117	\$2,760

- Ask the Mission Specialists if they have thought about ways to pay for college. [Answers: work a part time job, savings, loans, grants, gifts, military, and scholarships.] Tell them that today we will read a story about a girl who was very successful at getting scholarships. Distribute the *Miriam's Story* worksheet. As you read the story, discuss any vocabulary the Mission Specialists may not understand. (15 minutes)



A MATTER OF DEGREES

Students may know how to apply and enroll in college, but they probably need more information about the various types of degree programs offered. This lesson will provide them with a resource that explains the differences between an Associate's degree, Bachelor's, Master's and more advanced degree options.



An **associate's degree** is earned in two years or less and may be earned at community, junior, or technical colleges. Associate's degrees will include basic courses, such as math and English, as well as classes related to your particular career choice. You may use courses completed through the community college to transfer to a four-year institution. Possible careers that require this degree are:

1. _____
2. _____
3. _____



A **bachelor's degree** is usually a four-year program of undergraduate courses. To earn this degree, you must take general studies classes like math and English, as well as a certain number of hours in your major field of study. You may begin with transfer credit from Advanced Placement, CLEP, or community college courses. There are several different types of bachelor's degree programs, and the type you earn will depend on the major you choose. Possible careers that require this degree are:

1. _____
2. _____
3. _____

A **master's degree** follows a bachelor's degree and will usually take at least two additional years to complete.

Master's degrees are very focused and are called "master's" because it means that you have mastered a particular area of study. You must complete undergraduate courses and take a graduate admissions exam. The most common master's degrees are Master of Business Administration (M.B.A.), Master of Science (M.S.), and Master of Education (M.Ed.). Certain careers require this degree, such as:

1. _____
2. _____
3. _____

Even more advanced degrees, such as **doctoral and professional degrees** in medicine, law, education, arts, or sciences, may also be obtained. A doctoral, or Ph.D. program, often follows a master's degree. Other professional programs, including a law degree, may be obtained after completion of a bachelor's degree. These graduate degrees take from three to five additional years to complete. These are some of the careers that require this degree:

1. _____
2. _____
3. _____

<http://www.ownyourownfuture.com/files/documents/college-degrees-explained-s.pdf>



Reflection

- After completing the story, have Mission Specialists reflect in their journals on the following: (15 minutes)
Miriam was a great scholarship candidate. Make a list of some of the things she did in high school to make sure she would be successful. What similar things can you do to start getting yourself ready now?



JPO/Role Model Connection

- Share with the Mission Specialists what college and major you chose and why. Did you always think you were going to go to that college? Did you have obstacles when applying or thinking about financing your education?



Parent Connection:

- Tell the Mission Specialists to share the different types of degrees they can receive and the cost for each type of higher education institution. Tell them that this is a good time for them and their parents to research what type of degree will be needed to reach their goal.

Did You Know?

Financial aid information specific to undocumented Mission Specialists can be found at:
<http://www.finaid.org/otheraid/undocumented.phtml>

CREATING A BUDGET

Work with a partner to estimate the cost of attending each type of college (these are based on actual, in-state tuition). Your teacher will then reveal the actual answers. Ask the Mission Specialists if they were surprised at what they learned. Remind Mission Specialists that these numbers can vary,

College Costs for 1 Year*						
Type of Cost	4-year Private College (Rice University)		4- year Public State College (University of Houston, Prairie View University, Texas Southern University)		2-yr Community College	
	ESTIMATE	ACTUAL	ESTIMATE	ACTUAL	ESTIMATE	ACTUAL
Tuition						
Room & Board						
Books & Supplies						
Transportation						
Other						
TOTAL YEARLY COST						

** Remember that these numbers can vary, depending on if you attend school out of your home state, how many course credits you take, whether you live on or off campus, whether you need additional travel funds, whether you buy new or used books, if you choose to purchase health insurance and for many other reasons as well. You can usually work with the school's financial aid office to figure out your personal costs.*

