YOUR KEY:
YOUR DOOR
TERI HAGGERTY
LIFE PURPOSE DISCOVERY BOOK FOR TEENS
Open The Door To The Real YOU!
Your Key, Your Door (YKYD) Books

**YKYD Methodology:** Look, Inquire, Focus, Empower: “Nurture’s LIFE” in a Student
(for middle, high and collegiate levels)

Two Aspects of Benefits Students Receive from the “Magic Within” YKYD:

A. **Personal Growth - The Essence of Life:**
- Recognize their personal uniqueness (YKYD Chapters 1-20)
- Personal responsibility training (YKYD Chapters 1-20)
- Enhanced scholastic engagement through internal motivation (YKYD Chapters 1-20)
- Discover unique personal **Life Purpose** (YKYD Chapter 3)
- **Well-Being Measurements** over 8 weeks (YKYD Chapter 5)
- Weekly career exploration readings for 8 weeks (YKYD Chapter 6)
- Discover personal skills, qualities and values: Apply to career choices (YKYD Chapter 7,8)
- Career decision-making through **Job Shadows** (weekly, YKYD Chapter 9)
- Career evaluation questionnaire (weekly, YKYD Chapter 9)
- Role model stories: 19 readings (YKYD Chapters 1-19)
- Personal success assessment Pre- and Post-Tests (Teacher’s Notes Appendix)
- **Spare Time:** Choosing skill enhancement activities (YKYD Chapter 10 and Teacher’s Notes)
- Impact of personal attitudes (YKYD Chapters 11)
- **Personal Vision, Action Planning** and follow through (YKYD Chapters 14-20)
- Personal **Keys to Success** discovery (YKYD Chapter 16)
- Stress reduction through clarity of focus (YKYD Chapters 1-20)

B. **YKYD Business Basics for Future Career and Life Success:**
( the basics students want to know as they launch into the world of career)
- Modeled leadership (class discussions Teacher’s Notes Chapters 1-20 and “My Stories” YKYD Chapters 1-19)
- **Real-world Career Exposure** (weekly career guest visits weeks 2-20, YKYD Chapter 9)
- **Work/Life Balance** (woven through class discussions Teacher’s Notes Chapters 1-20)
- Teamwork modeling and ground rules setting for team success (class activity Chapter 1 Teacher’s Notes)
- Keys to real world career success (class discussion Chapter 2-3 Teacher’s Notes)
- **Hosting Guest Speaker** skill development (students weekly host guest career visitors, Teacher’s Notes and Appendix)
- Natural lifetime career evolution (class discussion Chapter 8 Teacher’s Notes)
- **Interview Skills** practice (weekly, Chapter 9 YKYD)
- Career sector awareness: For-Profit, Non-Profit, Government career options (class discussion Chapter 9 Teacher’s Notes)
- **Time Management** skills (Chapter 10 YKYD and Teacher’s Notes)
- **Thank You Note Writing** skill building (weekly, Teacher’s Notes Chapter 9 & Appendix)
- **Appreciation in the Workplace:** Increasing employee and customer satisfaction (class discussion and activity Teacher’s Notes Chapter 11)
- **Money Management** skills (Chapter 17 YKYD and Teacher’s Notes)
- **Networking** strategy and skills for **Career Search Success** (class discussion and exercise Chapter 10 Teacher’s Notes and Appendix)
- **Communication and Listening** skill building: Principles from **Steven Covey** writings (Chapter 18 YKYD and Teacher’s Notes)

In conclusion, the results of the schools that are currently using the YKYD materials are finding students are experiencing this natural and enjoyable way to enhance their lives through (1) personal growth and motivation; (2) career exploration and (3) interpersonal skill success, which is reported to be helping reduce discipline factors and increasing scholastic engagement.
What A Principal Is Saying About Your Key, Your Door and the companion Teacher’s Notes:

“The Your Key, Your Door book is a great product, using 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 and turns information into true knowledge, which is when one has information and knows what to do with it. The use of the YKYD 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.

What Teachers Are Saying About Your Key, Your Door and the companion Teacher’s Notes:

“I want to thank you for providing my students with a wonderful tool to help guide them into learning about their Life Purpose and how to truly understand themselves and their life goals. Your Key, Your Door guides students to dig deeper into their thoughts and helps them to realize how important the decisions they make are and how they affect their future. The skills the students obtain from this book not only help out during their teenage years, but will follow them through adulthood. I have enjoyed the journey and I hope others will take the opportunity to experience it for themselves.”

