|  |  |
| --- | --- |
| READING, WRITING, SPEECH  Objective & Instructions: Write near-to-best writing for evaluated report/ speech. Prepare in class and over-night. Speech and Evaluation will be early tomorrow. | RANGE OF TOPICS TO CHOOSE FROM:  Technical Report, How-To Instructions, Research,  Analysis  Inspiration, Practical Advice, Therapeutic Talk  Inquiry, News, Factual Information  Creative, Story, Poetry, Biography or Auto-Biography |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **EVALUATION: (Judge both Subjectively and Objectively. Use an S and O in the boxes.)**  INNOVATIVE TOPIC:  Very Innovative Medium Innovation Poor Innovation  TOPIC INFORMATION:  Organized  Not Organized Enough  Poorly Organized  PRESENTATION:  Talk w/ Presence & Composure  Talk is Clear  Talk is not Clear  ATTITUDE:  Sincere & Vibrant  Present & Attentive  Self-conscious Distracted |

**CLASS 25**

|  |  |
| --- | --- |
| MATH & ORGANIZATION  Objective & Instructions: Evaluation and Testing.  QUESTIONS & ANSWERS:  **Why are Objective tests used?**  To see how you fit in with the mainstream of the population  Applications for Social Services  Applications for Employment  To get a fair comparison of skills, knowledge and integrity.  I.Q. Test  Basic Skills Tests  SAT & ACT College Tests  To make sure you reach the competency level required by law.  Driver's License Test  Certification for Food Preparation  **When are Subjective tests used?**  To test your individual skills, genius, creativity.  Specialty Assignments related to work  To test how far your perspective is out-of-sync with others'.  Individual assignment or testing related  to work  **Objective test results account for up to 80% of most work evaluations.**  **Be and Act Lawfully, without exception.**  **Behave and act Decently within yourself and to others.**  **Subjective test results account for a maximum of 1/3 of employment decisions.**  **Be yourself, lawfully.**  **Be innovative, but sensible, moral and ethical.** | **Why are people tested at important checkpoints?**  A) To get it right  B) To assure they meet the requirements  C) To assure public safety  D) All of the Above  **What does it mean if you are violent to testing procedures?**  A) You are not orderly, and therefore not likely to follow rules or laws.  B) You are dangerous to authority, and must be checked.  C) You believe you should live by your own rules, and not those agreed by government.  D) All of the Above  **If you had to pick to work with an interest-ing, orderly person or a belligerent person who does not know what to do, who would you pick?**  A) Orderly person B) Belligerent one  **Who would help you if you had a question?**  A) Orderly person B) Belligerent one  **Who would get the job done right?**  A) Orderly person B) Belligerent one  **To the Employer, what is the most convenient and economical?**  A) 2 Orderly people B) 2 Belligerent ones  If you are someone who thinks another person's performance reflects your own, you are wrong. **Each person is evaluated on their own performance. Their work requirement is to get along with other productive employees, and not to socialize with unproductive employees.** Positive reflects positive. Negative reflects negative. But the predominate demand is: be the most productive, in-sync worker that you can be. Ask what the requirements are, and the employer will notify, specifically. |

**CLASS 25.5**

|  |
| --- |
| READING, WRITING, SPEECH  Objective: Presentation, Evaluation, Diplomacy as Speaker, Diplomacy as Evaluator  **INSTRUCTIONS**  **1) Pick partners, someone you don’t know.**  **2) With quality, read your speech**  **3) Evaluator, consider, write, then tell your friendly, but honest evaluation**  **4) Speaker consider if evaluation is true on each point made, and agree or disagree based on truth. This is also to be a friendly exchange.**  **5) Switch and re-run instructions.** |