Taken from Federal Reserve Bank – Houston Branch's *Let's Talk about College* Mission Specialist manual

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MIRIAM'S STORY

School: Baylor University

Awards: 7 scholarships

Amount: More than \$6,000 plus recipient of the Gates Millennium Scholarship that covers 5 years of undergraduate study and also covers funding for masters and doctoral degree

Miriam Garcia is proof that hard work pays off. She knew she wanted to continue with college after she graduated from Canutillo High School in Canutillo, Texas, but knew financially it would be a challenge for her family. She knew her work was cut out for her and really worked hard during her high school years. Margaret Thatcher's quote was Miriam's inspiration:

I do not know anyone who has gotten to the top without hard work. That is the recipe. It will not always get you to the top, but it will get you pretty near.

Search and Find

Miriam knew it would not be easy, but all the hours of hard work were definitely worth it! She began searching for scholarship opportunities at the beginning of her senior year. She applied for as many as she possibly could apply to. She found many scholarship opportunities at her counselor's office. She also searched scholarships on fastweb.com and various other websites. Miriam's determination paid off! She became the proud recipient of the following scholarships;

- Ronald McDonald Scholarship (\$1,000)
- Career and Technology Education Scholarship(\$750)
- Sam Walton Community Scholarship(\$1,000)
- Canutillo Alumni Scholarship (\$1,000)
- National Health Occupations Mission Specialists of America Scholarship(\$2,000)
- FFA Organization Scholarship (\$500)
- Gates Millennium Scholarship (5 years of undergraduate study and also covers funding for masters and doctoral degree)

Miriam states that sometimes it was discouraging, especially when she was informed that she would not be a recipient. The Coca Cola and the Questbridge Scholarships were the first two she applied for and had high hopes of receiving. Unfortunately, she did not receive them. The long hours of hard work were not in vain because they helped her learn more about the application process. Eventually, all her hard work paid off!

Out of Class Efforts Repaid

Miriam knew that scholarship sponsors look for: good grades, involvement in extracurricular activities and involvement and contributions to the community. Throughout high school, she worked hard to keep a high grade point average and challenged herself by

taking dual-credit and Advanced Placement courses.

Some of the extracurricular activities she participated in were Health Occupations Mission Specialists of America, the national Future Farmers of America, Future Business Leaders of America and cross country. She volunteered with organizations such as Big Brothers Big Sisters, the American Cancer Society, and the Ronald McDonald House.

Write to the Top

Miriam knew that her grades and community service alone wouldn't win scholarships. Most of the scholarships she was applying for required essays on topics ranging from:

- If you had a superpower, what would it be and why?
- Who has been your biggest inspiration?
- What are some leadership positions you've had and how have they helped build your character?
- What is your weakest subject and what have you done to improve?

Interview Time

Even though Miriam applied for several scholarships, she was only asked by one sponsor for an interview. Two gentlemen from the Career and Technology Education Board met with Miriam. Fortunately, she had plenty of experience with the interviews because she had competed in Job Interview for the National Future Farmers of America and for Future Business Leaders of America. She admitted she was a little nervous; however, she tried to channel her emotions into positive energy and confidence. Miriam dressed in business attire and took copies of her resume and recommendation letters.

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Mission Specialist manual
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My World: Let's Talk about Our Future



Meeting #16 (May) *Paying for College Respect and Responsibility*

Facilitator



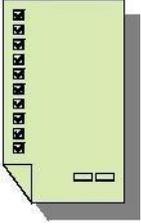
Meeting Objectives:

- Mission Specialists will be able to name and utilize the different ways they can finance college, including competitions specifically structured to generate funds for education.
- Mission Specialists will compare the benefits of each type of financial aid and how to receive it.



Materials:

- Mission Specialist Folders
- Computer with Internet and Projector
- *Types of Financial Aids* Mission Specialist handout (one per group) (pages 92-95)
- Whiteboard or flip chart paper (not provided)



Methods:

- Post or project the meeting objectives somewhere all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).

- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)

- Have Mission Secretary take attendance and begin taking minutes.

- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists (5 minutes).

- Remind the Mission Specialists that at the last meeting you talked about scholarships as a way to pay for college. *Today we'll learn about some other ways we can pay for college.* Watch the *Paying for College* videos, which can be found here: (<https://www.khanacademy.org/college-careers-more/college.../paying-for-college>) (5 minutes).

- Ask the Mission Specialists: *What were the four main types of financial aid mentioned?* [Answers: grants, scholarships, loans and work study.] Split the Mission Specialists into teams of three to research each of these types of loans in depth. Each type of financial aid should have two teams working on it. (20 minutes).

- Have each team share the results of their research. Make a master list of answers. (10 minutes)



Reflection:

- Have the Mission Specialists complete an Exit Ticket with the answer to the following question. “Which of the four methods would you seek and why?”



JPO/Role Model Connection:

- If you feel comfortable, share with the Mission Specialists how you financed your college education. Did you have obstacles when applying or thinking about financing your education?



Parent Connection:

- Tell the Mission Specialists to share the four types of financial aid information with their parents and provide the website with them so they can learn more about each type of financial aid.

RESEARCHING SCHOLARSHIPS

A scholarship is:

Places to Find Scholarships:

Benefits of Scholarships 	Drawbacks of Scholarships 

Taken from Federal Reserve Bank – Houston Branch’s *Let’s Talk about College* student manual
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CLUE

When researching think about the following: Do you have to pay back the money? How do you get the money? Is the process easy or hard? How do you find the money? Are there requirements you have to meet to continue to receive the money after it has been awarded?

RESEARCHING GRANTS

A grant is:

Places to Find Grants:

Benefits of Grants



Drawbacks of Grants



Benefits of Grants 	Drawbacks of Grants 

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CLUE

When researching think about the following: Do you have to pay back the money? How do you get the money? Is the process easy or hard? How do you find the money? Are there requirements you have to meet to continue to receive the money after it has been awarded?

RESEARCHING LOANS

A loan is:

Places to Find Loans:

Benefits of Loans 	Drawbacks of Loans 

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CLUE

When researching think about the following: Do you have to pay back the money? How do you get the money? Is the process easy or hard? How do you find the money? Are there requirements you have to meet to continue to receive the money after it has been awarded?

RESEARCHING WORK-STUDY

Work-study is:

How do you get work-study?

Benefits of Work-study	Drawbacks of Work-study
	

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CLUE

When researching think about the following: Do you have to pay back the money? How do you get the money? Is the process easy or hard? How do you find the money? Are there requirements you have to meet to continue to receive the money after it has been awarded?

My World: Let's Talk About Our Future



Meeting #17 (March)

Which College is Right for Me?

Respect and responsibility

Facilitator



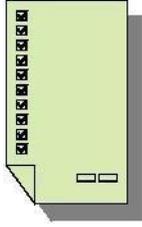
Meeting Objectives:

- Mission Specialists will explore one college of interest (via internet or in person visit) and how it will help them achieve career aspirations.
- Mission Specialists will be split into two teams each team will ask *College Bowl* questions
- Mission Specialists will work on the *Scavenger Hunt* Worksheet based on their career selection in earlier weeks.



Materials:

- Mission Specialist Folders
- *College Bowl* Trivia Questions (pages 99-100)
- Computers with internet access (if not visiting collegecampus)
- Clipboards (if visiting college campus)
- *Learning about My Future - A Scavenger Hunt* Worksheet (one per Mission Specialist or team) (page 101)



Methods:

- Post or project the meeting objectives where all Mission Specialists can see them.
 - Have the Historian pass out Mission Specialist folders. (3 minutes).
-
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
 - Split the class into two teams. Alternate asking each team the *College Bowl* questions. If the team is tied at the end, ask the tiebreaker question. (Page 99-100) (15-20minutes)

Note: If you are going on a physical field trip, feel free to try this game on the bus.