– Capri, Vocational Ed Teacher
“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, Math Teacher, Baseball Coach

“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, Teacher, Choral Director

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

– Sharon, teacher
Also by Teri Haggerty:

• Your Key, Your Door:  
  *Life Purpose Discovery Book for Teens*

• 10 Easy Keys to Unlocking Kids’ Passion and Purpose  
  and corresponding teaching guide:

• Small Group Leader’s Guide for Parents, Leaders and Teachers

• *Life Purpose Discovery Toolkit™*  
  (Audio Lesson #1 and Audio Lesson #2)

To order, please contact:  
[www.doorknobbooks.com](http://www.doorknobbooks.com) or [www.amazon.com](http://www.amazon.com)
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Printed in the United States of America

To order this title please contact:
www.doorknobbooks.com or www.amazon.com

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NOTE: In the Appendix, there are several forms that may be reproduced by purchasers of this book as needed for exercises, as instructed.

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How Do You Nurture LIFE in a Student?

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” and understand your youth, you’ll discover powerful ways to unlock their unique passion and purpose.

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Your Key, Your Door: Classroom Teacher’s Notes
For Large Group and Classroom Youth Teaching

Author: Teri Haggerty, DOORKNOB BOOKS

Introduction:
These notes provide specific details and class discussion ideas to support the use of YKYD exercises for large groups of students such as in a public or private school setting.

Four Key Points for Student Success:
The purpose of YKYD is to develop leaders and responsible young adults who clearly understand themselves leaving their middle and high school environments and entering the world as legal-age adults. Some of their needs are:

1. Need to recognize their uniqueness:
   These young people are unique as is every generation, such as the Baby Boomers, GenXers, the current Y generation. Each generation has its own strengths and opportunities for growth although different from the previous generations.
   Because teachers usually are of an earlier generation to the current one they are instructing, awareness of the current students’ generation may be overlooked and misunderstood. Researcher and author, Tim Elmore (Growing Leaders organization), is good at keeping us aware of the research of the current generation. His book, Generation iY, has valuable information on the needs of the current generation and is very enlightening for teachers.

2. Need to be “seen:”
   Each child needs to be seen at a deep level by at least one caring adult. A teacher has the wonderful opportunity to understand and connect with a child at this level and help each student see who they are and how their studies fit into their development as a young leader. This “seeing” brings LIFE which naturally increases a student’s engagement with their studies enhancing scholastic performance and personal well-being.

3. Need for modeled leadership:
   The need for role models is important for young people. The interview stories in each chapter are about people who have followed their life passion through their childhood which then became the foundation of their successful careers. By reading the interviews, a student will understand how to follow their unique passion from childhood and into their careers resulting in a life of fulfillment. Previous student evaluations show these stories are inspiring to them. You might add some extra stories of leaders you admire.
   Assign as homework the reading of each “My Story” before the chapter is taught in your classroom, as the story illustrates the chapter’s focus and models leadership.

4. Need for real world career exposure:
   In the YKYD book and these teaching notes are important ideas such as proper workplace behavior, teamwork, and other information students need to learn about the real world of work. The current generation has strengths to help build and improve every aspect their lives, and as a result our nation, to an increased level of success.

(continued on next page)
A. Workplace behavior skill building:
These lectures teach and demonstrate behaviors and attitudes that will help students increase current scholastic success and, in time, be directly transferable into the workplace in understanding desired current work practices and behaviors.

B. Teamwork for success:
Learning to work with others as a team is a critical skill and will help students be successful in the YKYD class and their careers. Using the exercises to improve team skills helps youth build these practical skills.

Important note: Always personally do the chapter assignment before asking the students to do the chapter so you will understand how it is to be done and how it feels to do the exercises. AND the exercises will have a profound influence in YOUR life!

“This book has helped me a lot with planning for my future. Any school or student would be lucky to use this book! I will use a lot of the stuff I learned. It has been really fun!”
– KiKi B.

“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.

