

Connecting Students to the Tools They Need to Grow...

VeNí Educational Solutions



Introducing *Project ME!*[™]

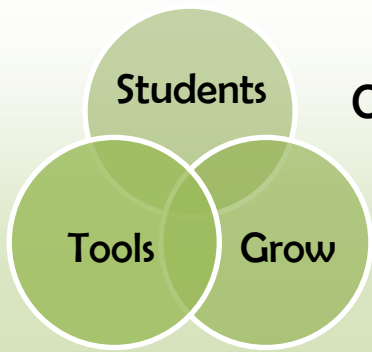
Practical Tools for Students to Build Their Best Lives Now and Plan for an Extraordinary Future...

Project ME![™] is a four volume life management series designed to empower high schools students. Each volume is grade-specific and takes a unique approach to teaching students vital life skills by utilizing basic project management techniques and engaging on their terms. There are three major learning components: Best Life, Academic Reach, and Social Suite.

The Best Life component provides practical instruction on topics like Goal Setting, Financial Management, and Community Service. The Academic Reach component focuses on academic milestones like strengthening study skills, preparing for college preparation, and taking the SAT. The Social Suite component truly differentiates this life management series by tackling tough teen social issues, as well as, providing helpful instruction on Driver's Education, practical tips for financing Prom, and the importance of managing your online social identity.

The ultimate goal is to give students empowerment tools, so that they can make better decisions and take control of their educational and personal goals.

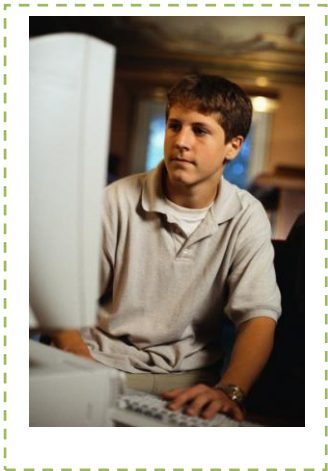




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What Educators Can Expect...



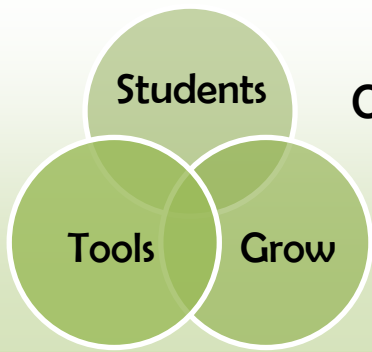
Project ME!™ is a robust life education tool that used project management methodologies to:

1. Expose students to key project management terms, tools, and techniques that will help them more effectively manage school projects within a limited scope of time.
2. Teach students how to identify, schedule, and manage critical education and life tasks.
3. Teach students how to set and achieve goals through effective research, planning, and effective execution.

Of course, Project ME!™ extends beyond a singular focus on building project management acumen among young people. It is also designed to:

1. Help students to identify and nurture their best life skills and special talents.
2. Challenge students to explore new opportunities and to stretch beyond their own imagine, paving the way for the impossible to become possible.
3. Encourage students to seek potential interests and experiences that may help them make informed career decisions.
4. Provide goals designed to increase self efficacy and personal confidence.





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What Students Can Expect...



This series was not only developed by educational leaders, but significant input was provided by actual high school students. In its very design, Project ME!™ strikes an even balance between the technical elements like project development and task initiation through completion; and the voice of today's high school student. It includes compelling quotes from real people with whom teens identify and respect, poignant student writings, and real issues that impact teen lives. Structurally, each Project ME!™ Module is designed with the student in mind and is focused on:

1. Helping students **turn down the volume** on the high school routine for an hour each day.
2. Giving students important action steps to **get a jump on** throughout the school year to prepare them socially, academically, and emotionally.
3. Providing students with opportunities for **reflection** as they integrate the new life skills they are learning into their lives.



When students can tie what they learn to what they already know, important change can happen, so each of the volumes – Freshman, Sophomore, Junior, and Senior – build on the knowledge gained from the previous volume. Samples pages follow this section.

Students

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Tools

Grow

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Sample Pages from Project Me!™



Turn Down the Volume...

So you can hear yourself...think.

Just Listen: **JL** Today I am mining for gold. The treasure lies deep within the earth. I am my most valuable resource. I require respect, will...

