

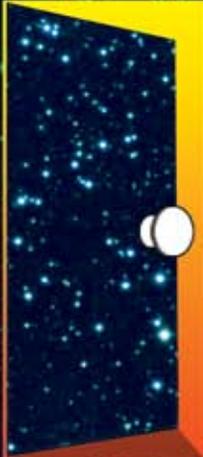
DOORKNOB[®] LIFE PURPOSE BOOKS

INSTRUCTOR'S GUIDE

**For One Student or
Small Groups of Students**

YOUR

KEY 

 **YOUR
DOOR**

TERI HAGGERTY

LIFE PURPOSE DISCOVERY BOOK FOR TEENS

Open The Door To The Real **YOU!**

INSTRUCTOR'S GUIDE

For Parents and Small Groups



LIFE PURPOSE DISCOVERY BOOK FOR TEENS

Open The Door To The Real YOU!

DOORKNOB[®]
LIFE PURPOSE BOOKS



“Nice! I love how easy it is to know what I need to focus on as a teacher, to prepare for teaching it. You guys did an awesome job!”

– Sharon, home-school mom

How Do You Nurture LIFE in a Child?

Young people in our world today need adults around them who will take the time—with unconditional love—to help them discover their uniqueness and value as they grow.

With the right guidance from a caring adult, youth can discover that ***they hold the key to creating good in their lives and futures*** through understanding the personal power of vision and action.

Start by really “seeing” your young person:

L = LOOK consistently at the experiences your youth enjoys, is passionate about or drawn toward. Then...

I = INQUIRE about what those experiences mean to that youth and how it makes them feel. Next...

F = FOCUS with faith in the child’s unique value and help him or her focus on their priorities. Finally...

E = EMPOWER them by encouraging their natural ability to succeed and by helping to open doors for them.

Once you start to really “see” your youth, you’ll discover powerful ways to unlock their unique passion and purpose.

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LIFE PURPOSE BOOKS





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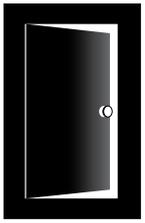
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Your Key, Your Door: Instructor's Guide for Parents and Small Groups – www.doorknobbooks.com
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Your Key, Your Door: Instructor's Guide

For Parents and Small Group Youth Teaching

Author: Teri Haggerty, **DOORKNOB BOOKS**

This amazing journey for you and your teen of learning to live a life practice of **self-discovery** may be one of the most important activities you do together in the life of each child. It will help your teen to discover who they are at their core and show them ways to be comfortable with learning to be aware of themselves and how to be true to what they discover. This can lead them to many years of happiness and success.

Relax into this shared journey, for **you can't mess it up**. This experience is simply about holding a sacred space for them to try life "on for size" and then reflect on how different experiences feel and what they learn about themselves. They cannot fail unless they fail to learn from their experiences. Youth is a safe time for them to discover who they are, for the stakes get much higher as they move into adulthood in their 20's.

Honor what they learn no matter how small, and allow them to discover how different they are from you and others, and how their calling is unique and just their own. Teaching them to honor their calling is a special privilege you are embracing whether you are a parent or instructor. Let love guide you and ease the bumps along the way. Trust in the process as it unfolds. Add your own ideas to this material or omit any areas that don't fit this journey of discovery.

This book is a tool to be used in whatever way seems best to you and the young person. In some assignments the student is best left alone to reflect and write. Try as best as you can to not lead their thinking, but some prompting might be needed to get their creative thinking going. Some assignments like the Life Purpose writing in section one and the goal setting exercises in section four will need direct adult guidance especially for younger ages. Always remember to draw out their thinking and try to not lead with your thoughts and opinions. Be comfortable with some silence as they process the questions.

Tell youth: There are many different paths that a student can take in life, and each individual has to seek out their best path to take. The best way to choose the path that is most true for them is to pay attention to the way they feel as they journey on their path in life. Follow the "gut" or intuitive deep feelings to determine the best and truest path. This path is marked by joy and a feeling of bliss in the deepest part of their being.

Parents and instructors want to encourage youth to make the right decisions, and they can fear that wrong decisions might be made. This fear can hold the child back from truly reaching out to independently and confidently follow his or her dreams and find the best path to take. Encourage the natural eagerness and enthusiasm in children and youth, so they can shine and thrive and become the best person they can be.

"Seeing" young people without judgments or labels brings them life. Practice this "seeing" habit daily while each young person is using this book, such as "seeing" the interesting aspects of who they are and the process of their transformation.