“This book taught me that you can be anything if you put your mind to it. Students that read this book will feel the same way!”
– Jamarius T.
## Suggested Teaching Schedule for YOUR KEY, YOUR DOOR – 18 weeks

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Teaching Hours Suggested</th>
<th>Basic Exercise Description</th>
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<tr>
<td>Chapter 1</td>
<td>One Hour (1 class period)</td>
<td>Dream Life List (“bucket list”)</td>
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<td>Chapter 2</td>
<td>Two Hours (1 week, 2 class periods)</td>
<td>Self-Discovery Poster</td>
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<td>Chapter 3</td>
<td>Five Hours (1 week, 5 class periods)</td>
<td>Life Purpose Development</td>
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<td>Chapter 4</td>
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<td>Chapter 5</td>
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<td>Chapter 18</td>
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<td>Communication Skills (optional: can be taught at this time in the semester)</td>
</tr>
<tr>
<td>Chapters 6 &amp; 7</td>
<td>Can be combined in one class period</td>
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<tr>
<td>Chapter 6</td>
<td>¼ Hour to assign</td>
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<td>Chapter 7</td>
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<td>Chapter 8</td>
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<td>Chapter 10</td>
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<td>Chapter 11</td>
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<td>Beliefs</td>
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<td>Chapter 12</td>
<td>One Hour (1 class period)</td>
<td>Discover Support Systems</td>
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<td>Chapter 13</td>
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<td>Unique Gifts and Talents</td>
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<td></td>
<td>½ Hour (½ class period)</td>
<td>Overview Section Four</td>
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<tr>
<td>Chapter 14</td>
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<td>Three-Year Visions</td>
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<td>Chapter 16</td>
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<td>Chapter 17</td>
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<td>Money Concepts (optional chapter)</td>
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<td>Chapter 19</td>
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<tr>
<td>Chapter 20</td>
<td>One Hour (1 class period)</td>
<td>Celebrate Accomplishment List</td>
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**NOTE: This schedule assumes that the following will be done on other class days:**
- The reading of each chapter’s “My Story”
- The Well-Being Flight Chart measurements (done weekly for 8 weeks)
- The check-ins for 8 weekly career reading assignments
- Career guest visits (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, **starting in week 3**. Provide a variety of career examples throughout the semester, based on the suggestions that the students made on their Student Information Form that they will fill out in week 3.

**NOTE:** An alternate 9-week teaching schedule is available on page 117 in the Appendix
“Your Key, Your Door was a very good tool for me to find a career. There are many things in the book I can use for the rest of my life such as the Flight Charts.”
– Zoe C.

“I really like the book and feel like it taught me more about myself and the person I am. It made me realize what I wanted to do when I get older and helped me know what job fits my life.”
– Trevor B.

“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.
SECTION ONE: EXPLORING THE REAL YOU

Notes for Chapter 1

PRE-WORK
1. Find a large illustration of the periodic table of elements to show the class. www.ptable.com has a table you can look at to remind you of the basic chart. http://periodic.lanl.gov/metal.shtml is also a place to briefly review the periodic table.

2. You will need to purchase supplies for Chapter 2. Students will be doing a Self-Discovery Poster. You will need one large (at least 20” x 30”) sheet of poster board for each student as well as magazines for pictures of things they may want to do/experience in their future lives, scissors, glue sticks and markers. Ask local merchants (hair salons, dentist and doctor offices, sporting goods stores, mechanic shops, music stores, computer stores, travel agencies, financial advisors, etc.) to save magazines for you throughout the summer and school year.

TEACHING TECHNIQUES
The very first step in teaching this book is to have the students complete Self-Evaluation #1 form, which you should keep in a safe place until the conclusion of this course, when the students will fill out Self-Evaluation #2 to assess gains. After you have taken a class period to review the entire layout in the book, take time to have the class discussion as described below before starting Chapter 1!

CLASS DISCUSSION:
Part One (10 minutes)

Establish Ground Rules for Class Success
• Ask the students to discuss what kinds of class “ground rules” they would like to have for the semester as they do the class and exercises in YKYD.
• Tell students that everyone needs at least one person that truly “sees” and understand them. Using the exercises in this book gives each student a safe place to be open and “seen,” where they can discover and celebrate who they are with their peers, teachers and principal. This requires teachers and students to establish class rules to create a safe and comfortable place where they can explore self.
• Tell students an additional advantage of creating class “ground rules” is it gives them a experience that relates to what they will find in their career workplace. Companies and teams often have these types of ground rules to help individuals and teams succeed. If desired, tell them examples (on the next page) of one class of a public school that is currently using the book. Also suggest some others that you think might be appropriate. Allow the students to suggest and agree on their semester class rules for success.
• Let this be a participative experience—so that they agree on the rules and what will happen if someone violates them! This is better than an adult “laying down the rules.” They learn responsibility and accountability to themselves and their peers from this experience.
• Clearly post the ground rules for the semester in the classroom and print a copy out for students’ notebooks.
• Review occasionally and celebrate where students see themselves aligning with their ground rules over the semester.