|  |
| --- |
| **EVALUATION: (Judge both Subjectively and Objectively. Use an S and O in the boxes.)**  INNOVATIVE TOPIC:  Very Innovative Medium Innovation Poor Innovation  TOPIC INFORMATION:  Organized  Not Organized Enough  Poorly Organized  PRESENTATION:  Talk w/ Presence & Composure  Talk is Clear  Talk is not Clear  ATTITUDE:  Sincere & Vibrant  Present & Attentive  Self-conscious Distracted |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Comprehension Testing**  1) The U.S. Government is bases on a series of  'Checks and Balances.' True or False  2) The U.S. legislature approves the bills to laws.  True or False  3) The Executive Branch decides court cases.  True or False  4) The Judicial Branch heads the army. True or False  5) In the U.S. we have the right to freedom of Press  and Speech. True or False  6) They is a subject-noun that is singular. True or False  7) Him/Her/It are singular object-nouns. True or False  8) The Present is Now. True or False  9) The Future will be the time after now. True or False  10) The Past is not supposed to be interactive.  True or False  11) The plural of the present 'To Be' is:  A) We were B) I am C) We are D) He was  12) The past plural of 'To Be' is:  A) She was B) We will be C) They were D) I was  13) The present second person of 'To Go' is:  A) You go B) I go C) We will go D) He went  14) The first person singular future of 'to meet':  A) We will meet B) We met C) I met D) I will meet  15) The present first person plural of 'to have':  A) I had B) We will have C) We have D) He has | | 16) What would you use to write a story about a man in the future?  A) Third person, present  B) First person, future  C) Third person, future  D) First person, past  17) What would you use to tell the news that happened yesterday?  A) First person, subjective, present  B) Third person, objective, past  C) Second person, objective, past  D) None of the Above  18) Your friend called you on the phone and invited you out for a walk. What did he/she use to talk to you?  A) 1st & 2nd person subjective  B) 1st & 2nd person objective  C) 3rd & 2nd person subjective  19) The word Loom is:  A) an adjective  B) an adverb  C) a noun and a verb  D) None of the Above  20) The word Vividly is:  A) an object  B) a preposition  C) an adjective and an adverb  D) All of the Above **CLASS26** | | |
| MATH  Objective: Study Fractions, Percentages, & Decimals  **FRACTIONS**  Fractions are portions of 1.  1  2= 1/2 1=1/2 + 1/2  1  3= 1/3 1=1/3 + 2/3  1  4= 1/4 1=1/4 + 3/4  1  5= 1/5 1=1/5 + 4/5  1  6= 1/6 1=1/6 + 5/6  1  7= 1/7 1=1/7 + 6/7  1  8= 1/8 1=1/8 + 7/8  1  9= 1/9 1=1/9 + 8/9  1  10= 1/10 1=1/10 + 9/10  Reduced Fractions are the lowest common denominator. Fill In.  ½ = /4 = /6 = /8 = /10  1/3 = /6 = /9  1/4= /8  1/5= /10  **PERCENTAGES**  Percentages are based on a 100 scale with 100 being all.  50% = ½ of 100%  25% = ¼ of 100%  20% = 1/5 of 100%  10% = 1/10 of 100%  125% = 1 1/4 of 100%  150% = 1 ½ of 100%  He is liked by 1/3 the population \_\_\_\_%  He doubled his earnings  \_\_\_\_\_\_%  The company’s return on invest-ment was:  -1/8 on Operations due to money was exchanged into machinery. \_\_\_\_\_%  1½ times on Production to Retail Sales. \_\_\_\_\_% | **DECIMALS**  Decimals are 1 divided in sections of 10, 100, 1000, etc.  .1 = 1/10  .01 = 1/100  .001= 1/1000  Decimals are added like regular numbers that continue.  9.148 24.24  + 1.061 - 18.31    .782 3**√**4.54  x 2.1\_\_  .42052 532.79  x .0035\_ - 9.23  7**√**5.0005 2.3333333  x .8    2.4444444 87.537  +4.6666666 - .871  69**√**200861 Square Root 9.9  22.223 = 1260.06  +2520.12 | | **CURRENCY**  Decimals are used in most fractional math for accuracy. They are also used in Currency.  U.S. Currency is based on a 1/100 or .01 scale.  One Hundred Dollar Bill  = $100.00  Fifty Dollar Bill = $50.00  Twenty Dollar Bill  = $20.00  Ten Dollar Bill = $10.00  Five Dollar Bill = $5.00  One Dollar Bill = $1.00  Quarter = $.25  Dime = $.10  Nickel = $.05  Penny = $.01  An item costs $7.50. You have $20.00. How much will you have left?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  An item costs $.85. What combination of change do you need?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **CLASS 26.5** |

