YOUR KEY, YOUR DOOR
TERI HAGGERTY
LIFE PURPOSE DISCOVERY BOOK FOR TEENS
Latin American version
Open The Door To The Real YOU!
Results from YKYD Pilot Program with Teens

In a pilot program, student evaluation scores increased on all questions, with an average increase mean score of 41.5% and median score of 35%. Specific evaluation questions taken pre- and post-Life Purpose Discovery class were:

1. I understand my life purpose and calling  
   increase of 40%
2. I know I can make a difference in the world  
   increase of 29%
3. I know how I impact others and others impact me  
   increase of 30%
4. I know my strong points and how to use them  
   increase of 30%
5. I understand how my life purpose and goals are not the same  
   increase of 40%
6. I have been able to talk to people that are successful in careers  
   increase of 47%
7. I have a clear understanding of what I want to do with my life  
   increase of 20%
8. I know what I need to do to reach my goals  
   increase of 30%
9. I have specific steps that I intend to take to reach my goals  
   increase of 62.5%
10. I do weekly reading about my interests and my lifetime dreams and goals  
   increase of 82.5%

Survey Results from Teachers’ Orientation (April 2014, Costa Rica) for Your Key, Your Door (unpublished draft of Latin American version) (Tu Llave, Tu Puerta)

“This book makes students conscious throughout important life experiences for them, and helps them see what truly makes them happy and helps them become professionals sharing with the community.”

“Orienting the students with Your Key Your Door (Tu Llave, Tu Puerta) helps them know themselves as a person, to make them learn to rationalize and make them understand that is better to think before acting.”

“It creates more consciousness about what kind of person they want to become.”

“YKYD (TLTP) guides them and gives them the necessary important tools to make their plans and future goals, getting to know themselves more.”

“This book helps through listening to student needs and auto-evaluations, implementing self-discovery techniques and materials created by themselves to make them get to know how to make decisions, using the resources accordingly would bring positives results for all, since they would be more capable individuals for further development.”

What Teachers Are Saying About This Book:

“Your Key Your Door is an amazing course. I have taught math for 14 years and have never been able to see the kids engaged the way they are in this course. Teri is amazing in the classroom, and I am looking forward to an amazing year teaching using the YKYD book! We have already seen some great transformations in some of our students in just 2 weeks time.”

-Shane C, Math Teacher, Sports Coach, Computer Technology Teacher, and YKYD Instructor

Teachers’ comments continued on next page
“Teaching in today’s society presents many challenges, both for the students and teacher. Many students are confronted with life events and challenges that in many cases are overwhelmed with ways to find answers to see them through and find resources to guide them. What I have found is that Your Key, Your Door fills the void for both the teacher and the student. In my experiences with this book, students are able to discover who they are and what they want to become. By establishing a purpose and goal in life, students are able to understand their unique individual purpose. Having been in fields other than education, such as professional sports, and law enforcement, I have yet to see a program that focused on students understanding their life purpose and future success as that of Ms. Haggerty’s book. All students would definitely benefit from this experience.”

– Matt T, Math Teacher, Sports Coach and YKYD Instructor

“This year, our school adopted Your Key, Your Door by Teri Haggerty. I would recommend this book to high-school students. This book allows students to organize positive and realistic thoughts about their lives, themselves, and their plans for future careers. Many students in my class found the book to be very helpful to them. It has inspired them to begin thinking positively about their future, when their environment would not allow them to.

“I would love to use another one of Teri Haggerty’s books! I have not read a book that gives students effective tools for today’s future as Your Key, Your Door has.”

– Diara M, Teacher, Choral Director and YKYD Instructor

What Youth Are Saying About This Book:

“I really enjoyed working with the Your Key, Your Door book. It was a very fun and interesting way to learn more about myself. Now I see I have a wide range of options—even for people like me who don’t have any experience—this makes me happy and excited!”  – Amanda S.

“Using the Your Key, Your Door book has truly made me happy and helps me see how I can relate my life decisions to my Life Purpose and stay true to who I really am.”  – Katy B.

“Ever since I got in 9th grade I had no idea what my Life Purpose was and I had no idea what job I would like. But since I was given that little book I know my Life Purpose and found out I like engineering type jobs. I am thankful for this book.”  – Austin L.

“This book inspired me to push through hard days and hard subjects because I know it will pay off later in my life. I wish every student could use this book!”  – Laura A.

“This book helped me grow as a person and learn about myself and for that I am truly thankful. Without this I would never have discovered my Life Purpose at such a young age. I now know how to stay true to myself and what to look for in a career. We all learned many valuable lessons from this book.”  – McKinzie D.

“This book showed me how to meet my goals and have an idea of life after high school. This has been a great year thanks to this book. I learned many new things like my Life Purpose and how to set my dreams big.”  – Katelyn B.

“Your Key, Your Door helped me find my way and accomplish high school this year. I never gave up on what I wanted and now I’m going to pursue my dream because now I know I can do it.”  – Makayla Z.
“Perhaps one of the best aspects of this book is the way it taught me to be positive and continually take steps in a positive direction. It taught me how to set goals to follow and stick to. Most importantly it’s helped me on my way to figure out my own path in life and discover the person I want to be. I’m sure when other students get this book they will soon be on their way to discover their path in life too.”

– Alex S.

“With this book I had opportunities to listen to guest speakers and even do some job shadowing of my own! I thought this was really interesting because I get to pick a career I wanted to learn about and study along side someone in that field of work.

– A. S.

“I liked this book because it was interesting. The stories were very interesting and the instructions were easy to understand. It made me more confident in myself and made me realize I have a real purpose in life. It helped me realize what path I want to follow in life and taught me how to pursue it.”

– Michael C.

What A High School Principal is Saying About This Book:

“The Your Key, Your Door book is a great product. It uses concepts and methods that give youth purpose and direction, which is paramount and of vital importance for students in this day and age. It gives them purpose and direction and is the missing piece that connects the voids between obtainable information and their life.... and guides them to know what to do with their life. Using this book students turn information into true knowledge, which is when one has information and knows what to do with it. The use of these materials is important for students and teachers with all the changes that are happening in education today by providing guidance, and teaching young people skills and strategies for a successful life and career.”

– Principal, Florida High School
Florida U.S. Principal for 10 years in both Middle and High Schools, and uses YKYD as a required class for all Freshmen (approx. 180 students per school year.

This principal, led his first school to the grade of “A” for the first time ever in its history. His second school now is currently almost to that level by end of this school year 2014.
This book *Your Key, Your Door Life Purpose Discovery Book For Teens* (Latin American version) is dedicated to some of the most amazing inspiring people I have ever met.

As I came to Central America, by invitation of several Central American schools and teachers—hardly knowing anyone or the Spanish language—to initiate the translation of this book for the young people of Latin America, Mexico and the students in many high schools and universities in Spanish-speaking countries of the world, several amazing people surrounded me to give me support and guidance in my endeavors.