- Distribute the scavenger hunt, *Learning About My Future*, to each Mission Specialist. Based on the their career the Mission Specialist set earlier in the module, have him or her choose one college in which they might interested. They will do an Internet search on their college and career of choice. You can group the Mission Specialists to work on the internet search together.) (Page 101) (20-30 minutes).



Reflection:

- Think – Pair – Share:
Have each Mission Specialist review the information they found on their scavenger hunt. Then pair up with a partner or partners to share three things they learned about the college and what they learned about the financial aid the college accepts and/or provides. Pair up Mission Specialists who conducted research on different colleges, if possible.



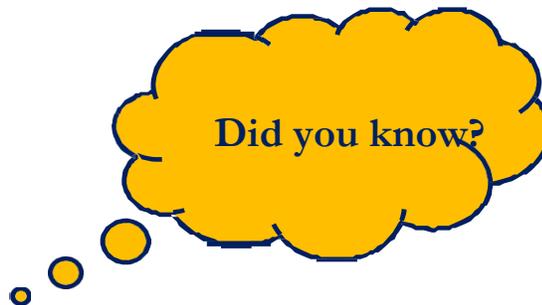
JPO/Role Model Connection:

- The JPO may wish to talk with the Mission Specialists about the university/college that’s/he attended. Talk about why that school was selected, the admissions process and the college experience.



Parent Connection:

- Tell the Mission Specialists to once again share the information they researched on one college they are interested in attending. They should also revisit and adjust, if necessary, the long-term goals now that they have more information about college and financial aid.



If the number of computers you have access to is limited you may conduct an e-campus tour as a class: <http://www.ecampustours.com/>.



You will see the picture above. If you choose a state and press “Go,” it will list all the colleges in that state for which virtual tours are available. You will be prompted to create an account (it’s free!)

This is also a great link for Mission Specialists if they are working individually and cannot select a college on their own.

Remember you will have to share your user and password with them, however.

The site also has additional resources for parents and teachers, so feel free to share the link!

College Bowl Questions

Split the class into two teams. Alternate asking each team the College Bowl questions. Each question requires a true or false answer. Use the notes that follow each question to clarify the answer.

If the team is tied at the end ask the tiebreaker question.

*If the Statement is **FALSE**, make the statement **TRUE**.*

- 1.) High school dropouts are four times as likely to be unemployed as high school graduates: **TRUE**
- 2.) I should go to the most popular college I get accepted to: **FALSE**
Note: You should go to the college that fits you best, not the one that's the most popular.
- 3.) Ninety percent of all teens say they want to go to college: **TRUE**
- 4.) My high school grades are more important than my standardized test scores, SATS, PSATS, etc.: **TRUE**
Note: Colleges know that your grades in high school are a better predictor of success in college than your standardized test scores. This does not mean, however, that they won't consider your test scores.
- 5.) Anyone can get into a public university, but it is very difficult to get into a private university: **FALSE**
Note: Some public universities are the most difficult to get into, while others are required to accept almost all of their applicants. It's true that some private universities are very selective, but some take applicants who wouldn't have been accepted to their home state public university.
- 6.) Colleges require you to take three years or more of social science classes in high school (history, economics, geography, civics, psychology): **TRUE** *Note: All colleges require three or more years of social science classes. If you wish to major in a social science field in college, you should try to take even more than that.*

- 7.) If I work part-time while in college, it will hurt my academic success: **FALSE**
Note: *Research shows that Mission Specialists who work a moderate amount actually do better academically. Selecting an on campus job related to your career goals is a good way for you to help pay college costs, get experience, and create new ties with the university.*
- 8.) Colleges require you to take two years or more of natural science classes in high school (earth science, biology, chemistry, physics, etc.): **TRUE** Note: *All colleges require two or more years of natural science classes. If you wish to major in a natural science field in college, you should try to take even more than that.*
- 9.) I'm not a straight "A" Mission Specialist, so I won't get any financial aid: **FALSE**
Note: *It's true that many scholarships require very high grades, but many financial aid providers grant money based on your need and don't heavily consider grades.*
- 10.) Even if I get financial aid, I will end up with large loans to repay when I graduate: **FALSE**
Note: *To see that you don't have too much debt at graduation, most colleges allow you to only loan a reasonable amount. Nationally, on average, a Mission Specialist has \$2,500 to \$3,500 per year in loans.*

TIE BREAKER:

In three minutes, name as many colleges as you can. You will receive one point for each college name you have that the other team did **NOT** also list.