|  |  |  |
| --- | --- | --- |
| ORGANIZATION & MATH  Objective: Write Outlines.  Instructions: Write a Life Outline.  BORN \_\_\_\_\_\_\_\_\_\_\_\_\_  EARLY YEARS          CULTIVATED INTERESTS          ADULT CAREERS    Started: Ended:    Started: Ended:    Started: Ended:    Started: Ended:  PROJECTS & HOBBIES          IDEAS NOT STARTED YET          GOALS TO ACCOMPLISH  Plan:  Start: Complete: | Write a time-line to match.   **DATE**    |  -          |            |   -                  |            |            |      - | Write the Table of Contents for the Book you are reading.  Chapter 1 Page #  Chapter 2 Page #  Chapter 3 Page #  Chapter 4 Page #  Chapter 5 Page #  Chapter 6 Page #  Chapter 7 Page #  Chapter 8 Page #  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Write a To-Do List** based on what you want to accomplish and need to do for its completion.  **TO-DO LIST**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |
| --- | --- |
| READING, WRITING, SPEECH  Objective: Study article types.  **Publisher's Message**   What 'we' or 'the paper' is here for   Interesting topics, news, thoughts   Positive message and shove into the paper   List of preferred events for the week  First Person S or P Subjective & Objective  **Contents**   List of Articles   Descriptions or witty lead-ins   Page numbers   Publishing Information  Third Person (IT) Objective  **Editorials - various**   Response, Opinion   Justification   What should be done  First & Third Person Subjective, Past & Future   Separately, Corrections  First Plural Subjective Past, Present   Announcements  First or Third Person Plural Objective Future  **News**   Current Important Events,   Details   Eye-witness accounts   Ramifications   What is likely to happen  Third Person S or P Objective, Recent Present  **Reporting**   Event   What happened   Quotes and accounts   Results   Synopsis  Third person (IT) Objective, Recent Past  **Features & Special Features**   Elaborate Topic   Sections of Detail  Third person (IT) Subjective, Present  **Promotional Feature**   Connecting Products with Details   List resources for products  Third person (IT) Subjective, Present | **Review**   'Based on my expertise this...'   'In the past they...'   'Presently they...'   Approval or Disapproval for media product  Conversational, Third Person S or P Subjective  **Column**   Special Interest topic from a widely-known personality. (Photo included)   Writing resembles 25-year expertise & charisma without exception.   Topics range from Local, National or International News Correspondent, Sports, Household & Workshop, Job Placement.   Conversational, Third Person S or P, First Person S, Second Person S, Subjective/Objective.  **Syndicated.**   News or Features for distribution to 5 main papers. Appeals to the markets of Los Angeles, Seattle, Chicago, New York, Indianapolis.   Objective flat Authority, Third Person Plural  **Sports Summations**   'Compared to his/her/their recent or past history...'   What was great, what was not   Tips to improve personal performance or the team's game   Summation of this game's season so far and 'we'll see' attitude or what is needed for improvement   Third person S or P, Subjective  **Advertising – Pays for at least half the costs of the paper – required.**  **Advertising - Paid Per Page Advertising**   Advertising for Company and Brand Recognition   Announcements of Sales Events  Who, what and when S or P, Objective/Subjective  **Advertising - Weekly Posting**  Announcements  Schedule: Dates, Events, Specials  What and when S or P, Objective  **Advertising – Classifieds**   For Sale   Wanted   For Rent Job Ads   Personals  What, How much, When S or P Objective, Present  **CLASS29** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MATH & ORGANIZATION  Objective & Instructions: Team Building.  **1) What you all need to know beforehand:**   You can do this with a little effort   You are responsible for you and your actions. .  No Back-lashing.   This is a test of getting along with others, not of if you can get the answer right  **2) List everyone’s name:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  |   **3) List the skill each person brings to the team:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  |   **4) Circle the 22 Biology words in the puzzle.**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | P | P | M | J | I | E | A | R | S | H | H | T | S | I | A | W | | T | R | I | G | D | Y | V | F | G | G | L | C | C | Z | R | A | | T | T | N | O | D | E | V | T | R | A | E | H | J | J | M | O | | U | W | D | J | X | S | W | Z | F | L | N | A | R | R | S | T | | B | A | C | K | B | O | N | E | Z | L | R | I | M | N | C | O | | K | N | N | T | T | S | E | J | L | U | P | R | M | V | P | A | | O | K | N | O | Y | P | C | P | I | N | E | L | C | S | U | M | | M | L | S | E | E | N | K | B | K | G | M | C | C | B | Y | N | | Y | E | R | S | S | I | X | L | L | S | R | E | G | N | I | F | | H | E | A | D | X | U | B | G | E | S | O | N | P | R | Y | O | | B | J | I | C | Q | U | L | A | G | R | P | B | P | Q | X | T | | M | O | U | T | H | D | E | T | S | N | N | F | E | E | T | T |   **5) List a constructive attribute you all can agree on:** | **6) Each person in the group mention a great Subjective thing you have done and a not great Subjective thing you have done.**  Subjective Great Thing-  Subjective Not Great Thing-  **7) Mention an Objective great thing you have done and an Objective not great thing you have done.**  Objective Great Thing-  Objective Not Great Thing-  **8) What do each of you think of people who do great things?**  Objective Example: They are leaders.  Subjective Example: I think they are fine.  List your Objective and Subjective answers:  Objective:  Why?  Subjective:  Why?  **9) What do each of you think of people who do awful things?**  Objective Example: They are a society challenge  Subjective Example: I think I wouldn't associate  with them.  List your Objective and Subjective answers:  Objective:  Why?  Subjective:  Why?        **CLASS29.5** |
|  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| READING, WRITING, SPEECH  Objective: Chart the articles in the Chicago Reader as a group.  Instructions: As a class read and label Chicago Reader articles with the corresponding type. List the article titles on the right with their page numbers for reference.  **Article Types**  **Publisher's Message=PM**  **Contents=C**  **Editorials=E**  **News=N**  **Reporting=R**  **Features & Special Features=F or SF**  **Promotional Feature=PF**  **Review=R**  **Column=C**  **Syndicated=S**  **Sports Summations=SP**  **Advertising=AP Paid Per Page**  **Advertising=AW - Weekly Posting**  **Advertising=AC – Classifieds** | List Chicago Reader articles with page numbers.  **Article Title Page # Type**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **CLASS30** |