These wonderful people who made this translation dream possible are: *David and Marta (U.S. and Costa Rica), Brenda and Kevin (Canadians living in Costa Rica), John, Rodolfo, Norma, Karol, Michelle, Cristian, Jessica, Kevin, Maria de los Angeles, and Teacher Gertrude.* They shared their homes, holidays, spiritual inspiration, knowledge of the Spanish language, culture and so much more.

– Teri Haggerty

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Books by Teri Haggerty:

*Your Key Your Door* (high school/collegiate/university age student orientation book)
*Tu Llave Tu Puerta* (high school/collegiate/university age student orientation book, includes in-text Teacher’s Notes)
*Your Key Your Door Teacher’s Notes* for large student groups—in English only

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These copyrighted materials support Teri’s international travels including assisting public and private schools throughout Costa Rica and other countries.

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LIFE PURPOSE DISCOVERY BOOK FOR TEENS

Latin American version

Open The Door To The Real YOU!
ACKNOWLEDGEMENTS

My heart is very grateful first to the young people that have encouraged me and have been the first users of this material. Their stories and feedback have brought this project to life and given it so many interesting stories and exercises.

Specifically, to Mr. T., Ms. B., Annie, Sarah, Emma, Robert, Tristan, Shane, Cory and other youth who so cheerfully worked with these concepts and gave important feedback. These are truly inspiring young adults with amazing lives ahead. And to their parents, who assisted these teens through this experience.

The success of getting this book into your hands is due largely to the untiring efforts of my writer’s advisory team. Thanks to Ed, Kathy, Mike, Chris, Denny, Bob, Honor, Robert, Trisha, Wayne, Sharon, Steve, and Kent. Without your encouragement and supporting efforts this project would still be on my desk.

My largest and most humble thanks goes to that inner voice that spoke loud and clear in early 2010 that said, “Stop doing what you are doing and write the (youth) coaching book.” I am so glad I did, for I wish that every child will be blessed by its presence for generations to come.
What You Will Be Doing: Four Basic Components of this Book

Practical down-to-earth exercises, which are like the experience of piloting and landing an airplane.

1. Sections One through Three

9.000m in the air:
   The *Life Purpose Exercise* is a broad view of the life essence of who you really are in a large perspective. Simply, what you need to be healthy and happy, plus how you naturally give back to the world.
   Several other exercises in this section such as the room drawing and poster board activity also give more clarity to this broad “self-portrait.”

2. Section Four (continued in next step)

6.000m in the air:
   The *Three-Year Vision and Career Exercises* provide more clarity to what “living your life purpose” actually looks like for you…what you want to experience or do during the next three years.

3. Section Four (continued)

3.000m in the air:
   The *Six-Month Goal Setting Exercise* brings clearer focus to the specific, measurable choices that are within the important life areas of interest to you.

4. Section Four

On the ground:
   *Next Steps Charts.* You are now moving from “big picture” ideas to living your dreams day-to-day. You are designing and living a life that fits the real you. This section guides you in making choices that really fit the overall essence (or life purpose) which brings you joy, happiness and life-long success.
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HELLO, and THANK YOU for making the decision to use the Your Key Your Door: Life Purpose Discovery Book for Teens. During the last 30 years, the first ten as a private and public school teacher, and for the last twenty years as a business consultant and certified Life Coach, I have enjoyed many hours working with teens and adults.

When I was Organization Development Consultant for Walt Disney World, Magic Kingdom, I would walk downstairs from my office onto Main Street to watch the children and their parents enjoy the 3 o’clock parade. The wonder and excitement I saw on their faces was why I was working at Disney. Some little ones were raised high on their dad’s shoulders, others standing with their family just to get a better view of the magical parade that passed before them. I also knew that following the life we are each created to live would bring that kind of happiness and satisfaction every day.

The trick was taking the wonder and fun of exploring this magical world of “being ourselves” into the big world of life. That is what this book is all about.

For the past 10 years as a Certified Life Coach I have led people of all ages to discover and live the life they want to live and get into the habit of the “magical life of being YOURSELF.”

This book is a step-by-step discovery guide for young people age 11-21. It asks powerful questions that aid in self-discovery and building the habits that puts youth on the path that is right for them, both in their personal lives and in the area of career.

In the past years I have been gaining experience necessary to write this book of several that I will be writing for audiences of all ages, i.e. collegiate and young adults and then adults.

Some of the experiences I have had that have been the foundation for this book are being an educator for over ten years and later working as an Organization Development Consultant (MBA, ODL University of West Florida) with Walt Disney World Magic Kingdom, Tulane University, Westinghouse-Hanford, Whirlpool Corporation, and as a Professional Certified Coach (PCC International Coach Federation) with the public and private school systems in several states, Juvenile Justice system in Florida, and many personal youth and adult coaching clients.

I welcome you to join me in the magical exploration of helping our teens discover and live the life they were born to live.

Sincerely,

Teri Haggerty

Important Notes:

In addition to the basic Instructor’s Guide in the Appendix, there is a much more detailed 120-page version called Your Key Your Door Teacher’s Notes (English language only) which provides step-by-step instruction to give teachers additional ideas to use with this book in the high school and collegiate classroom. This YKYD student book is successfully taught with or without the Teacher’s Notes, as detailed instructions are included in the student YKYD book.

The Your Key, Your Door book is designed to be completed in either 9 (see Appendix C) or 18-20 weeks (see Appendix B) by adjusting the chapter teaching schedule (one period or an entire school year). When even shorter time frames are needed, optional Core 5-session “Fast Track” outlines are available in Appendix C.
Introduction

To the student using this book: You are about to begin an exciting and fun journey of self-discovery in which you will learn more about yourself, your dreams and goals. You will learn actions to take to make those dreams come true. You will read about how other people just like you learned to follow their desires and decided what they wanted to do as they were growing up. You will be asked to answer questions, some that will really make you think. The good news is, there are no wrong answers! You are an important person with talents and skills that are all your own. No one else is like you. This book will help you discover what you want to do with your life and help you find your dreams and achieve them.

The world is waiting for the contribution that only you can provide. The best way to provide that contribution is to do what brings you joy, to do what makes your heart sing.

To Professors and parents: The purpose of this book is to assist young people in finding their unique life path. It will help your students find what motivates them, what gives them passion, what puts them in the exciting flow of living a life that is uniquely theirs.

We all have such a calling and a few of us were lucky enough to find it as we grew up. To find that calling is to experience the joy and happiness in doing what we were meant to do. Discovering their own unique talents, ambitions and desires will put our youth on the right path to a fulfilling life. Not only will this book help your young person to be themselves, but to be their best self.