Off My Mind: **OM** To focus on me today, I need to clear my mind. I need to shut off the noise in my head, worries, concerns, here's what I am leaving the door to:

Somebody Said It: **SSI** "A careful driver is one who honks his horn when he goes through a red light." Henry Morgan

I Was Thinking: **IWT** What are the benefits of taking driver's education?

Get a Jump On It!

Driver's Education

To you're the greatest driver this side of the Chattahoochee but no one believes it except you. You don't have a driver's license or even a learner's permit.

What do you do? You can't keep treating your dates to a luxury ride on Marta. Your parents are so busy that you'll be 21 years old before they teach you how to parallel park. You need to learn basic driving skills somewhere. Driver's education just might be your ticket to freedom.

This segment will show the benefits of driver's education such as lower insurance premiums. We'll also reinforce driving safety and the serious consequences of driving while impaired.

ACTION STEPS:

Step 1: Reduce your insurance premiums. According to the Insurance Institute for Highway Safety (IIHS), 16-year-olds get into accidents almost six times more often than drivers between the age of 30 and 59. The greater the risk, is the higher the premium. Enrolling in driver's education courses will save your family on insurance. Discounts are available for teens who take recognized driving classes. Check with your insurance agent.

Step 2: Class Attendance. This is your opportunity to learn the laws and get some practice behind the wheel in a safe environment.

Text Box

Reflections...

Ask Yourself:

Standard Question 1: _____

Standard Question 2: _____

Standard Question 3: _____

What steps do I take to ensure the safety of my passengers, other drivers and me?

What would you do to prevent one of your friends from driving while impaired?

Project Me!

Module 2

9th Driver's Ed

Practical Tools to Build My Best Life and Plan for My Extraordinary Future...Project Me.

Get a Jump On It!

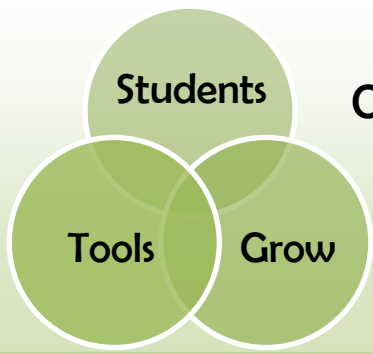
ACTION STEPS:

Step 2: Aligning selection of classes with career aspirations. Your counselor is an invaluable resource in course selection. Classes are you are not the first student to pursue the type of career you want. There is a curriculum already laid out that supports your career choice.

Step 3: Research instructors' styles and being effective in any environment. Talk to upper graders and divide by 4. If you are not the first student to pursue the type of career you want, talk to your teachers. Speak to your teachers directly. Before or after class, check in with your teacher from time to time. Ask about his or her specific expectations.

Step 4: Make sure your core requirements and prerequisites are met. Share your academic plan with your counselor. Your counselor will assist you with making sure you've taken required courses to graduate.

Step 5: Calculate the credits you need to graduate. Add the number of credits you need to graduate and divide by 4. If you are not the first student to pursue the type of career you want, take a heavier load the first two years to have the last two free for courses that prepare for careers or post secondary education.



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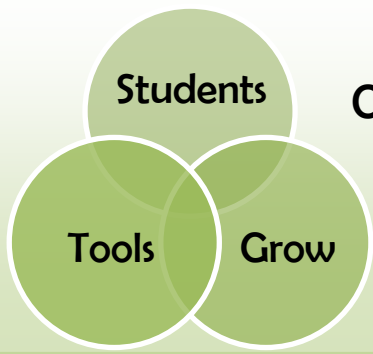
Introductory Page Samples From *Project Me!*[™]

Charlotte (11th Grader): *It is 8:00 a.m., Monday morning, first day of high school. Ninth graders arrive by bus, by car, or on foot ready to step through the doors of their next great adventure. Some are anxious, most are nervous, but all of them have secretly thought some variation of, “High school. I have finally arrived.”*

Tim (10th Grader): *It doesn’t take long for the Freshman class to get into the groove of the high school routine – shuffling books in and out of lockers; negotiating crowded hallways; absorbing information from teachers; furiously taking notes and exams; connecting into a social network; fretting about what to wear, how to act, who to hang out with, when to speak out, when to shut up; and responding predictably like trained pets to every bell that rings.*