|  |
| --- |
| READING, WRITING, SPEECH  Objective: Keep Business Rules. Write 6 articles as a team that would fit in one newspaper. |

**RULES OF BUSINESS COMPETITION REPERCUSSIONS**

|  |  |
| --- | --- |
| **Non-Invasion of Privacy:** Stay out ofthePsyche, Mind, Body, Soul, Awareness, Transcendence of ALL Individuals, ALL Related Individuals, ALL Businesses and ALL Business Plans and Deals.  Ie: NO SABOTAGE OF COMPETITION. | Kept out of industry as an employee  Iced out of Industry as a business  Repeat offenders will pay with jail time and no industry IN to work again. |
| **Business Competition** means that each business makes the best plans it can make, and stays out of other industries.  Each business and business-oriented individual is preoccupied with being pro-actively the Best. | Violators are subject to arrest.  Executives & Employees are subject to arrest for violations. |

**PLANNING SHEET FOR ARTICLES**

|  |  |  |
| --- | --- | --- |
| HEADLINE PICTURE | HEADLINE PICTURE | HEADLINE PICTURE |
| WRITERS | WRITERS | WRITERS |
| DESIGN•ORDER•ORGANIZATION | DESIGN•ORDER•ORGANIZATION | DESIGN•ORDER•ORGANIZATION |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| HEADLINE PICTURE | HEADLINE PICTURE | HEADLINE PICTURE |
| WRITERS | WRITERS | WRITERS |
| DESIGN•ORDER•ORGANIZATION | DESIGN•ORDER•ORGANIZATION | DESIGN•ORDER•ORGANIZATION |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**CLASS31**

|  |
| --- |
| HEADLINE PICTURE |
| WRITERS: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
| EVALUATION  How did your group do? Circle Answer.  Group was Serious or Not Serious about Assignment.  How many Individuals were Serious about Assignment?  How many Individuals were Not Serious about Assignment?  Rate your Group Working as a Team:  Excellent, Workable,  Not Focused, Not Workable  How many people pitched in their share of the work?  How many people did not pitch in their share of the work?  Rate your own Working Method: Excellent, Workable,  Not Focused, Not Workable  What did you learn?  What would you like to Improve about your Working Method? (Don’t include if you don’t want to.) | GROUP SHARING  We have 32 slots with 10 minutes each to present something from your group.  Each group will be on a timer, and will have to walk away when the timer goes off.  32 PRESENTATIONS   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |   **TAKE BREAK TO STRETCH** | | ON YOUR OWN  REVIEW INDIVIDUAL PERSPECTIVES & PLANS  C1 What is and will be Your Life Insight and Outlook?  C1 What is and will be Your Reason for Education?    C5.5 Boundaries & Freedom  C9.5 Remembering Advice  Who are your Teachers and References?  C10.5 Defining Skills  C18.5 Thinking & Feeling  C20.5 Organizing Past-Present-Future  C26.5 Interests  28.5 Life Outline, To-Do List  29.5 Objectivity & Subjectivity  Exercises  What kind of Personal Check-In Regimen would you want to Commit to for the Future?  Note: These exercises help with figuring out what is going on internally or externally.  **CLASS⏵32 & 32.5** |

|  |
| --- |
| Thank you for this opportunity to work with you all. It has been enriching and educational. We will be teaching Practical Literacy to Workplace in a couple months. Keep Reading, Writing and Speaking for better proficiency. Keep up with practicing Math problems. Keep an Organization regimen – it is really used on the outside.  Finally: Bring your Qualities and Dynamic from the PAST,  Be Present and Composed, Dynamic and Relaxed in the PRESENT,  Plan and Live for/ in/ as the Threshold and Way of the FUTURE. |