To support you and your student in the process, a 18-20 week guide is available in Appendix B to use during an entire school year and is suggested as the best option for the YKYD material. A 9-week guide is available in Appendix C for schools using the 9 week period schedule.

This book’s teachings will be facilitated by a set of questions and exercises that will lead your young person on an exciting and rewarding journey of self-discovery. Using these exercises your teen will learn how to articulate their thoughts and heartfelt desires, and set goals, with plenty of examples of others who are following their life path and how they did it. Once completed, some of these exercises should be posted for easy viewing by the student. Refer to the Instructor’s Guide for help in creating a specific area designated for posting their work.

As a parent, teacher or facilitator, you will play a pivotal role in helping the young person on this journey, but it is important to remember that the responses to the exercises must be their answers (not yours); there are no right or wrong answers here, only honest ones.

People who do what they feel they were meant or called to do are some of the happiest people on earth. Every heart’s calling is different and this book will help your teen to discover his or her calling or purpose.

This author has heard many parents say they wish they had been asked questions like this and received this kind of training while they were growing up. This is all the more reason to appreciate the importance of this unique process as you help your teen on this remarkable and rewarding journey. Although this book is designed for teens it may also be used for students as young as eight or nine depending on the maturity of the student. Some exercises or ideas may be introduced at this younger age while others can be taught later as the child reaches their teen years.

For this adventure you will need these supplies: pen, pencil, colored pencils and/or markers, several poster boards, (index 3” x 5”) small cards 7,5 cm x 12,5 cm, variety of magazines, highlighter, glue stick and scissors. A blank journal may be useful so that your child can capture their experience.

Additional resources to help you may be found at www.doorknobbooks.com.

So, let the journey begin...
SECTION ONE: EXPLORING THE REAL YOU
Chapter 1
One Rainy Day…

World Explorer: Living a Life of Survival and Adventure
JOHN GODDARD

One day a 15-year-old boy, John Goddard, sat at the kitchen table. It was raining outside. Bored, John sat down with paper and pencil in hand. Looking toward the window deep in thought, he didn’t see the landscape that was on the other side of the glass…because instead, he was thinking far into his future. His mind wandered over images of the life that he wanted to live—a life filled with adventure! Risk! Danger! An explorer’s life! His thoughts wandered and wondered over the years yet to come, as far as his imagination could take him.

Inspired by these images, he wrote down many of the adventures which his young heart dreamed. Climbing mountains! Countries to explore! Underwater discoveries! Pictures to take! Goals to be accomplished! Imagining his life unfold before him, he wrote furiously. 125, 126, 127…things that only a brave, young and unchained heart could see. 127 wonderful dreams unfolded on page after page. There it was. Done! A courageous list that some would never have dared to dream.

Time moved on for John. The kitchen table was left far behind. It had served as a launching pad for a life to be lived filled with adventures. By middle-age, he had celebrated the achievement of goal after goal…109, 110, 111 and counting. Dreams were lived and fulfilled as the boy became the man.

60 years had passed, and the list had grown from 127 to over 500. The stories of accomplishment were recorded far and wide…stories of the young brave-hearted boy who had followed his dreams. The stories fascinated many people; people who longed to see someone who had the courage to step out, no matter the circumstances, to live the dreams that were within his soul.

Young people dream as naturally as a river flows when encouraged to let their heart take the lead. They only need to learn to believe that everything is possible if they take a little time to write it down, and then follow the steps toward their dreams.

To read John’s amazing autobiography (including over 20 near-death experiences), order his book, The Survivor, from www.hci.online.com You can watch a fascinating video interview of John by searching (by his name) on YouTube.

WHAT IS ONE THING YOU LEARNED FROM JOHN’S STORY?
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Are YOU Ready to Begin YOUR Adventure?

If so, then use this page and begin to live such a life—your life! Pick up your pencil and begin to imagine your path, your adventures, the ones that you really want to live.

This book is going to be your guide as you look down the paths you would love to travel. You may be thinking about only the next few years, or you may be thinking all the way down the years of your life. It doesn’t matter how far you imagine into the future, just start by writing down the dreams that come to you. These dreams are unique to you. Remember, everything you need to live that life will be provided for you. You will be inspired and given the courage to live your dream from day to day, until one day you are telling your own stories—and writing your own book—about all the wonderful adventures you had.

Just like John did on his paper, write on this page things you want to do in your life. Think of as many as you can. Just dream knowing that there really are no limits to what you can have or accomplish. There is no scarcity for you even though you may not understand that right now. So dream big. Let your dreams fill this page and the next. You can come back to this page later and add more things as you think of them.

My Dream Life List:

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My Dream Life List:

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What patterns do you see in your Dream Life List?

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___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
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___________________________________________________________________________________

CAPTAIN’S LOG

This chapter was important because...

You did a great job starting a list that is alive and will keep growing all your life.

In the next chapter...

You will create a fun self-discovery poster and learn even more about yourself!

Supplies you’ll need: A poster board, scissors, glue and magazines that you can cut up
Chapter 2
Find Your Passion and Watch Your Dreams Unfold

Sandcastles need a solid foundation and are built one bucket and grain of sand at a time.

Similarly, “grains” of knowledge and “buckets” of wisdom along with education build a solid foundation for your “Flight of Life” in a satisfying life and career.
A Fun Activity: Make A Self-Discovery Poster

Ready to plant seeds for an adventure?

It is fun to make a vision board of the **fun experiences that you want to enjoy in your future**.

Who would you want to come along with you? What places would you want to visit?
In what places do you want to live? What activities do you want to experience?
What do you want to have or own in your life? Get some ideas from your **Dream Life List** in the previous chapter.

**SUPPLY LIST:**
- Poster Board from office supply store (56 cm x 71 cm or a similar size)
- Glue stick
- Scissors
- Lots of different magazines
- Your biggest imagination

**ASSIGNMENT:**

Look through the magazines, travel or other brochures, advertisements, extra prints of your personal or family photos that you’ve gathered…cut and glue or tape your pictures to your poster board. This activity helps you to understand more of your desires and helps bring these things into your life and make these things happen.

Be as detailed as you can. For example, if you want a certain kind of car, go and get a picture of that specific car for your board. This exercise is very powerful and specific. If you are not sure about all the specifics of a certain desire, just put a picture on your board similar to what you generally think you want.

When you are done, put your board on the wall where you can see it often. (If you haven’t quite filled the poster board, you can add more pictures over the next few weeks.) Then watch as these things begin to show up in your life. See a picture of a student’s poster on page 8.

If you can envision it, you can naturally bring it into your life. Be happy where you are now, believe that your desired experiences will come, and they WILL!
It’s All About Being Yourself
What did you learn about yourself while you were making your poster?

Write Your Thoughts Here:

1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________
4.________________________________________________________________________________________
5.________________________________________________________________________________________
6.________________________________________________________________________________________
Look at this example of a high school student’s Self-Discovery Poster. Some of her life dreams include family, vehicles and water sports.