A suggested schedule for the material starts on the next page, and notice the additional forms that may be helpful in the Appendix, starting on page 37.



Suggested Schedule and Directions for Parents, Students, and Instructors:

IMPORTANT NOTE: Remember to read instructions for each lesson with your student and be sure they are clear about the directions for each exercise before doing it. The sequence of the exercises is important, because each exercise builds upon the previous ones.

“On The Wall” Space for Students: It is helpful for students to have a visual reminder and space to display the exercises they are working on. It can be as simple as a wall or bulletin board in their room or other location they see often on which to hang their worksheets and exercises. If desired, you can learn about other ways to create a supportive environment and helpful resources on this book’s website at www.doorknobbooks.com.

Chapters	Teaching Hours Suggested	Basic Exercise Description
<input type="checkbox"/> Chapter One	One Hour	Dream Life List (“bucket list”)
<input type="checkbox"/> Chapter Two	Two Hours	Self-Discovery Poster
<input type="checkbox"/> Chapter Three	Three Hours	Life Purpose Development
<input type="checkbox"/> Chapter Four	Two Hours	Ideal Room Drawing
<input type="checkbox"/> Chapter Five	One Hour	Well-Being Flight Charts
<input type="checkbox"/> Chapter Six	One Hour	Weekly Career readings
<input type="checkbox"/> Chapter Seven	One Hour	Career Discovery
<input type="checkbox"/> Chapter Eight	Two Hours	Career Triangles
<input type="checkbox"/> Chapter Nine	One Hour	Job Shadow Interviews
<input type="checkbox"/> Chapter Ten	One Hour	Weekly Schedule Sheets
<input type="checkbox"/> Chapter Eleven	One Hour	Beliefs
<input type="checkbox"/> Chapter Twelve	One Hour	Support Discovery
<input type="checkbox"/> Chapter Thirteen	One Hour One Hour	Unique Gifts Overview Section Four
<input type="checkbox"/> Chapter Fourteen	One Hour	Three-Year Visions
<input type="checkbox"/> Chapter Fifteen	One Hour	Six-Month Goals
<input type="checkbox"/> Chapter Sixteen	One Hour	Action Step Charts
<input type="checkbox"/> Chapter Seventeen	One Hour	Optional-Money Concepts
<input type="checkbox"/> Chapter Eighteen	One Hour	Communication Skills
<input type="checkbox"/> Chapter Nineteen	One Hour	Important Continuation
<input type="checkbox"/> Chapter Twenty	One Hour	Celebrate-Keys 2 Success



PREVIEW WEEK (Pages vii-1)

Date: _____



WHAT YOU NEED

- Pencil

HOW TO PREPARE

(It is recommended that you always prepare at least one week before delivery)

- Skim through the entire book to see the program in its whole context.
 - Read the following pages more thoroughly:
 - Page vii—noting how this book moves from high level to specific actions.
 - Chapter 21, page 92—guidance for you.
-



ACTIVITY INSTRUCTIONS

- Review the following pages together:
 - Page vii—note how this book moves from high level to specific actions.
 - Table of Contents—have a short discussion of any titles of interest.
 - Introduction—focusing on the message to the student, but allow them to read the message to the parents and teachers so they understand all expectations.
 - If the student shows interest, skim other parts of the book.
 - Have a discussion with your student about what they think might happen as a result of going through this book. If asked by the student, you may share your ideas also, but please don't push your expectations at this time about what they will learn.
 - Set up your schedule when and where you will work with this book. Use your normal calendaring strategy to ensure agreement and to keep to the schedule.
-



ON THE WALL

- At this time, there is nothing “On the Wall.” In this section in future weeks, look for those items that should be available for easy viewing by the student. Keeping certain items in front of the student will reinforce the lesson of the week. Determine where and how to keep things “on the wall.”





WHAT YOU NEED

- Pencil

HOW TO PREPARE

- If you have ever made a list similar to the *Dream Life List*, locate it so you can share.
 - If you haven't made such a list, make one for yourself to be prepared to share.
 - Determine a strategy to support adding to the list throughout the week. Such a session needs only about five minutes at most. Also consider how to ensure the dream life list is accessible to the student throughout the week.
 - If desired, research on YouTube and watch the video interview of John Goddard.
-



ACTIVITY INSTRUCTIONS

- Ask your student to read *One Rainy Day...*
 - If your student asks about your dream life list, briefly share up to two of the items on your list that you have achieved. Then move to the next bullet.
 - Allow the student about 10-15 minutes to add items to *"My Dream Life List."* Encourage creativity and help the student with questions, but try not to provide them your idea of what their dream life would be.
 - Have the students look for patterns in their dream life list and record those patterns as answers in the book.
 - Let the student know that they can add to this list throughout the week.
 - If desired watch the video interview of John Goddard on YouTube.
 - Read *Captain's Log* to celebrate what the student has accomplished and create anticipation for the next chapter. Note supplies needed for next chapter.
 - Provide at least three additional structured times of about five minutes each during the week to add to the dream life list. Also allow the student to add to their list at any time during the week.
-



ON THE WALL

- Nothing this week.