Discuss what will happen if a student does not abide by the ground rules and consistently disregards the well-being and success of the classroom “team” by disrespecting the ground rules. Write these consequences at the bottom of the large sheet of ground rules list that is posted on the wall of the classroom.

That way, if there is a student who does not follow the ground rules, they know and are choosing to accept the agreed-upon consequences. This is adult learning and a good place to develop this teamwork ethic.

Here’s an example of class Ground Rules created by one Freshman class:
1. Don’t laugh at or ridicule others.
2. Listen and don’t talk while others are talking.
3. Everyone needs to participate!
4. Don’t be judgmental.
5. Obey the Golden Rule.
6. Respect each other.
7. Respect other people’s privacy.
8. No side conversations when teacher is teaching (ie., no talking to the person next to you).

Others Ground Rules you might include are:
• Confidentiality is a must!
• Bring your book to every class and come prepared (pencil/pen). They might need to put in backpack night before class.
• Respect yourself and be open to your greatness.
• Do all exercises to the best of your ability—never have a blank page.
• Ask for help with confidence (when needed so you keep up with others and the class will progress together).
• Celebrate the “humanness” of others and yourself.
• Have fun learning about yourself and others.
• Help others around you when instructed.

“The Your Key, Your Door 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.
CLASS DISCUSSION
Part Two (10 minutes)

Elements in the Periodic Table and You!

- Each student is similar to an element in the periodic table. Imagine the chart has a square just for them in addition to the ones for the elements already listed in the table. Each student is unique and has a unique set of qualities of who they are. They don’t share squares with other students for they are completely unique. There is a square for every person in the world.
- The purpose of YKYD is to discover who they are and how to live a life that fits them in their uniqueness.
- Briefly describe how one element, such as gold, is unique and cannot be used in the same way as copper (or any other element you choose). The students basically already may have an understanding of these basic concepts of how elements are different. A good example: if oxygen stopped “acting” how it is supposed to, the whole world would be impacted within minutes.

What you are trying to help your students understand is that as they learn about who they are, using YKYD exercises, they will be able to make better decisions about how to make choices that fit them and thus bring success, health, happiness, and relieve stress. It makes life and career choices easier because they know who they are and understand their Life Purpose, the “essence” of who they are.
- This will help them understand how the school classes they are taking fit into their future goals and career choices so they will be inspired to study more diligently. High school grades are forever on record so each assignment and test counts for the future.
- At this point they may not totally understand what you are trying to teach them, but over time, using these class discussions, the message will become clear!

TEACHING TECHNIQUES
Part Three (30 minutes)

Have students read the “My Story” about John Goddard the day before, and now do the exercise in Chapter 1 as described in the chapter, on page 3 of the YKYD book. You may start to see patterns emerge from these “Dream Life Lists” such as travel, sports, working with animals, medical interests, and more. If desired, watch the video interview of John Goddard (on YouTube, see page 2 of the YKYD book).

“This book really helped me know what I want to do in life. I believe it will help many students, classes and even schools for I have seen it help others as well.”
- Austin M.
Notes for Chapter 2

PRE-WORK

1. Bring a lock with its’ key to class (such as a padlock).

2. Poster Board (Critical Component): Each student MUST have a full piece of poster board for the success of this important chapter. Don’t skimp on this exercise. Purchase boards before teaching this chapter.

CLASS DISCUSSION

Part One (5 minutes)

Lock and Key Object Lesson

• Have one student secretly have the key to your lock in their pocket that you gave them as they came into class that day without the other students knowing.

• Then pass the lock in the locked position with no key around to six to ten students asking them if they can open the lock? They will say “no” or maybe if they have a bobby pin or key. After they can all see that it is basically impossible to open the lock give the lock to the student with the key. This student will also act like he cannot open the lock. But after a few seconds of trying without the key. This student shows he has a bright idea and takes the key out of the pocket and shows how easy it is to open the lock with it’s key.

• Continue this object lesson by telling students that they may have seen many people around them that did “positive thinking” or goal setting and never got anywhere with it. The difference is that these people did not have the right “key” and skills taught in YKYD.