Does a career in chemistry, medicine or research fit who you are and your interests?

CAPTAIN’S LOG

This chapter was important because...
Now you have some important information about who you are and what you want to experience in life.

In the next chapter...
You will discover your Life Purpose and how it is an important tool to guide you through the rest of this book and your whole life.

Supplies you’ll need: Highlighter, index cards
Chapter 3
Discover Your True Self or “Life Purpose”: The Door to Your True Path

17-Year-Old Leader in Website Design and Development, Who By Following His Passion Has Already Achieved Outstanding Success

ROBERT KLUBENSPIES

I Was Passionate About Computers When I Was Four

As I look back, I realized I had a passion for building things even when I was very young. For example, at age three, I was using my creative and logical brain to build complex designs with Legos. By age eight, I began taking college web design classes for young kids. Home schooling has greatly accelerated my learning. I still made a point of socializing while I was a homeschooled student so that I could relate to people as well as computers. I recently ranked within the Top 15 web designers in the nation at the Future Business Leaders Association National Leadership Conference in 2011. You can see my project in my portfolio that is on my website, which is listed below.

I always have been creative on the computer and have a passion for web design and development. I remember at age ten I reverse-engineered website templates just to learn how they were developed.

My enjoyment lies in continually learning something challenging and new. This ability has allowed me to become a leader in my field. I’ve chosen Website Design and Development as my career field because I am passionate about it and it is always evolving.

My Plans for the Future

From a very young age I knew I would work in the computer field. After much effort and soul searching, I’ve chosen to build a career in User Experience Design and Development, a niche web development field that helps companies build better user interfaces.

Follow my journey and read more about me at www.robertklubenspies.com

My Life Purpose: “Enjoying life to its fullest through feeling inspired, energized, enjoying firsts, cherishing times communicating and inspiring others.”
Discovering Your Life Purpose

One good way to discover your core “inner-self” and thus the overall ideal direction of your life is to tell stories of what you love to do and favorite experiences you have had.

To be clear, Life Purpose does not mean you have a “purpose” to fulfill, like a pencil, car or your socks and shoes. Rather, it is a term that has come to be used as a description of who you really are naturally. Like the basic elements on earth, they simply are. Gold is just gold. Silver is silver. They are just what they are. You are unique and valuable for there is only one of you! No one else has the same characteristics or personality. You play a very important role here on earth just “being you.” Trying to be anything else creates a disaster. Just “being you” brings you great joy.

Facts about Life Purpose:
1. It reveals the essence of the permanent nature of your “inner-self.”
2. It tells the essence of who you are in words, so that you can understand how to more fully live your life in joy and harmony with the wonderful, unique “inner” you.
3. It is not something you have to DO—it is who you ARE!
4. Knowing your “purpose” will help you easily make choices that really fit you.
5. Everyone’s life purpose is different—you are unique…and so is everyone around you.
6. This very important exercise will help you explore and discover what you are like and how to stay in a space that fits who you are. Just like a plant has to be placed where it is the happiest, so do you.

OK, before you get started, let’s first look at one teen’s example of how he followed four simple steps to write his Life Purpose statement:

Step 1. He wrote about:
- Something he enjoys or loves to do
- A wonderful experience that he would always remember
- A wonderful time when he enjoyed helping someone else:
  - Then he wrote how he felt when he was doing the above, and his reasons why these experiences were important to him.
  * NOTICE: That some of his experiences took place over a few hours while others were an entire day.

Step 2. After he wrote the experiences, he chose, circled and highlighted his favorite words.

Step 3. Then he wrote his favorite words on (index cards 3” x 5” cut in half) small cards 6,5 cm x 7,5 and arranged them in the order he liked. Notice he changed some of the words from past to present tense i.e., “I took a risk” in his first story became “take a risk” and “I made a difference for others” in his last story became “make a difference for others.”

Step 4. Finally, he wrote his first draft of his Life Purpose statement.

On the next page are three examples of how this 15-year-old teen wrote his experiences:
Appendices A, B and C

This section is included to provide extra forms and charts to support the dynamic changing growth of the youth. You can either use these forms or make copies of them for use such as posting “on the wall” or bulletin board or they can be put in the students' notebooks to increase visibility and follow through of chosen behaviors of young people.

These forms are intended to be used to support the activities or exercises in this book *Your Key, Your Door: Life Purpose Discovery Book for Teens* and are not to be used in other formats or venues. (per copyright information on page iv)

**Purchasers of Books and the Teacher:** 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:

**Appendix A: Extra Student Forms (pages 96-103)**
Extra student forms, to be used when a student needs an extra form.

**Appendix B: Teacher’s 18-20 Week Schedule, Teacher’s Guide and Supplements (pages 104-120)**

**Student Information Form (pages 112 and 113—for teacher’s use only)**
It is best given to students to fill out in the first week of using *Your Key, Your Door*. This form gives the teacher a better understanding of how the child is doing in life at that time. In a child is discovered to be having much trouble the school psychologist might help that student with any problems they are having. This class will also help encourage the student in their life! The career interest answers from question 10 are also written on the teacher’s “Who I Am” Snapshot form.

**Self-Evaluation #1 (Pre-test) for Your Key, Your Door Users (page 114)**
This form is very useful if you want to measure your student’s progress pre and post their use of this book to see how the student benefitted by its use.
For best results: Have student take this pre-test before you review the book in the preview class before starting Chapter 1 so their answers are not influenced by your review.

**“Who I Am” Student Snapshot (page 115—for teacher’s use during entire course, and for student use in Chapter 13)**
This is a teacher’s master form so you can see at a glance the basic essentials of each student throughout their discovery process using this book. You may want to copy a form for each student for you to put in your teaching notebook and have a page for each student as a master file. As your student completes the appropriate chapters record their information on this form. Use the special talents/qualities section to record your own personal observations about that student.
“Feeling” Words for Life Purpose Discovery  (page 116)
This list is helpful for students when they are doing Chapter 3 pages 12-14 for writing their stories of their experiences or things they love to do. Use if desired so your student can remember “feeling” words easily as they are writing out their five stories and sharing how they felt during their experiences.

Activities/Hobbies Sheet (page 117)
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 students.
Have your student chose 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.

Example Weekly Planning Chart  (pages 118-119)
Use this form in Chapter 10 as an example for your students to understand how to write on their chart on page 48 and 49. It shows the many activities they might do in a day such as required activities (school, homework, home chores and preparing their bags for school) and where they may write in their chosen activity (from the Activities/Hobbies sheet) to start doing in their spare time. Remind them it is also important to spend some time in nature in a free and unstructured way, such as taking a hike in nature. Students may choose to post this schedule in their school notebooks.