Tameka (12th Grader): *But here’s what we know about that routine: it is loud and distracting. The people we’ve been working with on this workbook call it “mental noise.” Not like those soothing sound CDs you can sample in one of those Target Store kiosks, but a noise full of crazy – makes you want to scream, right?*

Eddie (11th Grader): *Yeah, this constant, thunderous rhythm like a cacophony of African drums drowning out every other tweet, hum, roar, or echo that might be on the horizon.*



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Charlotte: *Yeah...he's right and if you couldn't tell, Eddie's planning on being an English Major.*

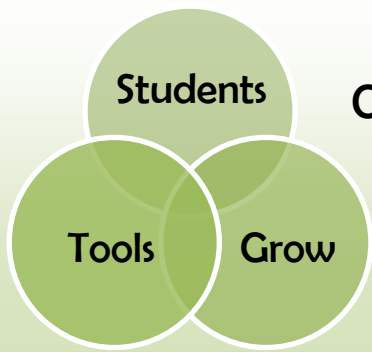
Tameka: *What Eddie hasn't told you is that it's crazy noisy until about the second semester of your Junior year. And the problem with that by the time it gets quiet enough to think, it's too late to start thinking about life after high school. Now you have just a year a few months to figure out the rest of your life when what you really needed was FOUR YEARS!*

Tim: *But that's why we worked with this really smart team to figure out what we need to know...well, a lot earlier.*

Really Smart Team: *When you complete Project Me![™], you will have a wealth of understanding about WHO you are, WHY you are important (in your classroom, your clubs, your school, your home and community, etc.), and WHAT unique gift you have to offer the world.*

Millions of teens, just like you, are standing at the starting gate – ready to run. Some are focused already on a career after high school, some on college, and still others are just hoping to pass all of their classes this next semester. Sadly, many of them are simply not prepared and most of them don't even know it. Why? Because the objective of the race isn't just to run – it's to cross the finish line.

Here's the good news: the difference between you and the other students standing at the gate is that you have in your hands right now everything you need to know and everything you need to do to get prepared to cross the finish line. Project Me![™] is going to give you a heads start on planning your life after high school. Get ready. It's a four year journey, but every step you take will be in the RIGHT direction. On your mark.....Get set.....Let's go!



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Project Me!™ Curriculum

1. ACADEMIC RECORD

- a. IMPORTANCE OF ATTENDANCE (9th GRADE)
- b. HOW TO REQUEST YOUR ACADEMIC RECORD (9th GRADE)
- c. WHEN TO REQUEST YOUR ACADEMIC RECORD (9th GRADE)
- d. HOW TO CALCULATE YOUR GPA (11th GRADE)

2. RISK MANAGEMENT

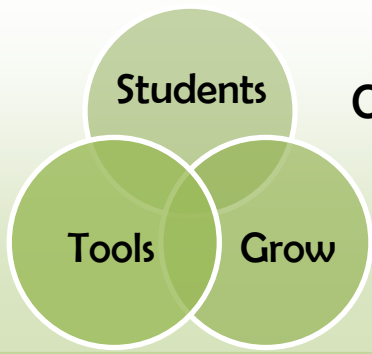
3. COMMUNITY SERVICE

- a. IMPORTANCE OF SUPPORTING YOUR COMMUNITY (9th GRADE)
- b. CREATING A READING PROGRAM (FOR 11TH AND 12TH GRADERS ONLY-NEED TO HAVE TRANSPORTATION AND CONTACT SWING MAGAZINE FOR EXPOSE ON PROGRAM)
- c. CHOOSE A COMMUNITY SERVICE ACTIVITY (PLACE PARAMETERS AROUND TIME AND TYPES OF ACCEPTABLE ACTIVITIES (9th – 11TH GRADE)
- d. RESEARCH DIFFERENT TYPES OF COMMUNITY SERVICE PROGRAMS (9th GRADE)
- e. RECYCLING PROGRAM (12th GRADE)