• Continue to describe that there are many keys in the world but only one key fits this lock. The “key” to a life of happiness is knowing their unique Life Purpose Statement, which they will discover in Chapter 3. It will unlock the door to a fulfilling life and career.

• And each student has the only key to understand who they are as a unique individual using the powerful questions in this book to open their “hearts” true answers and the door to their life path to really start the journey of living the life they want to live and best fits them. No one can do this for them, not their parents, teachers and friends no matter how much they love or care. By using this book, you will guide them as they discover the unique—the “key”—to their unique life path.

“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.
CLASS DISCUSSION
Part Two (5 minutes)

Life Purpose Energy Flow Diagram
Draw this diagram on the chalk or white board, and have the students draw it on page 116 in their book. Direct them to draw it large, but to leave space on the side of it for notes they will add in a later chapter.

Life Purpose Energy Flow

- Tell students the inner circle represents what they need to receive to be healthy and happy. *They will learn more about the specific details of how to know what their unique details are when they write their Life Purpose Statement in Chapter 3.*
- Generally, the purpose of receiving is to be happy and content, then from that happy place, give out to the next circle labeled “others.” These are people they know such as family and friends. It is their *personal responsibility* to focus on and attract good into their lives. This is a time of transition in their thinking that others should be responsible for them to taking responsibility for themselves.
- And in the outer circle, “world” is the ripple effect that goes from our thoughts and interactions with others to people in the world who we don’t even know.
- The energy we put out in time cycles back to us and is magnified.
- Students may incorrectly believe that they are the “center” of the world and that others should serve them. Rather, *we all receive* to help ourselves be healthy (like a flower reaches to receive from the sun and rain) and then *we all also reach out* to nurture others. That energy circles back around to the student through others reaching out to nurture them. Its a flow in a circle for all people and things are connected in this way.
• Students often incorrectly believe their responsibility is to “make others happy.” This is impossible! This belief can bring them great unhappiness. Everyone chooses their own focus and attitudes, and thus create the resulting happiness or sadness in their life. It is impossible for anyone to “make” others choose what their emotions “should” be! Your students have no responsibility for others’ happiness—they are only responsible for their own attitude and life focus.

TEACHING TECHNIQUES
Assign students to read the “My Story” about Lt. Rob Kurrle as homework before this class.

Part Three (40 minutes)
In the classroom, do the exercise in Chapter 2, then fill out the questions on page 8 in their book.

Self-Discovery Poster:
• Tell students that as they put pictures of things on their Self-Discovery Poster it is like ordering these things at a restaurant and as they hold thoughts of belief that these things will come to them, they will. Basically, the key to attract what they really want in life is to be happy where they are now and excited about what is coming!
• In time, they may feel motivated “do” something to move toward an item or experience they want, through inspired action, listening to and following their inner intuition. This is great! More about this idea will be discussed in detail in Section Three in their book.

“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.
GRADING SUGGESTION FOR SELF-DISCORVRY BOARDS:

**Self-Discovery Board Rubric** (thank you teacher Diara for this Rubric)

5 Points:
- My board looks very INTERESTING
- This board is COMPLETELY FULL of pictures that CLEARLY INSPIRE me, and illustrate my ACTUAL future hopes and dreams.
- I CLEARLY EXPLAINED my choices for the board. I gave good reasons for the choices.
- By looking at my board, my VISION for the future seems REALISTIC and CLEAR, and even inspires others. MY board is AWESOME!

4 Points:
- My board looks pretty INTERESTING
- This board is ALMOST FULL of pictures that inspire me, and illustrate my ACTUAL future hopes and dreams.
- I EXPLAINED my choices for the board pretty well. I gave fair reasons for the choices.
- By looking at my board, you can see my VISIONS for the future, and become easily inspired. My Board IS PRETTY GOOD.

3 Points:
- My board is okay.
- About 50% of my board is covered with pictures that INSPIRE me, and illustrate my ACTUAL future hopes and dreams.
- I could CLEARLY EXPLAIN MOST of my picture choices, but some were questionable.
- By looking at my board, you might be able to see my VISION, and become inspired too...but I COULD HAVE DONE BETTER.