Self-Evaluation #2 (Post-test) for Your Key, Your Door Users (page 120)
Re-test your student after all the chapters are done which should be about one period teaching (9 weeks to complete the book) or in an academic year (18-20 weeks).
Average your class scores to record what questions they increased and by how much, and if you desire email the number of students were in the averaged score and the averaged scores for the 10 questions to:
Author Teri Haggerty at teri@doorknobbooks.com and have your students score entered into the data base for student book 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.

Appendix C: Additional Class Schedule Options: 9-Week Class Schedule and 5-Week Fast Tracks (pages 121-122)
This amazing journey for you and your student of learning to live a life pattern of self-discovery may be one of the most important activities you do together in the life of each child. It will help them 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 never 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. 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 the 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 Professor guidance. 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 your young person: 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 you is to pay attention to the way you feel as you are guided on a path in life. Follow your “gut” or intuitive deep feelings to determine the best and truest path for you.

Professors and parents want to encourage youth to make the right decisions, and they can fear that wrong decisions might be made. This fear can hold the young person 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 young people, so they can shine and thrive and become the best person they can be.

“Seeing” students without judgments or labels brings them life. Practice this habit of deeply connecting daily while each young person is using this book. Notice the interesting aspects of who they are and the process of their transformation.

Optional schedules for the material are available in Appendix C.
Suggested Schedule and Directions for Teachers and Students:

**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 the room on which to hang the worksheets and exercises such as their Self-Discovery Poster from Chapter 2. Or if “wall space” is unavailable or if the professor prefers, the students’ work can be kept in their individual school notebooks for future reference.

### WEEK ONE: ____________________________ (date)
- If desired by teacher, give **Self-Evaluation #1 (Pre-Test) for Your Key, Your Door** to student *Users (page 114)*. Use these according to directions on page 94 and keep in teacher’s file until the end of the book when student will do post-test to evaluate student experience.
- Read pages ii, vii, review **Table of Contents, Welcome Letter from Teri Haggerty, Introduction**, and briefly scan entire book. Do this together with your student(s).
- Notice **One Page Overview of 18-20 Week Teaching Schedule for YKYD (page 111)** for your convenience.
- Notes: _______________________________________________________________________

### SECTION ONE

### WEEK TWO: ________________________________ (date)  Chapter 1 (pg. 2)
- Student reads **My Story – John Goddard, the Famous Explorer** and answer story question.
- Read instructions and have the student fill in their **Dream Life List**.
- Remember to have poster board (56 cm x 71cm or a similar size) and magazines for week three.
- Notes: _______________________________________________________________________

### WEEK THREE: ________________________________ (date)  Chapter 2 (pg. 5)
- Have fun making the **Self-Discovery Poster**. Student may work on this in future classes as more pictures are added or they may take it home to finish and return to the teacher for discussion.
- Fill in the self reflection page (do only as many lines as student needs).
- Have small paper or index cards for next week’s assignment: small cards (index 3” x 5” or 7,5 cm x 12,5 cm—one for each student) and some cut in half (small cards 6,5 cm x 7,5—six or seven for each student)
- Notes: _______________________________________________________________________

### WEEK FOUR: ________________________________ (date)  Chapter 3 (pg. 9)
(Your student will need your assistance throughout this chapter to ensure success)
- Student reads **My Story – Robert Klubenspies, 17-Year-Old Website Designer**.
- Read together as a group with all the students the instructions for the **Life Purpose** (LP) discovery.
- Enjoy exploring and answering questions of LP stories. Have all students work at the same pace so they all do each story at the same time and slower students can keep up. Have students that finish their story first help others students finish their stories. They can work in pairs together, if desired. This chapter may take two class periods to finish. This is the most important chapter in the book!
- Group LP chosen words and write in LP frame.
- Read LP instructions beneath LP frame and follow as directed.
Have students do the Student Information Form (pages 112 and 113—for teacher’s use only).

Have student fill out the Life Purpose Section of the Who I Am Student Snapshot sheet on page 115 and return sheet to teacher to keep in teacher file on student.

During this week student repeats their Life Purpose statement ten times a day, begins using their LP to plan actions/make decisions, and becomes aware of when they are in alignment with it.

Colored pencils or thin colored markers may be desired for next week’s assignment.

Notes: ____________________________________________

WEEK FIVE: ______________________(date) Chapter 4 (pg. 17)

Student reads My Story – Jackiem Joyner, World Renowned Saxophonist.
Read instructions for room drawing.
Student draws room on two pages provided in book. Use the two pages combined as one whole room. If they would prefer, provide a large single sheet of paper or poster board for their drawing, especially if your student would like to use colored markers that might “bleed” through the pages in the book.
Student journals reflections of self-discovery.
During this week student repeats Life Purpose (LP) statement ten times a day, begins using their LP to plan actions/make decisions and becomes aware of when they are in alignment with it.

Notes: ____________________________________________

WEEK SIX: ______________________(date) Chapter 5 (pg. 23)

Student reads My Story – Mike Evers, Owner of Auto Body Repair Shop.
Read instructions and write “inner-being” measurements.
Label six Flight Charts.
Student records their scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.
Student repeats Life Purpose five times a day, uses their LP to plan actions/make decisions and becomes aware of when they are in alignment with it.

Notes: ____________________________________________

SECTION TWO
(Note: Chapter 18 may be taught this week as Week Seven and continue with Chapter 6 the following Week Eight and the rest of the teaching according to this schedule, if desired by teacher) See one page schedule page 111 for note. Teaching Chapter 18 now or later works well for students.)

WEEK SEVEN: ______________________(date) Chapter 6 (pg. 28)

Student reads My Story – Tec Clark, Undersea Educator.
Student (may need help) chooses a story/article/computer information on career of interest. This series of assignments will continue each week for eight weeks. Choose a different career and a different story/article for each 15-minute weekly reading. This may be assigned as homework.
Student reads on career of their choice (15 minutes).
During this week student repeats Life Purpose statement five times a day, begins using their LP to plan actions/make decisions and becomes aware of when they are in alignment with it.
Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

Notes: ____________________________________________
WEEK EIGHT: _____________________________ (date)  Chapter 7 (pg. 32)

☐ Read career discovery instructions.
☐ Student fills in favorite skills, chooses and marks personal values and qualities.
☐ Student repeats Life Purpose statement a couple of times a day, uses LP to plan actions/make decisions and becomes aware of when they are in alignment with it.
☐ Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

☐ Notes: ____________________________________________________________

WEEK NINE: _____________________________ (date)  Chapter 8 (pg. 36)

☐ Student reads My Story – Kenny Byrd, Ventriloquist.
☐ Read Career TriangleSM instructions.
☐ Student (may need assistance) completes the four career triangles and explores possible careers that match each triangle.
☐ Student (may need assistance) chooses four careers to explore and obtains contact information of people associated with their chosen careers.
☐ Student repeats Life Purpose a couple of times a day, uses LP to plan actions/make decisions and becomes aware of when they are in alignment with it.
☐ Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