Scavenger Hunt: Learning about My Future

What is the school mascot?	What is the name of a dorm or residence hall?	Does the college have the major you are interested? What major?	What Mission Specialist group might you be interested in joining?	Does the campus have military groups? Which ones?
What is the name of the Mission Specialist newspaper?	What types of things are in the Mission Specialist center?	How many Mission Specialists attend the school?	How much does the school cost?	Where do Mission Specialists eat?
What scholarships or financial aid does the school offer?	Is the school in an urban or rural area?	What is the name of the gym or activity center?	Is there a stadium or athletic complex? What is it called?	What is the name of the library?
What degree do you need for the career you want to pursue?	What three things might someone in your chosen career do? (use back of paper as necessary)	What is the salary in your chosen profession?	Name three places you could work in your chosen profession.	What can you do now to begin preparing for your career?

My World: Let's Talk about Our Future



Meetings #18-20 (March/April)

Preparing for the End of Year Presentations

Trustworthiness, Respect, Responsibility,

Fairness, Caring, and Citizenship

Facilitator



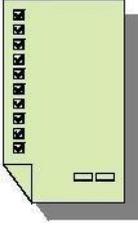
Meeting Objectives:

- Mission Specialists will create a poster of lessons learned throughout all Dare to Dream modules.
- Mission Specialists will write and perform a skit that highlights one concept covered in a Dare to Dream module.
- Mission Specialists will complete mandatory Post-Survey ([link](#))



Materials:

- Computer with internet access
- Mission Specialist Folders
- Post-survey (for Mission Specialists) (pages 105-107)
- *Poster Board Guidelines* Sheet (page 108)
- *Skit Guidelines* Sheet (page 109)
- *Making a Crest* Directions and Supplies (*optional*) (page 110-113)
- Tri fold board for poster presentation (not provided)
- Markers, paper, scissors and other craft supplies for poster (not provided)
- Props for skits as necessary (not provided)



Methods:

- Post or project the meeting objectives somewhere all Mission Specialists can see them.
- Have the Historian pass out Mission Specialist folders. (3 minutes).
- Have Mission President opens the meeting and the Mission Vice President leads the reading of the Dare to Dream Pledge and the School Rules. (6 minutes)
- Have Mission Secretary take attendance and begin taking minutes.
- If the juvenile probation officer is present, allow him/her time to address the Mission Specialists. (5 minutes)
- Mission Specialists should work together to create a trifold poster, using the *Poster Board Guidelines* on (page 104). Once posters are completed, please forward a digital photo of the poster to Andrea Mosley at andrea@theharrisfoundation.org no later than two weeks prior to the end of year field trip. *Also please bring the poster to the End of Year Event.* Dr. Harris will select winning posters which will be featured on The Harris Foundation's website.
- Mission Specialist must write a three-minute creative skit, which will be performed at the end of year field trip. All Mission Specialists should have some involvement in the presentation. Guidelines for the skit presentations can be found on (page 109). Questions or concerns can be directed to Andrea Mosley at andrea@theharrisfoundation.org or 832.319.7359.
- Mission Specialists should also complete the electronic post-survey. This should be done individually. It will take approximately 10-15 minutes to complete. Teachers, principals and juvenile probation officers will also receive survey links via email for an evaluation to be completed online.



Reflection

- Have the Mission Specialists to write in their journal which of the 6 pillars of character affected them the most.