WHAT YOU NEED

- Poster Board
- Glue Stick
- Scissors
- Several different magazines, brochures, advertisements, photos, prints of photos of themselves that they may use, etc.

HOW TO PREPARE

- Consider what your student might want to put on the poster board and collect those items. You may take clues from the student's ***Dream Life List***.
 - Make your own poster board or drawing as an example for discussion.
-



ACTIVITY INSTRUCTIONS

- Ask your student to read ***My Story – Lt. Rob Kurrle***.
 - Read through the activity instructions for the ***Self-Discovery Poster***.
 - Provide the materials to your student and allow about 30 minutes to create their ***Self-Discovery Poster***. If they want an example, share yours if you have one, but only briefly describe.
 - Guide the student to write their thoughts on page 8.
 - Invite the student to share their ***Self-Discovery Poster*** with other students or family members, if they feel safe to do so.
 - Post the ***Self-Discovery Poster*** on a wall where it can be seen daily and invite the student to add to the poster any time the student desires to do so.
 - Read ***Captain's Log*** to celebrate what the student has accomplished and create anticipation for the next chapter. Note supplies needed for next chapter.
-



ON THE WALL

- ***Self-Discovery Poster***



Appendix:

In this section are additional forms that you may desire to use to support you and your young person or student in their journey using the **Your Key Your Door** book.

If you find any or all of these helpful use them in the way that best assists you in your teaching. The following are some suggestions of how and in what chapters these forms may be helpful:

Student Information Form — Pages 42 and 43

This form is most useful for a teacher who does not know the student as well as a parent might their own child. It might also be useful for a parent if you want to make sure what the answers to these questions might be for your teen without assuming you know the answers. It is best given to student to fill out in the first week of using YKYD.

- Take a few moments and guide students through the first question on the **Student Information Form**, as this important question may need some clarification.

Have students rate the life areas listed below from 1-10 with 10 being wonderful and just the way they would like that area to be, down to a rating of 1 if the area has recently not going too well for them.

- **Appearance:** their exterior appearance, posture, clothing style, facial expression, taking care of their appearance (hair, nails, skin, teeth), neatness of clothing.
- **Career:** Feeling like they are moving forward in clarifying their future career in an acceptable way which relieves stress about this area.
- **Family:** This is about relationships with blood relation family, step family and others close enough to be considered in the student's family.
- **Friends:** This is about relationships with friends or recent friendship patterns.
- **Fun:** This is about leisure time activities, the type and amount.
- **Health:** This area is about how they feel in their body in its health status, eating habits, exercise.
- **Home:** This area is their personal living space such as their room, bathroom, their part of the yard or garage.
- **Money:** This is about their relationship with money, their understanding of how to use money, the in-flow and out-flow of money (earning, spending, paying bills and saving) and their confidence level in this area.
- **Personal Growth:** This area is about growing as a person such as areas like personal habits, hobbies, more adult attitudes or behaviors, commitment to academics, penmanship, study habits, self-control, time management.
- **Relationships:** This is more about gender relationships such as dating and pre-dating situations.
- **Service-Volunteer:** This is about spending enough time and in preferred ways of non-paid volunteering in areas outside of their home environment such as at school as a mentor, church, community service, fund raising efforts for target causes.



– **Spiritual Growth:** This area is about growing on the spiritual side of life, but not necessarily church related. It is about connecting to something outside of themselves that supports their life journey with connection and positiveness. Let this area be as broad as the student’s current perspective.

- The rest of the form you can lightly review and let them finish and turn in the next day. Remind them that **number 10 is required to be answered** even if only one career is listed. Return any form to students that do not have number 10 responded, to be finished and resubmitted. Job shadow/career days will be planned from this sheet starting in week three of the semester.
- **Review their forms to identify any student that needs extra support or guidance for an area that the student gave a low score.**
- The answers from question 10 are written on the **“Who I Am” Snapshot** form page 49.