☐ Notes: ____________________________________________________________

WEEK TEN: _____________________________ (date)  Chapter 9 (pg. 41)

☐ Student does at least one job shadow in person or by phone from the chosen careers on page 40.
☐ Student writes thank-you note to job shadow interviewee.
☐ Student fills in one job shadow report for each job shadow. Extra copies of Job Shadow and Report Sheets are in Appendix A (pages 98 and 99).
☐ Student repeats Life Purpose once a day, and begins to show consistency in using LP to plan actions/make decisions and be aware of when they are in alignment with it. Celebrate this movement to encourage the behavior of going from “repeating” to applying.
☐ Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

☐ Notes: ____________________________________________________________

WEEK ELEVEN: _____________________________ (date)  Chapter 10 (pg. 44)

☐ Student reads My Story – Frazier Nivens, Underwater Cinematographer.
☐ Student writes My Story report of spare time (pages 45 and 46).
☐ Student completes spare time Start, Stop, Continue exercise.
☐ Student says Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and notice when they are in or out of it.
☐ Student uses Weekly Planning Chart to start planning how to spend their time. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).
☐ Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

☐ Notes: ____________________________________________________________
SECTION THREE

WEEK TWELVE: ____________________________ (date) Chapter 11 (pg. 50)
- Student reflects on personal thoughts and the power of beliefs.
- Student writes most helpful thoughts on which to build their future.
- Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware of when they are in alignment with it.
- Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.
- Student records their inner-being scores on the Flight Charts for this week. These measurements will continue each week, for eight total weeks.

- Notes:

WEEK THIRTEEN: __________________________ (date) Chapter 12 (pg. 55)
- Student reads My Story – Wayne Newman, Music Teacher, Music Game Creator
- Student recognizes and writes about the support around them.
- Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware of when they are in alignment with it.
- Student records their inner-being scores on the Flight Charts for this week. This is the final measurement week. Have student write a sentence or more about how they can keep their inner-being scores high. Revisit these inner-being qualities on occasion throughout the remainder of this book’s use as desired.
- Student continues to use Weekly Planning Chart for planning how to best spend their spare time. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).

- Notes:

WEEK FOURTEEN: _________________________ (date) Chapter 13 (pg. 58)
- Student reads My Story – Dr. Terry Maple, Former Zoo Director
- Student writes exercise on how they make a difference.
- Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware of when they are in alignment with it.
- Student continues to use Weekly Planning Chart for planning how to best spend their spare time. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).

- Notes:

SECTION FOUR (student will need assistance with this section)

WEEK FIFTEEN: ____________________________ (date) Chapter 14 (pg. 61)
- Student reads My Story – Jack Sandborn, Outdoor Fun Experience Creator.
- Read instructions for three-year visioning.
- Student writes three-year visions.
- Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware of when they are in alignment with it.
- Student continues to use Weekly Planning Chart for planning how to best spend their spare time. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).

- Notes:
WEEK SIXTEEN: _____________________________ (date) Chapter 15 (pg. 65)
☐ Student reads My Story – Caleb Curren, Archeologist.
☐ Read instructions for six-month goal setting.
☐ Student writes six-month goal possibilities and action steps. Also write action steps on Action Step Charts on pages 72-74.
☐ Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware when they are in alignment with it.
☐ Student continues to use Weekly Planning Chart for planning how to best spend their spare time and may add action steps to their Weekly Planning Chart if desired. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).
☐ Notes:__________________________________________________________

WEEK SEVENTEEN: __________________________ (date) Chapter 16 (pg. 70)
☐ Read instructions for Action Step Charts.
☐ Student writes Action Step for three chosen six-month goals.
☐ Student uses Keys to Success chart for each completed action step.
☐ Student uses Weekly Planning Chart to complete action step goals.
☐ Student repeats Life Purpose statement once a day, and shows consistency in using LP to plan actions/make decisions and be aware when they are in alignment with it.
☐ Student continues to use Weekly Planning Chart for planning how to best spend their spare time and may add action steps to their Weekly Planning Chart if desired. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).
☐ Notes:__________________________________________________________

WEEK EIGHTEEN (Optional chapter): _____________ (date) Chapter 17 (pg. 77)
☐ Student uses visioning exercise to start understanding the role of money in their life.
☐ Student begins to use Money Flow Worksheet to use the money that flows into their lives to align with their three-year goals and actions steps. Adapt and use the worksheet according to your personal discretion as it best supports your training for your student.
☐ Student repeats Life Purpose statement once a day, and shows consistency in using their LP to plan actions/make decisions and be aware of when they are in alignment with it.
☐ Student continues to use Weekly Planning Chart for planning how to best spend their spare time and may add action steps to their Weekly Planning Chart if desired. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).
☐ Student continues Action Step Charts and Keys to Success until their three six-month goal experiences are each finished. A small goal should be completed each week by student between classes and recorded on EACH of the 3 Next Action Step charts (pages 72-74) and records Keys to Success chart (page 75) and checked by the teacher for accomplishments. (Thus, three goals will be completed each week.)
☐ Notes:__________________________________________________________
WEEK NINETEEN: __________________________  (date) Chapter 18 (pg. 82)

- Student reads Communication in the Zone facts. (This chapter can be done as Week 7 or 19 or whenever teacher desires)
- Student practices Dynamic Listening Exercise.
- Student reads about communication filters.
- Student repeats Life Purpose statement once a day, and shows consistency in using their LP to plan actions/make decisions and be aware of when they are in alignment with it.
- Student continues to use Weekly Planning Chart for planning how to best spend their spare time and may add action steps to their Weekly Planning Chart if desired. An extra copy of the Weekly Planning Chart is in Appendix A (pages 100 and 101).
- Student continues Action Step Charts and Keys to Success until their three six-month goal experiences are each finished. A small goal should be completed each week by student between classes and recorded on EACH of the 3 Next Action Step charts (pages 72-74) and records Keys to Success chart (page 75) and checked by the teacher for accomplishments. (Thus, three goals will be completed each week.).
- Student continues to use Money Flow Worksheet to use the money that flows into their lives to align with their three-year goals and actions steps and instructors teaching goals.
- Notes: ____________________________________________

WEEK TWENTY:  ____________________________  (date) Chapter 19 (pg. 86)