4. GOAL SETTING

5. CLASS SCHEDULING

- a. HOW TO CHOOSE BETWEEN AP AND HONORS CLASSES (9th GRADE)
- b. GETTING COLLEGE CREDIT FOR AP AND HONORS CLASSES (12th GRADE)
- c. ALIGNING SELECTION OF CLASSES WITH CAREER ASPIRATIONS (9th GRADE)
- d. RESEARCHING INSTRUCTORS STYLES AND BEING EFFECTIVE IN ANY ENVIRONMENTS (9th GRADE)
- e. MAKING SURE CORE AND PREREQUISITES CLASSES (9th – 12TH GRADE)
- f. HOW MANY CREDITS DO I NEED (9th – 12TH GRADE)
- g. GUIDANCE COUNSELING ON CLASS SCHEDULE (MAKE SURE STUDENTS KNOW WHO TO GO TO) (9th – 12TH GRADE)
- h. WHICH CLASSES SHOULD I TAKE (10th GRADE)
- i. WHAT CLASSES ARE OFFERED AT MY SCHOOL (ATTACHED SCHOOL CLASS OFFERINGS IN APPENDIX) (9th GRADE)
- j. WHICH CLASSES ARE THE BEST FOR YOU (9th – 12TH GRADE)



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- k. BALANCE CLASS SCHEDULE (9th – 10TH GRADE)
- l. SHOULD YOU TAKE 3 GYM CLASSES (9th – 12TH GRADE)
- m. THINKING THROUGH ELECTIVES (11th GRADE)

6. CAREER PLANNING

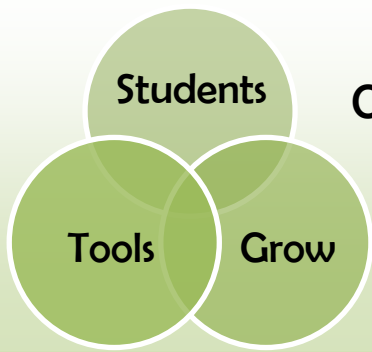
- a. PROVIDE INDUSTRY MATRIX COVERING SALARY RANGES (9th GRADE)
- b. INTERVIEW SOMEONE FROM YOUR FIELD OF INTEREST (10th GRADE)
- c. RESEARCH COIN PROGRAM (9th GRADE)
- d. INTERNSHIPS (11th – 12TH GRADE)
- e. TRUMP APPENTICE PROGRAM (12th GRADE)
- f. DRESS FOR SUCCESS (11th GRADE)
- g. DEFINING YOUR GOALS (11th GRADE)
- h. PERSONALITY ASSESSMENTS (WORKER BEE VS. MANAGER) (9th – 10TH GRADE)
- i. STARTING A BUSINESS (11th GRADE)
- j. MILITARY (10th – 11TH GRADE)
- k. PROCESS FOR PURSUING CAREER ASPIRATIONS (11th – 12TH GRADE)
- l. CAREER PLANNING PITFALLS (12th GRADE)
- m. HOW TO RESEARCH YOUR CAREER OPTIONS (9th – 10TH GRADE)

7. SCHOLARSHIP & LOANS

- a. HOW TO FIND SCHOLARSHIPS (A POSSIBLE TASK: HAVE STUDENTS PRINT OUT SCHOLARSHIP INFO AND PASS ON TO COUNSELOR TO BEGIN BUILDING THEIR SCHOLARSHIP LIST) (10th GRADE)
- b. REPAYMENT (11th GRADE)
- c. HOW TO APPLY (10th – 11TH GRADE)
- d. GRANTS (11th – 12TH GRADE)
- e. HOW TO DETERMINE IF YOU QUALIFY – NARROWING DOWN YOUR OPTIONS (11th – 12TH GRADE)

8. DRIVERS EDUCATION (11th GRADE)

- a. HOW CAN YOU REDUCE YOUR INSURANCE PREMIUMS
- b. CLASS ATTENDANCE
- c. PERMITS
- d. JOSHUA'S LAW
- e. DUI
- f. MADD AND SADD
- g. STATE DRIVING LAWS YOU SHOULD KNOW
- h. THINGS NOT TO DO WHILE DRIVING
- i. DRIVING SAFELY



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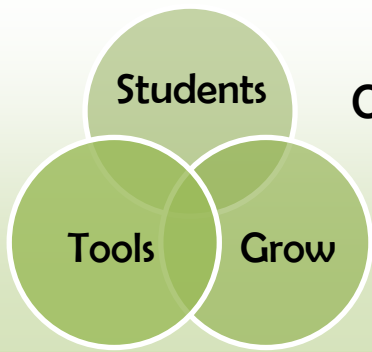
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9. COLLEGE PREP

