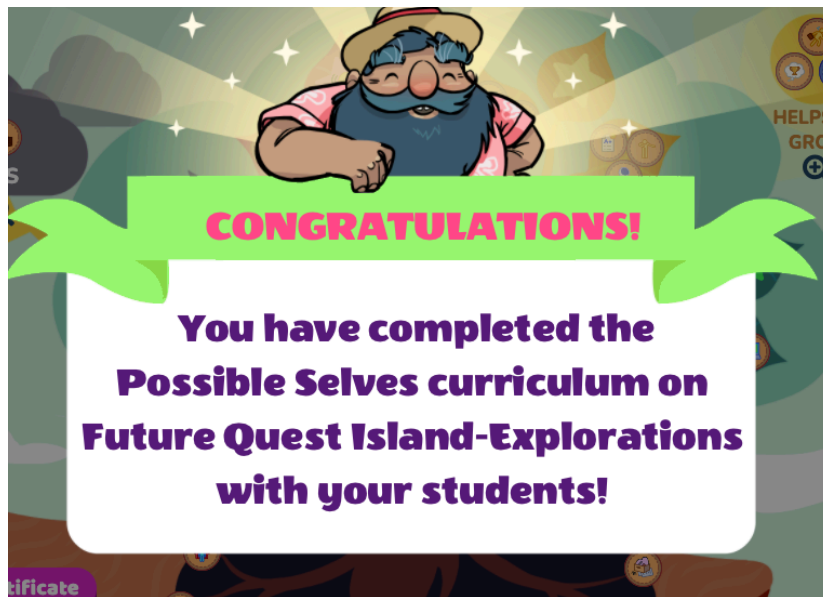


Wrap Up Section

INTRO:



Congratulations! You and your students have completed the Possible Selves curriculum on Future Quest Island-Explorations! Throughout their journey, each student described their hoped-for and feared possible selves and used the information to create a visual representation of their Possible Self. Student reflections are represented by growth of different elements of their Possible Selves Tree and in their portfolios.



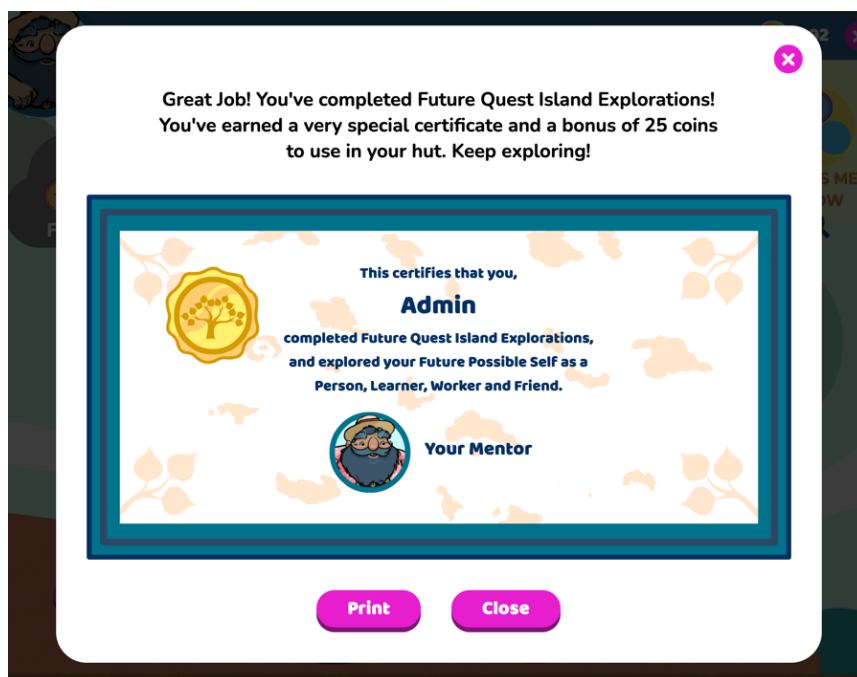
Possible Selves can influence goals students set and their action plans for reaching those goals. It can also impact students' academic engagement and achievement. Using this framework, teachers can support students in envisioning positive outcomes in school and life by helping them be intentional in

exploring strengths and weaknesses, developing realistic short- and long-term goals, and making plans to achieve those goals.

Embedding Possible Selves exploration activities into Future Quest Island-Explorations, may provide a critical foundation for early college and career awareness, self-concept, and social-emotional skills for elementary students with and without disability.

1. Certificate of Completion

When the student completes all 21 items, the mentor will notify them that they received a very special certificate of completion that they can print out.

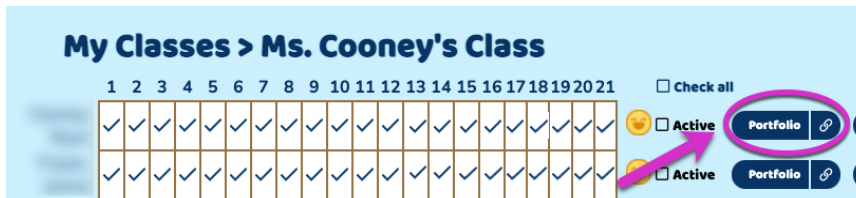


The certificate can also be saved as a PDF and will always be available on their Possible Selves Tree.



2. Final Review of Student Portfolios

Take the time to review each student's portfolio. Remind the student to complete the writing prompts and design the section heading, if they haven't already been completed as recommended throughout the curriculum.



Students can print and save their portfolios so they can reference them in the future. Portfolios can be shared by the student to their families, specialists, and other school personnel.