- Student reads My Story – Kathy Lyon, Jazz Vocalist, Graphic Artist
- Student reflects and writes about their future after this book in the “Where do YOU go from here?” exercise.
- Optional: Ask student to return to their Keys to Success chart (pages 75-76) and circle three of the most important words or phrases that they have discovered are the most important keys for them. Have them write and post these where they see them often and use in the future to increase success in their lives as they move forward beyond this book. The three can be blended into one sentence as was done in the Life Purpose exercise and labeled “Keys to Success” Affirmation and repeated several times a day for a few weeks to ensure these keys will be applied in their future life journey.
- Assist student with deciding how to choose and design an accountability plan and commit to an accountability partner (question #3) to continue their personal growth journey.
- Self-Evaluation #2 (Post-test) for Your Key, Your Door Users (page 120)
  Re-test your student, average your class scores with the Pre-test given at the beginning of this class and record what questions they increased and by how much, and if you desire email the number of students were in the averaged score and the averaged scores for the 10 questions to: Author Teri Haggerty at teri@doorknobbooks.com and have your students score entered into the data base for student book users. This information is very appreciated by the author.
- Help student plan their completion celebration to recognize how much they have personally grown through their experience with this book for the next class.
- Student repeats Life Purpose statement once a day, and shows consistency in using their LP to plan actions/make decisions and be aware of when they are in alignment with it. This should by now be a habit that will stay with them for the rest of their lives.
- Notes: ____________________________________________

WEEK TWENTY-ONE:  _______________________  (date) Chapter 20 (pg. 88)

- Have student fill out celebration chart in celebration ceremony to recognize who they are, the amazing journey they are on and the important steps completed in this book.
- Notes: ____________________________________________
One-Page Overview of the 18-20 Week Schedule for Your Key, Your Door

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Teaching Hours Suggested</th>
<th>Basic Exercise Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>One Hour (1 class period)</td>
<td>Dream Life List (“bucket list”)</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Two Hours (1 week, 2 class periods)</td>
<td>Self-Discovery Poster</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Five Hours (1 week, 5 class periods)</td>
<td>*Weekly Career Guest Visits begin Life Purpose Development</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Two Hours (1 week, 2 class periods)</td>
<td>Ideal Room Drawing</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>One Hour (1 class period)</td>
<td>Well-Being Flight Charts</td>
</tr>
<tr>
<td>Chapter 18</td>
<td>One Hour (1 class period)</td>
<td>Communication Skills (optional: can be taught at this time in the semester)</td>
</tr>
</tbody>
</table>

Chapters 6 & 7 Can be combined in one class period

| Chapter 6 | ¼ Hour | Weekly Career readings |
| Chapter 7 | ¾ Hour | Career Discovery |
| Chapter 8 | Two Hours (2 class periods) | Career Triangles |
| Chapter 9 | One Hour (1 class period) | Job Shadow Interviews |
| Chapter 10 | Two Hours (2 class periods) | Weekly Schedule Sheets |
| Chapter 11 | One Hour (1 class period) | Beliefs |
| Chapter 12 | One Hour (1 class period) | Discover Support Systems |
| Chapter 13 | ½ Hour (½ class period) | Unique Gifts and Talents |
| Chapter 14 | One Hour (1 class period) | Three-Year Visions |
| Chapter 15 | One Hour (1 class period) | Six-Month Goals |
| Chapter 16 | One Hour (1 class period) | Action Step Charts |
| Chapter 17 | One Hour (1 class period) | Money Concepts (optional chapter) |
| Chapter 19 | One Hour (1 class period) | Important Continuation |
| Chapter 20 | One Hour (1 class period) | Celebrate Accomplishment List |

**NOTE: This schedule assumes that the following will be done as homework:**
- The reading of twelve chapter’s “My Story”
- The check-ins for 8 weekly career reading assignments
- Career guest visits (if possible starting in week 3), which will be happening on the other class days of the week allowing YKYD chapter days to have a full length class period.

* Even though the career discovery chapter formally starts in Chapter 10, start bringing guest speakers into the classroom weekly, if desired by teacher and fits class schedule, starting in week 3. Provide a variety of career examples throughout the school year or period, based on the suggestions that the students made on their Student Information Form that they fill out in week 3.
**Self-Evaluation #1 for “Your Key, Your Door” Users (Pre-test)**

Name: _____________________________________________  Date: __________________

Professor: _______________________________________________________________________

**Note to Teachers/Professors:** The *Your Key, Your Door* books make a profound and measurable difference in the lives of its student users. To help understand specifically how this *Life Purpose Discovery Book for Teens* is making a difference for each user, please have your student(s) fill out this questionnaire as honestly as possible. When students have finished the desired chapters assigned by teacher, follow up with the post-test on page 120 in this *Appendix* (same questions with updated answers) and return it to program director and/or author Teri Haggerty by email to teri@doorknobbooks.com.

**Scoring Scale:** (Circle) the best answer.

Examples: 1 = not much  3 = somewhat  5 = very clearly

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<th></th>
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</thead>
<tbody>
<tr>
<td>1. I understand my <em>Life Purpose</em> and calling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I know I can make a difference in the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I know how I impact others and others impact me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I know my strong points and how to use them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. I understand how my <em>Life Purpose</em> and goals are not the same.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. I have been able to talk or listen to people that are successful in careers I am interested in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I have a clear understanding of what I want to do with my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. I know what I need to do to reach my goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. I have specific steps I intend to take to reach my goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I do weekly reading about my interests and my lifetime dreams and goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Thank you, student, for your honest feedback.** You will be asked to do this evaluation again after you complete this book to measure how it has helped you. Have fun discovering your *Life Purpose* and how to live a life that really fits and fulfills who you are.

**Director or Professor:** Please keep these evaluations in a secure place to be used at the end of the course.
Self-Evaluation #2 for “Your Key, Your Door” Users (Post-test)

Name: _____________________________________________ Date: ____________________

Professor: ______________________________________________________________________

Student: After completing the Your Key, Your Door book (or significant portion) please
answer the following questions to evaluate improvements or changes.

Teachers: Please average the scores of your students pre-tests #1 and post-tests #2 to find
improvement percentages and email averaged scores to Teri Haggerty per instructions on
Self-Evaluation #1.

Scoring Scale: Circle the best answer.
Examples: 1 = not much 3 = somewhat 5 = very clearly

1. I understand my Life Purpose and calling. 1 2 3 4 5
2. I know I can make a difference in the world. 1 2 3 4 5
3. I know how I impact others and others impact me. 1 2 3 4 5
4. I know my strong points and how to use them. 1 2 3 4 5
5. I understand how my Life Purpose and goals are not the same. 1 2 3 4 5
6. I have been able to talk or listen to people that are successful in careers I am interested in. 1 2 3 4 5
7. I have a clear understanding of what I want to do with my life. 1 2 3 4 5
8. I know what I need to do to reach my goals. 1 2 3 4 5
9. I have specific steps I intend to take to reach my goals. 1 2 3 4 5
10. I do weekly reading about my interests and my lifetime dreams and goals. 1 2 3 4 5

Thank you, student, for your honest feedback!

The proven strategies, tools and tips in Your Key, Your Door will help keep you on your path to a life of satisfaction and fulfillment. Enjoy the journey!
Appendix C:
Additional Class Schedule Options

The Your Key, Your Door book is designed to be completed in one academic school year. When shorter time frames are needed use these specifically designed options.