Self-Evaluation #1 for “Your Key Your Door” Users (Pre-test)

– Page 44

This form is useful if you want to measure your student’s progress pre- and post-their YKYD book experience to see how the student benefitted by its use. For best results have student take this pre-test even before you review the book in the preview class before starting Chapter One so their answers are not influenced by your review.

Self-Evaluation #2 for “Your Key Your Door” Users (Post-test)

– Page 45

Re-test your student after all the chapters are done which should be about one semester’s time or twenty weeks assuming the best teaching method of this material has been followed, which is one chapter or more a week.

Average their scores and if you desire email the author at teri@doorknobbooks.com and have your students score entered into the database for YKYD users. This information is very appreciated by the author. You may also scan and email the evaluations with the student’s name deleted for confidentiality to the same email address.

“Feeling” Words for Life Purpose Discovery – Page 46

This list is helpful for students when they are doing Chapter 3 pages 12-14 in the YKYD book writing their stories of their experiences or things they love to do. Copy this page if desired so your student can use it easily as they are writing out their five stories and sharing how they felt during these experiences.



Life Purpose Energy Flow — Pages 47 and 48

This form is also helpful for supporting the exercises in Chapter 3. After the student has written their Life Purpose Statement and written it on page 15 they may also fill in their words on the Energy Flow diagram on page 48 following the flow example (page 47). The words that were on their two small yellow cards (feeling words) and three small colored cards are written on the top section (these words came from stories 1-4).

The lines in the middle section of the flow diagram are for the words that came from the small white card which had the phrase of how they like to help others (story 5).

This energy flow diagram shows how they are responsible for making sure the choices they make are bringing into their lives what they need to be healthy and happy which came from stories 1-4 and from this satisfying place they can then give out to others in a way that fits who they are. They and only they are responsible for their happiness and choices.

This is the Life Purpose flow of energy that is natural and healthy. It supports the student's homework in #3 and #4 on page 15 throughout the entire book.

The bottom section of this diagram can be used every week or every few weeks to be certain that your student is really using their life purpose statement about who they are to make decisions that fit them (bottom of page 15 YKYD).

Their Life Purpose is the “Key” to opening the door to the path of life that will bring them success, happiness, health, career satisfaction and healthy relationships.

This form is very helpful for students to visualize how their Life Purpose statement describes who they are and how to make choices that bring a positive flow of happiness to their lives.

This form could also be posted “On The Wall.”

“Who I Am” Student Snapshot - (teacher's page) — Page 49

This is a teacher or parent master form so you can see at a glance the basic essentials of your child or student throughout the discovery process using this book.

You may want to copy this form for ease of use and put it in your teaching notebook.

As your student completes the appropriate chapters record their information here. Use the special talents/qualities section to record your observations about this student.

Career Research Report — Page 50

This form is useful if you prefer your student to fill in separate a separate sheet for each of the eight week career reading assignments starting in Chapter 6 page 29 in YKYD.

Some students fill their reports in their YKYD book, but if you prefer you can use this form.



Introducing and Hosting a Class Speaker — Page 51

This form is used in Chapter 9 for a small class of 2-5 students that may want to invite a career guest speaker to their classroom. This agenda tells how the hosting student would be the “Host” for the day and provides guidance of how role would be performed. This is a very useful skill for students to learn that will be used later in their careers.

This is not an essential form for the individual student using the YKYD book as they will be doing “Job Shadows” using the interview sheet on page 42 in Chapter 9 and copies of the extra interview forms on page 100 in the YKYD book for further job shadow experiences.

Career Discovery: Guest Speaker Questions and Evaluation

— Pages 52 and 53

This form is also for the small class of 2-5 students that have a career guest speaker. The questions are more appropriate for career exploration in a group setting than the questions in Chapter 9 page 42 in the YKYD book.

The evaluation form on page 52 is used for the student’s report on the class guest speaker following the guest’s visit.

Thank You Note Writing Instructions — Page 54 and 55

These simple instructions help your student to learn the important skill of writing a note of appreciation after a job shadow or class career guest speaker. If possible, these notes should be written within three days. This is a very important habit to develop for young people to learn for future career interviews throughout their career journey.

Activities/Hobbies Sheet — Page 56

Use this form in Chapter 10 to help your student to understand how many wonderful activities they may choose from to start doing in their spare time. Follow the directions on the form or use in whatever way is best for you and your student. Have your student choose which one of their top three favorite activities to start doing and schedule into their weekly planning sheet to allow adequate time to begin using this activity/hobby to learn useful life and career skills. Post this schedule “On the Wall.”

