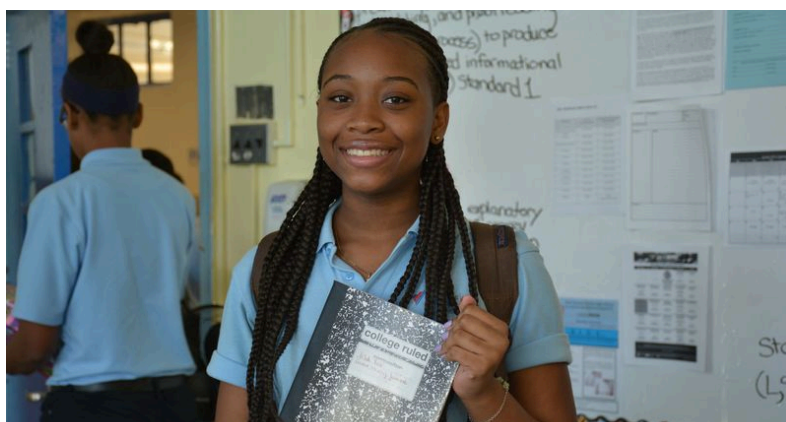



# Final Choice:

## Finding and Making a Postsec Commitment



### Session Summary:

In this session, students will review possible paths after high school and will use the Six Thinking Hats Method to decide what their next step is. This lesson is designed to work with students who have already applied and heard back from some choices and also for students who haven't chosen a pathway yet.

Objectives:	Session Resources:	Additional Resources:
<p>Students will</p> <ul style="list-style-type: none"> <li>Research postsecondary options</li> <li>Rank postsecondary choices</li> <li>Specify pluses and minuses of each program</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Slides</a></li> <li><a href="#">Handouts</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Family Postsecondary Glossary (translations)</a></li> <li><a href="#">Six Thinking Hats Demonstration</a></li> <li><a href="#">How I Use More of My Brain When Making Decisions with the Six Thinking Hats</a></li> <li><a href="#">National College Decision Day: Everything You Need to Know</a></li> <li><a href="#">Questions to ask a Program</a></li> <li><a href="#">Financial Aid Packages Comparison Tool</a></li> <li><a href="#">New Visions Guides about Other Pathways</a></li> </ul>
Skills:	Standards:	
<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Takes Initiative</li> <li>Digital literacy</li> <li>Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li><b>ASCA Standard B-LS 7:</b> Identify long- and short-term academic, career and social/emotional goals</li> <li><b>NYS Learning Standards for Reading: Standard 1:</b> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li><b>NYS Learning Standards for Writing: Standard 5:</b> Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.</li> <li><b>CDOS Standard 1: Career Development:</b> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career</li> </ul>	
Facilitator Note:		
 <p>Sections marked with this icon should</p>		

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**be considered highly important.** These sections are connected to sections in other lessons. Make note as you adjust the lessons for your students.

decisions.

### Key Vocabulary Words:

- **Alternative:** something which can be chose instead
- **Benefits:** something that produces good or helpful results
- **Minus:** a negative quality
- **Obstacle:** something that is in the way of accomplishing something
- **Plus:** an advantage
- **Process:** a series of actions leading to an end



- ★ *Facilitator Framing: The end of senior year is sneaking up on us. It is important to make a plan for afterwards. That can be difficult! Guess what. You can always change your mind. Also, you can always add more to your plan afterwards. Either way, it's important to make a plan for more training after high school because this will give you access to more work and more money.*
- ★ *Many colleges expect students to decide whether they will commit by May 1. Some postsecondary programs offer a different timeline or have a rolling deadline for responses. Today, we will talk about making decisions and what your final postsecondary plan is.*
- ★ *Today we will discuss ways to make decisions, what options you have available, what questions you still have, and make some decisions about where you're headed.*

	Session Outline	Time
<b>Moment to Connect:</b>  Would you rather?	<ol style="list-style-type: none"> <li>1. Instructor poses the question: <i>Would you rather travel back in time to meet your ancestors or would you rather go to the future to meet your descendants?</i></li> <li>2. Students discuss their answers in groups and then with the larger group. (alternative: You can have students who answer one way go to one side of the room and the other to the other side and discuss in those groups or partner up with one person to talk. )</li> <li>3. Debrief:               <ol style="list-style-type: none"> <li>a. How did you make your decisions between ancestors and descendants?</li> <li>b. Have you ever had to make a big decision? How did you do it?</li> </ol> </li> </ol>	10 min



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<p><b>Facilitated Large Group Discourse:</b></p> <p>Making Decisions</p>	<ol style="list-style-type: none"> <li>1. Instructor says: <i>One way to make decisions is to use the thinking hat method. The thinking hat method involves looking at a decision from many different angles.</i></li> <li>2. Instructor Introduces the Six Thinking Hats Method using the slides and <a href="#">info sheet</a>. (See possible talking points under the slides. Depending on time, you may choose to review fewer slides.)</li> <li>3. Instructor asks students- <i>How might the six hats method help you choose the program you will attend after high school?</i></li> </ol>	<p>10 min</p>
<p><b>Content Interaction:</b></p> <p>Six Thinking Hats</p> 	<ol style="list-style-type: none"> <li>1. Instructor says- <i>You will use the Six Thinking Hats Method in order to gather your thoughts about the program you will be attending. If you've already made your decision, I'd still like you to complete the worksheet. It will help me understand how you've made your decision. It will also help you share with partners.</i></li> <li>2. Students review <a href="#">Making my Final Choice: The Six Thinking Hats</a> and <a href="#">Postsecondary Path Research Sheet</a> about their top programs.</li> <li>3. Instructor assists students in their analysis and thought process by suggesting notes to add to their chart and next steps. Students may be in very different places. This is a good time to assess where students are (Example: Are students accepted somewhere or a few places? Are students waiting to hear? Are students undecided about what path to take completely and maybe haven't applied? )</li> <li>4. Students that complete the sheet before the end of the time can share their ideas with a partner or help their partner complete their sheet.</li> </ol> <p>Consider setting up a follow up conversation with students, especially those that need additional support, in order to review their decision. There are students that may not be ready to attend a postsecondary program. Others may plan or need to work immediately after high school. Make sure to note the details and engage them in conversations about what their plan is.</p>	<p>20 min</p>
<p><b>Culminating Task</b></p> <p>Wrap-up form</p>	<ol style="list-style-type: none"> <li>1. Students complete a <a href="#">wrap-up form</a>.</li> </ol>	<p>5 min</p>
<p><b>Family Connection and Reflection</b></p> <p><a href="#">Take Home Message</a></p> 	<p>Using the <a href="#">take home sheet</a>, students will use talking points to ask a caring adult for feedback on their final postsecondary choice.</p> <p>(Optional video on active listening: <a href="#">4 things all great listeners know</a>)</p> <p>Facilitator note: This section helps students digest and memorialize today's session. It also helps engage families in the conversations you are having in the classroom.</p>	

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**Note on pre-work:** Counselors can prepare for this lesson by finding one or two local organizations that provide postsecondary access services. Use the [New Visions Career Directory](#) to make a list.

Please let us know what you think of this lesson by completing this [survey](#). Thank you.