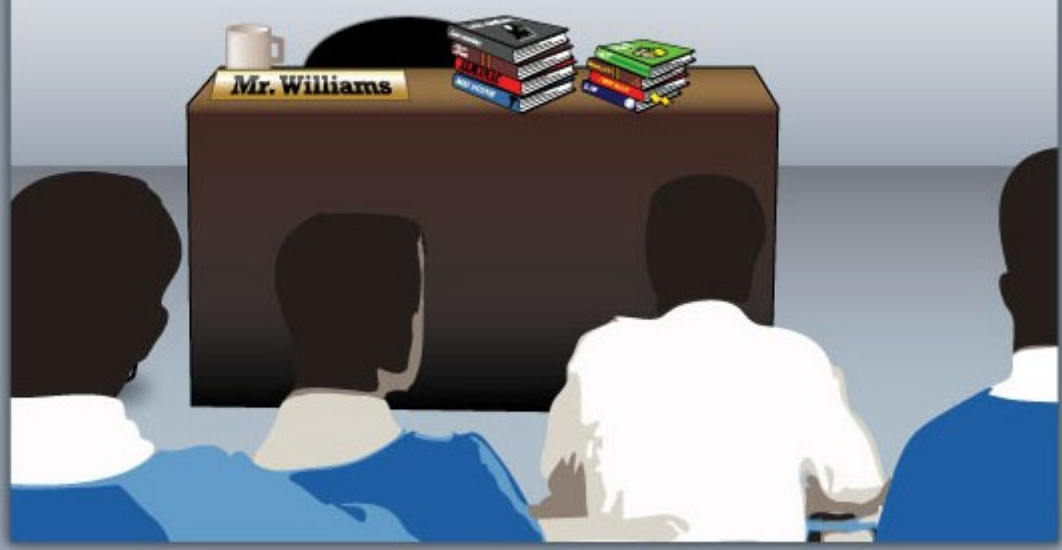




Today's Assignment:
Chase Your Dream
SeeIt ChaseIt AchieveIt



Basic Information:

Program Title:

CHASE YOUR DREAM

Program Developed by:

Johnnie Williams III

Program Theme:

See It... Chase It... Achieve It



SEE IT...

CHASE IT...

ACHIEVE IT...

Curriculum Themes:

Step # 1... **Defining Dreams**

Step # 2... **Identifying Careers**

Step # 3... **Managing Money**

Step # 4... **Saving for Retirement**

Step # 5... **Credit Education**

Time Allocation:

1st Time block: 20 minutes

2nd Time block: 30 minutes

3rd Time block: 30 minutes

4th Time block: 10 minutes

5th Time block: 30 minutes

Defining Dreams...

Step #1:

Presenter will enlighten, empower and engage the participants with a basketball analogy that relates to their education.

Step #2:

Presenter will instruct participants to describe their dream within the box and answer the list of questions that are listed. This exercise was designed to assist participants in putting their dreams and goals on paper and begin the planning process.

Step #3:

Presenter will discuss the answers of participants and provide feedback. This method changes the workshop flow and keeps interest up and energy flowing.

Step #4:

Presenter instructs the participants to complete the “my plan” section of the workbook. This exercise is designed to create a new habit of panning out the steps and identifying the information (school subject) most relevant to their success.

Step #5:

Presenter will discuss the answers of participants and provide feedback. This method changes the workshop flow and keep interest up and the energy flowing.

Step #6:

The presenter will briefly discuss information pertaining to their career that flows with the “my mentor” questionnaire. This exercise was designed to teach participants how to extract useful information from individuals willing to assist them in advancing their career.

Step #7:

Presenter will conclude workshop and answer any additional questions.

Identifying Careers...

Step #1:

Presenter will enlighten, empower and engage the participants with a dollar bill analogy that helps establish an understanding that everyone is of equal value. This analogy was created so that participants would not pick careers to define or establish a value that is already present.

Step #2:

Presenter will instruct participants to complete the “career circles” exercise. This exercise was designed to ask participants in a different way, to again define their dream. This method is extremely effective in helping the participant really look at what their skills and hobbies are and whether they connect to their dream or detract from it.