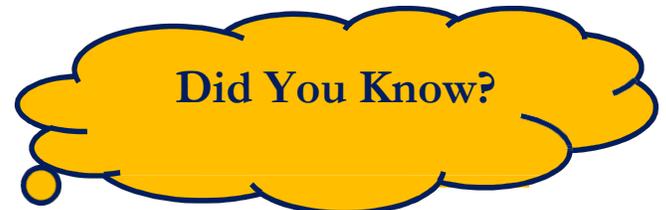
Role Model Connection:

- The probation officer will play an important role for their end of year presentation by assisting the Mission Specialists and teachers with planning and rehearsal for the poster board and skit.



Parent Connection:

- The Mission Specialists should tell their parents they will receive an email with a link to take an online Dare to Dream survey.



The Harris Foundation welcomes your comments and suggestions on ways to improve the program. Comments and suggestions can be emailed to Andrea Mosley at andrea@theharrisfoundation.org.

Thank you for your support of our program and the children of Houston!

MISSION SPECIALIST POST-SURVEY

In order to access the Pre-Survey, Please use this link:

<https://www.surveymonkey.com/r/DTDPost-Survey>

School: _____

Grade: _____ Date: _____

Were you an officer this year? If yes, which one? YES NO

What was your favorite part of being a member of the Dare to Dream program?

What have you learned by being a part of the Dare to Dream program?

What else would you have liked to learn this year in Dare to Dream?

Character	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
01. I know what it means to have good character					
02. I try to show good character in all of my actions.					
03. I know why having good character is important for my future.					
04. I know what a juvenile probation officer is and what they do at work.					
05. I know what a community is.					
06. I belong to many different types of communities.					
07. I think helping out in my community is important.					
08. I would like to do more to help the people in my community.					
09. I know how to plan and organize a project.					
10. I feel that I can be a leader in my school community.					
11. My behavior and my choices make me a leader at my school.					
12. Going to college is important for my future.					

13. I know what kinds of colleges there are.					
14. I know what kinds of degrees you can earn in college.					
15. I know how to get help for me to pay for college.					
16. I know how to set goals.					
17. I have set goals for my future.					
18. I have a plan to achieve my goals.					
19. I know what I want to be when I grow up.					
20. I know bullying is wrong.					
21. I have a good attitude towards other students.					
22. I know what Trustworthiness means.					
23. I know what Respect means.					
24. I know what Responsibilities mean.					
25. I know what Fairness means.					
26. I know what Caring means.					
27. I know what citizenship means.					

Poster Guidelines

The last award presented at the end of year field trip will be the poster awards to the schools with the top three posters.

Poster Criteria

- Tri-Fold Poster Board (36" by 48").
- Must include the 6 pillars, ABC's and mention THF.
- The DTD logo must be on board.
- Please submit a photo (jpeg file) of the poster board to Andrea Mosley at andrea@theharrisfoundation.org no later than two weeks before the field trip. This will allow Dr. Harris time to select the winners and the winning posters to be posted on The Harris Foundation website homepage.
- Bring your poster to the field trip.

Sample Poster board Ideas:

- Display of Mission Specialist crests (see pages 110-113 for directions for this optional activity)
- Pictures of Mission Specialists on campus, interacting with guest speakers and participating in the community service project
- Summary of community service project from selection to reflection
- Information on the anti-bullying campaign that was implemented
- Take pictures of each Mission Specialist with the words... I want to be a _____ when I grow up



2016-2017 Poster board Winner from Atherton Elementary (HISD ISD)

Skit Presentation Guidelines

At the end of year field trip, each school will be asked to present a skit. All of your Mission Specialists should participate in the presentation. The skit should be entertaining and should reflect what Mission Specialists have learned in the Dare to Dream program.

For these presentations

- You will have a **three minute time limit**. This does not include walking up to the stage, but we do ask that you have limited setup.
- ABCS, DTD Pledge, The Harris Foundation and 6 pillars must be mentioned in the skit.