9 WEEK CLASS SCHEDULE
9 weeks—based on 40 minute classes, one class period a week.

In this schedule, the chapters are combined in a somewhat different order, to ensure that all the subject matter will be covered adequately for student and professor success for schools that use nine-week schedules. Underlined items are essentials for class. Other ideas are only extras to use if desired by the teacher (professor).

A separate Classroom Teacher's Notes guide is available in English for the professor teaching this class, but is not mandatory for success with YKYD.

Week One: Chapters 1, 2, 5

Week One Teaching Agenda:
___ Pre-Evaluation for Your Key Your Door, if desired by teacher
___ Student Information Form, if desired by teacher
___ Dream Life List (Chapter 1)
___ Self-Discovery Poster (Chapter 2)
___ Flight Charts, measurement #1 (Chapter 5)

Student Homework Assignments:
___ Self-Discovery Poster—finish at home or in class/post in classroom if desired by teacher (30-60 minutes)
___ Read “My Stories” (Chapters 1 and 5) (20 minutes)

Week Two: Chapters 3, 6

Week Two Teaching Agenda:
___ Write Individual Student Life Purpose Statements—may take 2 class periods (Chapter 3)
___ Flight charts, measurement #2—do same day as week before (Chapter 5)
___ Exploring Careers through Reading (Chapter 6)
___ Who I Am Teacher’s sheet (if desired by teacher, fill in Life Purpose, Flight chart, 4 careers from Student Information Form and Dream Life List) Have students do this Who I Am sheet to save teacher's time, then return to teacher’s file

Student Homework Assignments:
___ Life Purpose Affirmation Assignment—bottom of page 15 (10 minutes daily)
___ Exploring Careers through Reading and fill-in report—Reading #1 (Chapter 6) (20 minutes)
___ Read “My Stories” (Chapters 3 and 6) (15 minutes)
Week Three: Chapters 4, 18

**Week Three Teaching Agenda:**

- My Ideal Room Exploratory Drawing (Chapter 4) (10 minutes only)
- Communication/Listening Skills Practice (Chapter 18)
- Flight charts, measurement #3—do same day as week before (Chapter 5)
- Career Reading Report (speech) #1 by student in front of class for 5 minutes (Chapter 6)

**Student Homework Assignments:**

- My Ideal Room Drawing—finish (20 minutes)
- Exploring Careers through Reading and fill-in report—Reading #2 (Chapter 6) (20 minutes)
- Read “My Story” (Chapter 4) (15 minutes)

Week Four: Chapters 7, 8, 9, 10

**Week Four Teaching Agenda:**

- Career an Expression of Who YOU Are—Skills, Values, Qualities (Chapter 7)
- Exploring with Career Triangles—Discover Four Favorite Careers (Chapter 8)
- Job Shadow Explanation (Chapter 9) (5 minutes)
- Flight Charts, measurement #4—do same day as week before (Chapter 5)
- Career Reading Report (speech) #2 by different student (Chapter 6)
- Spare Time: A Valuable Tool—Activities/Hobbies sheet (Chapter 10 & Appendix)

**Student Homework Assignments:**

- Job Shadow Interview by phone or in person by student (Chapter 9)
- Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
- Exploring Careers through Reading—Reading #3 (Chapter 6) (20 minutes)
- Read “My Stories” (Chapters 8 and 10) (20 minutes)

Week Five: Chapter 14

**Week Five Teaching Agenda:**

- Three-Year Visions—Write 6 Visions then choose 3
- Flight charts, measurement #5—do same day as week before (Chapter 5)
- Career Reading Report (speech) #3 by different student

**Student Homework Assignments:**

- Exploring Careers through Reading—Reading #4 (Chapter 6) (20 minutes)
- Read “My Story” (Chapter 14) (20 minutes)

Week Six: Chapters 15, 16

**Week Six Teaching Agenda:**

- Six-Month Goals based on 3 chosen Three-Year Visions, including one career goal
- Next Action Step Charts (step one) Small Action Step Design for 3 Six-month Goals (write goals on three charts that student can do in one week before the next class)
- Personal Keys to Success Chart (page 75)
- Flight charts, measurement #6—do same day as week before (Chapter 5)
- Career Reading Report (speech) #4 by different student

**Student Homework Assignments:**

- 3 Next Action Steps for Three Charts (pages 72-74)
- Exploring Careers through Reading—Reading #5 (Chapter 6) (20 minutes)
- Read “My Story” (Chapter 15) (15 minutes)
Week Seven: Chapters 11, 12, 13

Week Seven Teaching Agenda:
___ Exercise in Thoughts and Beliefs—“What you think, is what you get!”
___ Discover How Special YOU Are and How Much Support There is Around YOU!
___ Knowing YOU Already Make a Difference in the World
___ 3 Next Action Step Charts—check off step one and write in step two of Small Action Steps that student can accomplish in one week before next class.
___ Personal Keys to Success Chart based on action steps number one on Action Step charts
___ Flight charts, measurement #7—do same day as week before (Chapter 5)
___ Career Reading Report (speech) #5 by different student

Student Homework Assignments:
___ Complete Next Action Steps (step two) for Three Charts
___ Exploring Careers through Reading—Reading #6 (Chapter 6) (20 minutes)
___ Read “My Stories” (Chapters 12 and 13) (20 minutes)

Week Eight: Chapter 19

Week Eight Teaching Agenda:
___ Next Action Step Charts (step three) Small Action Step Design for Six-month Goals
___ Personal Keys to Success Chart
___ What’s Next for YOU after this class? Continuation Plan for Success
___ Flight charts, measurement #8—do same day as week before (Chapter 5)
___ Post-Evaluation for Your Key Your Door, if desired

Student Homework Assignments:
___ Complete Next Action Steps (step three) for Action Step Charts
___ Exploring Careers through Reading—Reading #7 (Chapter 6) (20 minutes)
___ Read “My Story” (Chapter 19) (10 minutes)

Week Nine: Chapter 20
___ Celebration of Accomplishments! (pages 88-89)
Congratulations high school and university students! YOU have made the choice to walk through the door to discovery of your life path!

This Life Purpose discovery book will help YOU with a step-by-step process to:

- Discover and write your unique Life Purpose and how to really LIVE it
- Learn from examples of 12 successful people who are following their passion
- Explore and learn about career options and experience job shadowing
- Explore, plan and achieve daily action steps to reach desired future goals while learning personal Keys to Success
- Develop communication, time and money management skills
- Easy-to-follow Teacher’s Guide and Schedules: 18-20-week and 9-week options

**THIS BOOK IS A MUST-HAVE TOOL FOR HIGH SCHOOL AND UNIVERSITY STUDENTS!**