Step #3:

Presenter will discuss the answers of participants and provide feedback. This method changes the workshop flow and keeps interest up and energy flowing.

Step #4:

Presenter instructs the participants to complete the “my resume” section of the workbook. This exercise is designed to assist the participants in effectively displaying their skills for potential employers.

Step #5:

Participants will be partnered with each other to perform their “mock interviews” and evaluations.

Step #6:

Participants will switch positions as interviewer and job applicant and again provide “mock interviews” and evaluations.

Step #7:

Presenter will conclude workshop and answer any additional questions.

Managing Money...

Step #1:

Presenter will enlighten, empower and engage the participants with a back pack analogy that relates to the weight and severity of their life choices. Participants will clearly see that good choices do not weigh you down, but bad choices do add real weight to their lives.

Step #2:

Presenter will instruct participants on the components on a bank check and where information is to go when properly filling out a check. Participants will also be given real deposit slips to complete to illustrate the process of transferring their funds into an established account.

Step #3:

Presenter will discuss the types of expenses that participants will be responsible for paying once on their own. The participants will complete the “bills, bills, bills” questionnaire to help identify the dollar amounts that the checks will be written out. This method allows the process to be more personal to the choices of the participants and allows them to see the financial costs associated with their chosen lifestyle.

Step #4:

Presenter instructs the participants to complete the “pay the bills” section of the workbook. This exercise is designed to allow participants to practice writing checks correctly.

Step #5:

Presenter will assist participants needing assistance and survey the checks of participants whom have finished. This method expresses the concern on the part of the presenter, that the participants learning and mastering this financial procedure is important.

Step #6:

The presenter will instruct the participants to balance their check books. This will promote fiscal responsibility and good money management habits.

Step #7:

Presenter will conclude workshop and answer any additional questions.

Saving for Retirement...

Step #1:

Presenter will enlighten, empower and engage the participants with a blind fold analogy. This demonstration will help the group realize that sometimes you have to select people to guide you towards what you want, especially if your knowledge in a given area is limited.

Step #2:

Presenter will instruct participants to read through the basic investment terms

Step # 3:

Presenter will discuss the differences between assets and liabilities and challenge the participants to determine from a list provided, which items represent one or the other. This exercise will began the process of helping participants look at whether their spending choices will net them assets or add to a list of growing liabilities.

Step #4:

Presenter instructs the participants to complete the “shopping survey” section of the workbook. This exercise is designed to create an awareness of what participants are currently investing money in. This exercise allows for participants to talk about what interests most people, that being shopping for favorite items.

Step #5:

Presenter will discuss the answers of participants and provide feedback.

Step #6:

The presenter will encourage the participants to research the sticker price and stock price of their favorite products or fashion brands. The purpose for this comparison is to encourage the participants to engage in research prior to carelessly spending their hard earned money on depreciating products as appose to their appreciating stock prices.

Step #7:

Presenter will conclude workshop and answer any additional questions.

Credit Education...

Step #1:

Presenter will enlighten, empower and engage the participants with a simply magical analogy that allows for a participant to select from 3 pieces of paper. No matter which choice the participants make, the presenter can prove that their selection was already predicted. The lesson in this segment is for youth to learn how to find the answers and remember where to find them.

Step #2:

Presenter will instruct participants to sign their signature on the line and then circle all of the words listed in the box that describe what their name represents. The purpose for this exercise is to showcase where all business agreements begin; with a signature.

Step #3:

Presenter will instruct participants to begin researching the (12) credit information questions. The purpose for have the participants complete the credit questions in open book format is to allow them to process the information 3 times. During their research, the insertion of their answers on each line and when they provide the answers to the presenter. This strategy is more effective than over talking and giving the participants the answers.

Step #4:

Participants will work in teams as they research the answers.

Step #5:

Presenter will ask the participants for the answers and provide feedback.

Step #6:

Presenter will address any final questions.

Step #7:

Presenter will conclude workshop.

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