- a. WORK STUDY
- b. (PROVIDE STUDENTS WITH COLLEGE COMPARISON WEBSITES FOR ANALYSIS)
(9th GRADE)
- c. MONEY FOR COLLEGE (10th GRADE)
- d. APPLICATIONS (10th – 11TH GRADE)
- e. COLLEGE ESSAYS (11th – 12TH GRADE)
- f. SAVING FOR COLLEGE (9th – 10TH GRADE)
- g. CAMPUS LIFE... WHAT TO EXPECT... (9th – 10TH GRADE)
- h. IN-STATE VS. OUT OF STATE – PROS AND CONS (11th – 12TH GRADE)
- i. IMPORTANCE OF CLUBS AND CAMPUS ORGANIZATIONS (9th – 12TH GRADE)
- j. YOU ARE ON YOUR OWN... MR/MISS INDEPENDENCE (12th GRADE)
- k. IMPORTANCE OF MAJORS AND MINORS (11th – 12TH GRADE)
- l. CHOOSING YOUR COLLEGE (10th – 12TH GRADE)
- m. (PROVIDE DEMOGRAPHIC MATRIX FOR COLLEGES – POP., AVERAGE INCOME, LOCATION, ETC. FOR STUDENTS MAINTAIN REGULARLY – TRACK THE SCHOOLS THEY ARE INTERESTS – 8.5 X 14)
- n. COLLEGE VISITS (11th – 12TH GRADE)

10. STUDYING

- a. HOW TO STUDY (9th GRADE)
- b. GOOD NOTE TAKING AND HOW TO STUDY NOTES (9th – 12TH GRADE)
- c. STUDYING ENVIRONMENTS (9th – 10TH GRADE)
- d. FOCUS AND CONCENTRATION (9th – 10TH GRADE)
- e. KNOWING MATERIALS (9th – 12TH GRADE)
- f. VARIOUS TYPES OF LEARNERS (AUDITORY, VISUAL, KINESTIC) (9th – 11TH GRADE)
- g. TAKING INFORMATION FROM SHORT-TERM TO LONG-TERM MEMORY (9th – 11TH GRADE)
- h. TEST TAKING STRATEGIES (MAKING SURE YOU HAVE THE RIGHT MATERIALS) (9th – 12TH GRADE)
- i. HOW TO FURTHER YOUR EDUCATIONAL EXPERIENCE THROUGH EMPOWERMENT (9th – 12TH GRADE)
- j. HOW MANY HOURS TO STUDY (9th GRADE)
- k. HOW TO STUDY EFFECTIVELY AND EFFICIENCY – TIME VS. QUALITY (9th – 10TH GRADE)
- l. FORMING STUDY GROUPS (9th – 12TH GRADE)



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11. HOW TO GET THAT J.O.B. (9th – 12TH GRADE)

- a. SUMMER JOBS
- b. WHAT NOT TO ASK AND WHAT THEY CAN NOT ASK YOU 10
- c. WHERE TO GET A JOB
- d. RESUME CREATION
- e. JOB APPLICATIONS
- f. INTERVIEW PREP

12. COMMUNICATIONS (9th – 12TH GRADE)

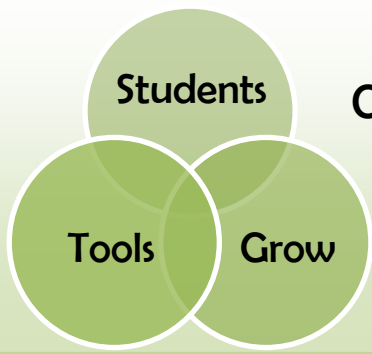
- a. EFFECTIVE SELF TALK... POWER OF POSITIVE THINKING
- b. PRESENTATION SKILLS
- c. HOW TO TALK TEACHERS, PARENTS, PEERS
- d. EMAIL ETIQUETTE
- e. CASUAL SPEECH VS. FORMAL SPEECH
- f. ACTIVE LISTENING
- g. PROVIDING CONSTRUCTIVE FEEDBACK
- h. CREATING PROFESSIONAL COMMUNICATIONS
- i. KEEPING YOUR COOL (COMMUNICATING UNDER DIFFICULT CIRCUMSTANCES)
- j. BASIC CONVERSATIONAL ETIQUETTE