2 Points:
- My board DOES NOT look very interesting.
- About 25% of my board is covered with pictures that inspire me, and illustrate my future hopes and dreams. Some might be a little unrealistic, though.
- I couldn’t really explain my picture choices...I just put some pictures on there that I thought looked cool.
- By looking at my board, you can tell I didn’t put a lot of thought into this.

1 Point:
- My board looks BAD.
- I don’t have pictures that CLEARLY INSPIRE me and my future.
- I could explain my picture choices at all. Didn’t even try.
- By looking at my board, you can tell I didn’t care.
Notes for Chapter 3

PRE-WORK

• Get several sheets of 8-1/2” x 11” paper: three blue or green, one yellow and one white. Look at the student’s example words from the book in Step 3 (bottom of page 11). Put the feeling word “excited” on a yellow sheet of paper. Put the words “taking a risk,” “learning about my life,” and “seeing things through from beginning to end” on separate blue or green sheets, and “making a difference for others” on a white sheet.

• Prepare packets of 3x5 index cards cut in half (so they now are 2-1/2” x 3”) in a zip sandwich bag or envelope for each student as follows:
  1. Two small cards of specific color (such as yellow) for the “feeling” words.
  2. Three small cards of a different color (than in #1, such as blue) for the descriptive words about why their experience is important to them.
  3. One small card of a different color (such as white) for the descriptive words about how the student deeply experiences giving to others (story #5 pg. 14).
  4. One regular 3x5 index card of any color on which to write the Life Purpose Statement when it is finished, for them to keep and refer to often during the day without needing to look at their YKYD book.
  5. Make extra copies of page 15 in the book for the students to write their finished statement to turn in to you for evaluation and any corrections. Possibly 25% to 50% will need some kind of editing!

Have a few extra copies of the chapter in case some students forget their book. Have extra baggies of cut index cards when students need a few extras.

TEACHING TECHNIQUES

This is the foundation chapter for this book.

• This is the wonderful discovery process of a student’s Life Purpose Statement. Depending on the size of the class it may take a week to finish all the student’s Life Purpose Statements correctly.

• For maximum success do this chapter every day until it is finished. There may be a scheduled day such as library that you have to work around. But try to do this chapter straight through without breaking the momentum of the exercises.

• You may have to work individually for 5-10 minutes with a few students that have trouble thinking of their stories or putting their Life Purpose Statement together. This extra time is worth the effort! If you have one library day or a class study day that is a great opportunity to take aside these students and help them finish writing their Life Purpose Statement correctly.
Appendix:

The following pages include forms and guides mentioned in the *YKYD Classroom Teacher’s Notes for Large Group and Classroom Youth Teaching*. We suggest that you make photocopies of the forms to use in your classroom. For teacher convenience, these pages are arranged in the order they are used in the Chapters. *Photocopy permission is given ONLY to those who have legally purchased the book from Doorknob Books or Amazon.com and all other copyrights are reserved by the author.*

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

Name: ____________________________________________________  Date:  _________________________

Mentor/Teacher Supervisor _________________________________________________________________

Note to mentors/teachers: 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. At the end of the semester, follow up with the post-test on page 96 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

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! 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: Please keep these evaluations in a secure place to be used at the end of the course.
Optional Suggested Class Outline for 9 Weeks

(based on 40 minute classes, two or three class periods 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 teacher success for schools that use nine week schedules.

A separate Classroom Teacher’s Notes guide is highly recommended for teaching this class.

Week One: Chapters 1, 2, 5

**Week One Teaching Agenda:**
- __ Pre-Evaluation for YKYD, 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 (30-60 minutes)
- __ Read “My Stories” Chapters 1, 2, 5 (20 minutes)

Week Two: Chapters 3, 6

**Week Two Teaching Agenda:**
- __ Write Individual Student Life Purpose Statements—takes 4 class periods (Chapter 3)
- __ Flight charts—measurement #2—do same day as week before (Chapter 5)
- __ Exploring Careers through Reading (Chapter 6)
- __ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)
- __ Who I AM Teacher’s sheet (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 file)

**Student Homework Assignments:**
- __ Life Purpose Affirmation Assignment (10 minutes daily)
- __ Job Shadow Report, if assigned by teacher (10 minutes) copy pg. 101
- __ Exploring Careers through Reading—Reading #1 Chapter 6 (20 minutes)
- __ Thank You Note Writing Skill Building for Job Shadow Follow-up (10 minutes)
- __ Read “My Stories” Chapters 3, 6 (15 minutes)