3. Student Summary Pages

This 2-3 page document summarizes student responses by section and provides a consolidated student profile which can be used for instructional planning, parent-family conferences, or IEP meetings.

Summary page categories include:

- Personal characteristics
- Preferences and strengths (what I like and how I am) as a person, friend, learner, work and friend
- Hopes (what I hope to do) as a person, friend, learner, work and friend
- Goals (what I plan to accomplish) as a person, friend, learner, work and friend
- Careers I am interested in

- Challenges
- Needs or things to help students grow as a person, friend, learner, work and friend

Home **My Classes** **Teaching Units** **Explore FQI-E**

Student: Bright, Mackenzie **Class:** Mikaela's Class

Words that describe me: Quiet, Messy, Curious

I am a person who: Is running late, Likes to do things right away, Rushes to get things done, Finds learning is challenging, Likes to be helped, Likes working with others, Prefers not to ask questions, Needs to be reminded, Is not organized, Cares for others

AS A PERSON
My strengths: Baseball, Hockey, Gym, Swim, Biking, Music, Helping, Friends, Cooking, Writing, Reading, Crafting

AS A FRIEND
How my friends describe me: Sporty, Artistic, Musical, Nice, Listener, Lovable, Funny, Active, Fun, Silly

AS A LEARNER
I work best: With a partner

4. Fidelity/Feedback

As a reminder, our team will be collecting information on each activity in each unit. Please make sure you do the following when you've completed the curriculum:

1. **Completed/skipped activities** - for each activity, please make sure to let us know whether you completed or skipped the activity by clicking on the appropriate radio button.

Teacher Toolkit **Help** **Logout**

Home **My Classes** **Teaching Guide and Units** **Explore FQI-E**

Teaching Guides and Units > **Units**

☒ Complete ☐ Skipped **Rate this Activity** **Print Page**

Family Newsletter
Character Traits

Family Newsletter and School-to-Home Activity

Newsletter on Character Traits

Once you choose a button, a **checkmark** will appear next to that activity within the unit.

2. **Rate the activity** - for each activity, there is a button to rate this activity. Please take the time to share your feedback on the quality, relevance and usefulness of the pre-written lessons, along with your suggestions for improvements to enhance future versions of the curriculum and toolkit.

Please rate the **quality** of this activity.

Please rate the **relevance** of this activity.

Please rate the **usefulness** of this activity.

Suggestions and comments for this activity:

Cancel **Submit**

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3. **Rate the units** - units can be rated for quality, relevance, and usefulness as long as all of the radio buttons are selected (completed or skipped). Please take the time to complete this and provide any comments you feel necessary.

Please rate the **quality** of this unit.

Please rate the **relevance** of this unit.

Please rate the **usefulness** of this unit.

Suggestions and comments for this unit:

Cancel **Submit**

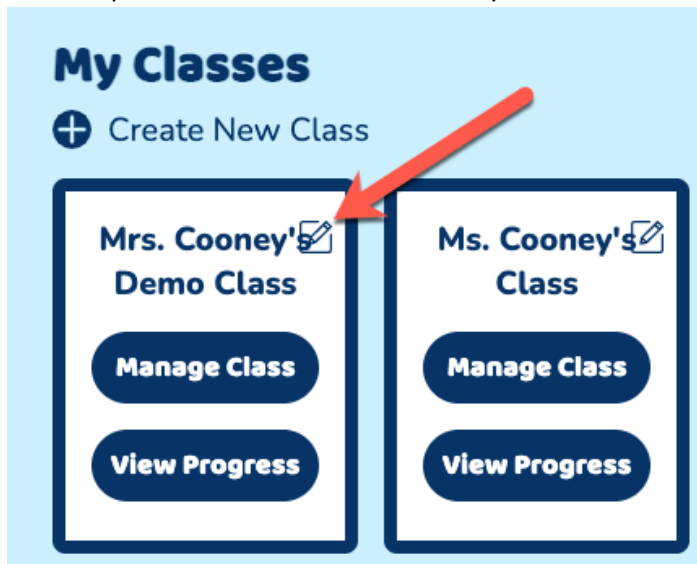
Unit 4 | Unit 5 | Unit 6 | Wrap Up

5. Archive Class

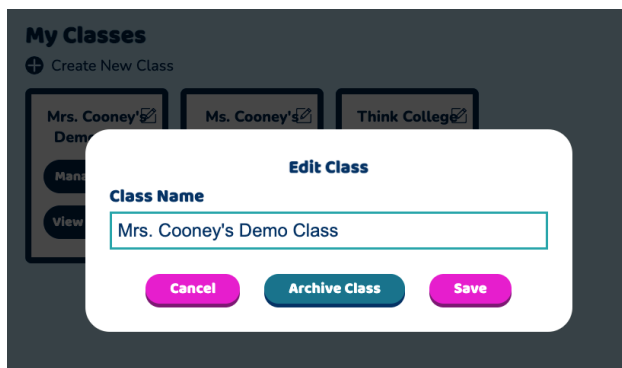
Once you and your students have completed the FQI-E curriculum, you may want to take the time to archive your class(es). This feature helps you keep track of current classes and completed classes. Don't

worry, you always have the option to reactivate a class should you want to view the class student work in the future!

1. Click the pencil in the corner of the class you wish to archive



2. Click **Archive Class**



Thank you so much for taking the time to implement this curriculum with your students. We hope the experience was positive for everyone! Please let us know if you have any questions or would like to provide additional feedback.