Sample Presentation Ideas:

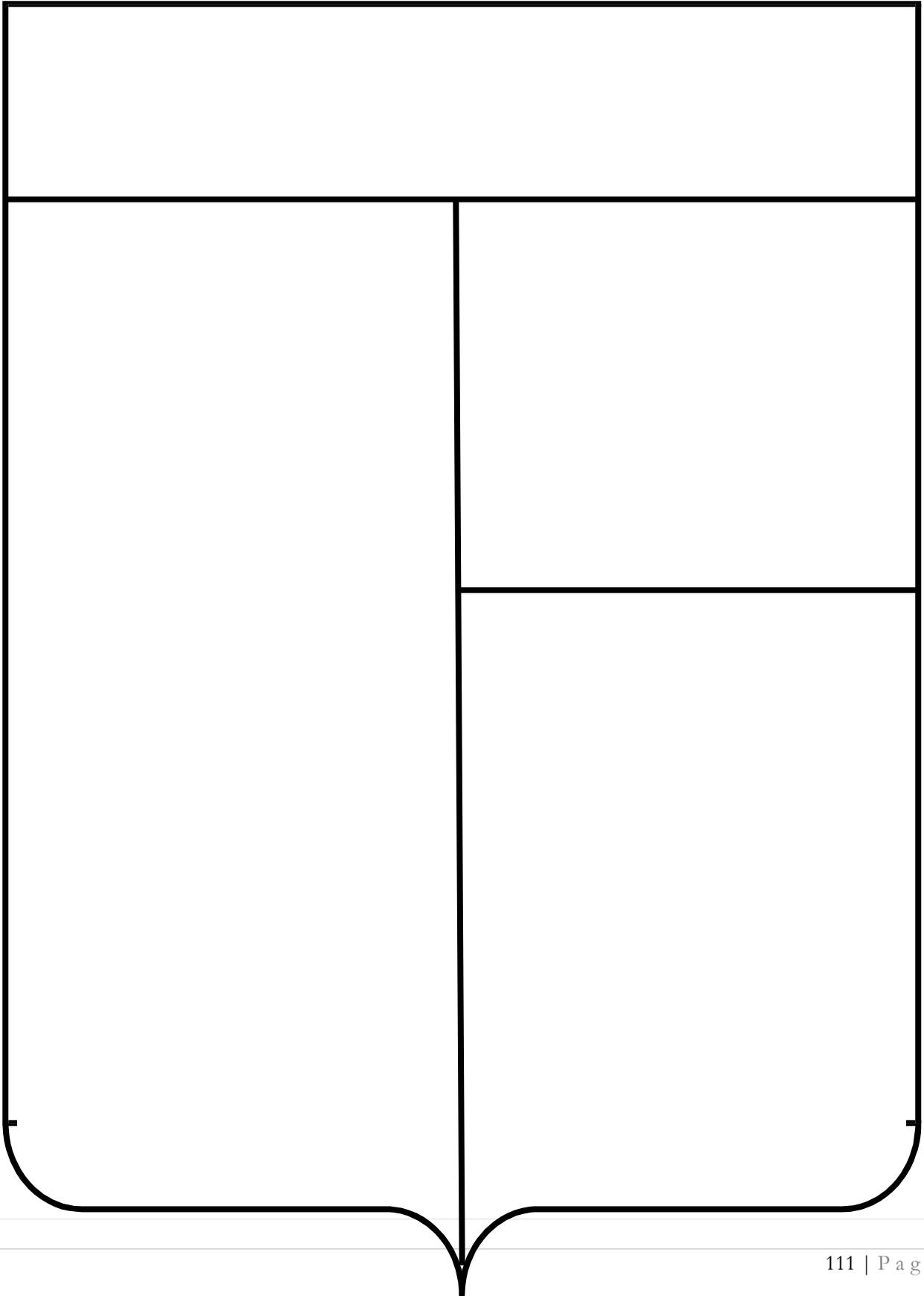
- Create a skit that explains the Mission Specialists' community service project from the planning to implementation stages
- Create a skit that demonstrates Mission Specialists implementing positive character traits in their daily lives
- Create a skit that depicts a day in the life of the Mission Specialists' future careers
- Sing an original song about setting goals and making good choices
- Rap about things DTD taught you about college
- Re-enact the college scavenger hunt (if completed) including information about the campus you visited
- Create a skit about a day in the life of an FBI agent based on what you learned at the FBI/CSI field trip.