13. SAFE SURFING (9th – 12TH GRADE)

- a. BIG BROTHER IS WATCHING... IT TRACKS EVERYTHING
- b. SECURE PERSONAL INFORMATION 9
- c. PASSWORD PROTECTION
- d. SOCIAL NETWORKING SITES... WHAT TO WATCH OUT FOR
- e. SPYWARE, MALWARE AND VIRUSES

14. SOCIAL SYMPTOMS... WHAT COMES NEXT (9th – 12TH GRADE)

- a. PARTYING BEHAVIOR
- b. DRUGS
- c. ABUSE
- d. STRESS
- e. CLIQUES
- f. FINDING YOUR NICHE
- g. BULLYING
- h. EATING DISORDERS
- i. DEPRESSION
- j. LOSING YOURSELF AND FINDING YOURSELF
- k. WHERE TO GET HELP



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15. **FINANCIAL MANAGEMENT 101, 201, 301, 401** (FOR 11TH AND 12TH GRADERS ONLY)
- FINANCIAL PLANNING FOR PROM (FOR 11TH AND 12TH GRADERS ONLY)
 - STOCKS, IRA, 401K
 - CREDIT CARD MANAGEMENT
 - ONLINE VS. TRADITIONAL BANKING... PROS AND CONS
 - MANAGING A BUDGET
 - PAYING YOUR TAXES (FORMS YOU MUST FILL OUT)
 - BANKING ACCOUNTS
 - APPLYING FOR CREDIT (FICO SCORE VS. CREDIT RATING)
 - IDENTIFY FRAUD
 - DEVISING A PLAN TO SAVE FOR A SPECIAL PURCHASE (FILL OUT A WORKSHEET)

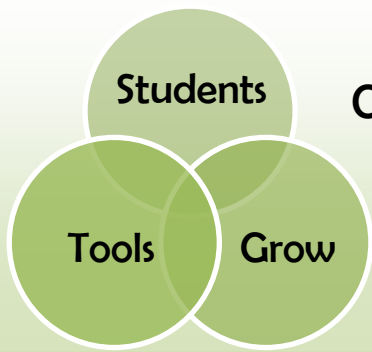
Project Me![™] Discussion Topics

FOR FRESHMAN EYES ONLY (DISCUSSION FORMAT W/ KEY TAKE-AWAYS):

- DREAMBOOK
- GRADES COUNT STARTING NOW
- HOW TO GET THE MOST OUT OF HIGH SCHOOL
- DISCUSSION SCENARIOS
- VALUE OF GETTING INVOLVED

FOR SOPHMORE EYES ONLY (DISCUSSION FORMAT W/ KEY TAKE-AWAYS):

- DREAMBOOK
- GRADES COUNT STARTING NOW
- HOW TO GET THE MOST OUT OF HIGH SCHOOL
- DISCUSSION SCENARIOS
- VALUE OF GETTING INVOLVED
- EXERCISE AROUND AGING IN REVERSE (BENJAMIN BUTTON EXERCISE)
- WHY YOUR GRADES MATTER NOW
- DO I NEED A TUTOR AND HOW DO I FIND ONE
- HOW TO GET INVOLVED (SCHOOL CLUBS)



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FOR JUNIOR EYES ONLY (DISCUSSION FORMAT W/ KEY TAKE-AWAYS):

- FINANCIAL PLANNING FOR PROM
- MAKING YOUR MARK (WRITING YOUR OWN EULOGY)
- CHECKBOOK MANAGEMENT
- SAT VS. ACT
- PROCESS FOR KEEPING TRACK OF SCHOLARSHIP APPLIED AND WHEN TO ANTICIPATE A RESPONSE (A PLANNING MATRIX – IN APPENDIX)

FOR SENIOR EYES ONLY (DISCUSSION FORMAT W/ KEY TAKE-AWAYS):

- FINANCIAL PLANNING FOR PROM
- MAKING YOUR MARK (WRITING YOUR OWN EULOGY)
- CHECKBOOK MANAGEMENT
- SAT VS. ACT
- PROCESS FOR KEEPING TRACK OF SCHOLARSHIP APPLIED AND WHEN TO ANTICIPATE A RESPONSE (A PLANNING MATRIX – IN APPENDIX)
- YOUR LIFE AFTER HIGH SCHOOL... ARE YOU READY?
- PERSONAL SAFETY