Week Three: Chapters 4, 18

**Week Three Teaching Agenda:**
- __ My Ideal Room Exploratory Drawing page 20-21 (Chapter 4)
- __ Communication/Listening Skills Practice page 83-84 (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)
- __ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)
- __ Life Purpose Energy Flow Chart, if desired

**Student Homework Assignments:**
- __ My Ideal Room Drawing—finish page 20-21 (20 minutes)
- __ Exploring Careers through Reading—Reading #2 (Chapter 6) (20 minutes)
- __ Job Shadow Report, if assigned by teacher (10 minutes) use copy of pg. 101
- __ Read “My Stories” Chapters 4, 18 (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)
___ Flight charts—measurement #4—do 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)
___ Job Shadow Report (Chapter 9)
___ Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
___ Discuss with parents using spare time for chosen long-term activity
___ Exploring Careers through Reading—Reading #3 (Chapter 6) (20 minutes)
___ Read “My Stories” Chapters 7, 8, 9, 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
___ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)

Student Homework Assignments:
___ Job Shadow Report, if assigned by teacher (10 minutes) use copy of pg. 101
___ Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
___ Exploring Careers through Reading—Reading #4 (Chapter 6) (20 minutes)
___ Read “My Stories” Chapters 14, 17, 19 (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
___ Personal Keys to Success Chart
___ Flight charts—measurement #6—do same day as week before (Chapter 5)
___ Career Reading Report (speech) #4 by different student
___ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)

Student Homework Assignments:
___ Next Action Steps for Three Charts pages 72-74
___ Job Shadow Report, if assigned by teacher (10 minutes) use copy of pg. 101
___ Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
___ Exploring Careers through Reading—Reading #5 (Chapter 6) (20 minutes)
___ Read “My Stories” Chapters 15, 16 (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
___ Next Action Step Charts (step two) Small Action Step Design for 3 Six-month Goals
___ Personal Keys to Success Chart-page 75
___ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)
___ Flight charts—measurement #7—do same day as week before (Chapter 5)
___ Career Reading Report (speech) #5 by different student
___ Money and You. only if desired by teacher (Chapter 17)

Student Home Assignments:
___ Compete Next Action Steps (step one) for Three Charts pages 72-74
___ Job Shadow Report if assigned by teacher (10 minutes) use copy of pg. 101
___ Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
___ Exploring Careers through Reading—Reading #6 (Chapter 6) (20 minutes)
___ Read “My Stories” Chapters 11, 12, 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-page 75
___ What’s Next for YOU after this class?-Continuation Plan for Success-page 87
___ Flight charts—measurement #8-do same day as week before (Chapter 5)
___ Career Reading Report (speech) #6 by different student
___ Post-Evaluation for Your Key Your Door, if desired
___ Job Shadow Exploration—career guest visits in classroom, if desired (30 minutes)

Student Home Assignments:
___ Compete Next Action Steps (step three) for Action Step Charts pages 72-74
___ Job Shadow Report if assigned by teacher (10 minutes) use copy of pg. 101
___ Thank You Note Writing for Job Shadow Follow-up, if desired (10 minutes)
___ Exploring Careers through Reading—Reading #7 (Chapter 6) (20 minutes)
___ Read “My Stories” Chapters 19 (10 minutes)

Week Nine: Chapter 20

___ Career Reading Report (speech) #7 by different student
___ Celebration of Accomplishments!—pages 88-91
What is the magic within the “YOUR KEY, YOUR DOOR” books and concepts?

The answer is powerfully simple.

If we help a student see *who they really are* and *what they really want to do*, we could then provide the key that opens the door to envisioning their desired future life path.

What’s more, *we can teach each student to believe it is possible to find their way there*.

The magic within every young adult can be released by the power of *vision* and *purpose*. Inspired action that has naturally come from within helps draw them into the life they have envisioned and leads to their success.

The magic within “YOUR KEY, YOUR DOOR” is an *engaging, proven process* that unlocks the imagination of every student and helps them discover their unique path.

Allowed to explore *purposeful and powerful questions* in a safe and supported way, each youth is free to discover the answers that come from their heart.

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- Improved test scores and increased academic gains
- Enhanced college and/or career readiness
- Reduced problems with discipline and lack of motivation

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For more information, contact:

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www.doorknobbooks.com

Expand the success of students using “Your Key, Your Door” with this Teacher’s Notes of class discussions, teaching techniques and extra activities.