SUGGESTION: Crest Poster Design

Introduce the Mission Specialists to the concept of a crest and provide them with the directions and tools to make one that will represent their future goals. (To introduce the meaning of a crest, see the box below.)

Presenting your goals to others by using a crest does several things. First, it sets your goals in a public format for others to see. By doing this, others can hold you accountable and help you achieve your goals. Second, it is a quick way to remind you what positive things that you want to do with your life. Third, it can be a point of pride as you represent what is on your crest.

Place the *Crest Instructions* transparency onto the overhead. Explain to the Mission Specialists how they will complete their crest: At the top of the crest, the Mission Specialist will write their last name. On the left, the Mission Specialist will draw a symbolic form of the long-term goal that they placed on their goal sheet earlier in the year. On the right, in the top space, have the Mission Specialist think of a word that describes them. Assist Mission Specialists in selecting positive words – strong, thoughtful, helpful, and intelligent. Then, using the internet (if possible), translate the word into Latin. Have the Mission Specialists write the Latin word onto the crest. Finally, have the Mission Specialist pick a descriptive animal or symbol from *The Language of Crests Handout*.



Crest Instructions

Insert Last Name

Occupation
or Long-
Term Goal

Use symbols to
represent the
profession

Example:

Rocket for an astronaut;
stethoscope for a doctor

Descriptive
Word

Go online to translate into Latin

<http://www.freedict.com/onldict/lat.html>

Descriptive Animal
or Symbol

Go Online for some examples

<http://www.fleurdelis.com/meanings.htm>

The Language of Crests

ANIMAL	MEANING
Yellow or Gold	Generosity
Silver or White	Peace and sincerity
Red	Warrior or martyr; Military strength and magnanimity
Blue	Truth and loyalty
Green	Hope, joy, and loyalty in love
Black	Constancy or grief
Purple	Royal majesty, sovereignty, and justice
Orange	Worthy ambition
Maroon	Patient in battle, and yet victorious
ANIMAL	MEANING
Bear	Protectiveness
Bee	Industriousness
Camel	Perseverance
Dog	Loyalty
Eagle	Leadership
Dragon	Defender of Treasure
Falcon or Hawk	Eagerness
Fox	Cleverness
Horse	Readiness to Serve
Lion	Courage
Pelican	Generosity and Devotion
Raven	Constancy
Snake	Ambition
Stag, Elk or Deer	Peace & Harmony
Tiger	Fierceness & Valor
Unicorn	Extreme Courage
Wolf	Constant Vigilance
Griffin (part eagle/lion)	Bravery

<http://www.storyboardtoys.com/gallery/coat-of-arms-lesson-plan.htm>

Resources

www.brainpopjr.com
www.charactercounts.com
www.collegeboard.org
www.dosomething.org
www.ecampustours.com
www.educationworld.com
www.fbi.gov
www.firstcoastnews.com
www.freedict.com
www.girlshealth.gov
www.goodcharacter.com
www.hcpc.org
www.hgazette.com
www.kids.gov
www.kkids.org
www.learningtogive.org
www.livestrong.com
www.mcgruff.org
www.ownyourownfuture.com
www.peelregion.ca/health/bullying
www.p21.org
www.pbs.org
www.pbskids.org
www.power-of-giving.com
www.quotegarden.com
www.readwritethink.org
www.reachfortomorrow.org
www.scholastic.com
www.schoolcounselor.org
www.schoolfamily.com
www.stamfordadvocate.com
www.stopbullyingnow.hrsa.gov
www.storyboardtoys.com
www.wilderdom.com