



Multimedia Extensions for *Success Highways: My Success Roadmap* and *My Roadmap to the Future*

April 2014

Incorporating multimedia in the classroom has been proven to increase student engagement and motivation. Today's students live and breathe media in many formats, accessing it on a variety of devices all day, every day. That is why we've provided this collection of web-based resources to supplement your *Success Highways* instruction.

These multimedia resources are organized by resiliency construct and align to each unit of both the *My Success Roadmap* and the *My Roadmap to the Future* curricula. For each resource, we have provided a description of the material and a suggestion for using it within the context of *Success Highways* instruction.

For more information on how to integrate these resources into your lessons, please visit the "[Getting Started](#)" section of this document.



**IMPORTANCE OF SCHOOL /
GOAL-SETTING**



STRESS



CONFIDENCE



WELL-BEING



CONNECTIONS



MOTIVATION

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Getting Started with *Success Highways* Multimedia Extensions

We've organized these multimedia resources to align with each unit of both the *My Success Roadmap* and the *My Roadmap to the Future* curricula. For each resource, you'll find a description of the material and a suggestion for using it within the context of *Success Highways* instruction. In some instances, we've also provided a recommendation about when specifically you might integrate a resource, but ultimately this will be determined by your schedule and your students' interests.

Vetting the Resources

Please review links when planning your lessons, before introducing or assigning material to students. ScholarCentric's curriculum and professional development staff has done its best to identify only free, high-quality, Internet-based resources, but using the web (i.e., YouTube) can offer chances for unintended discovery (e.g., material disappears, URLs change, a user comment includes profanity, or banner ads pull students off-task). Only you know what is appropriate within the context of your classroom, school, and community; you may not feel a resource is right for your students and should judge that before sharing it. If you have concerns about any resource's appropriateness, please contact ScholarCentric at 1-800-995-8779 or info@ScholarCentric.com.

Using the Resources with Your Class

Before using any link in a lesson, please check to make sure the link is accessible from your classroom, your school's computer lab, and/or your school's library media center. If your school blocks a site, you may have to get it on an approved domain or approved URL list through your school's IT department. If your students can generally access the Internet from home, a mobile device, or a local public library, access shouldn't prove as much of an issue when assigning resources for homework.

To use a resource in your classroom, you can

- Bookmark any web address on the computer from which you'll be displaying/projecting content to your class.
- Open this document and click the links from here.
- Access the links from the ScholarCentric web site at www.SuccessHighways.com/resources.

We hope that these resources further engage your students in the *Success Highways* content and assist them as they develop their resiliency skills.

If you have questions or need assistance, please feel free to contact us at 1-800-995-8779 or info@ScholarCentric.com.



IMPORTANCE OF SCHOOL / GOAL-SETTING

Bard Prison Initiative: “B.A. Behind Bars” & “How to Not Let Mistakes Define You”

Web Address

Part 1: <http://www.youtube.com/watch?v=R3cAfuDJmYk&feature=relmfu>

Part 2: http://www.youtube.com/watch?v=B_9iLvEjsHc

Description

From YouTube, Part 1: “What college is tougher to get into than Harvard, Princeton, or Yale? Bard College. Not the campus in Annandale-on-Hudson, N.Y., but the one behind bars in five Empire State prisons. The privately funded Bard Prison Initiative is putting convicts through a rigorous B.A. program that would challenge even the smartest Ivy Leaguers.”

From YouTube, Part 2: “Skeptics of prison reform should take note of one Anthony Cardenales, a former inmate who did 17 years for homicide. He earned a bachelor’s degree through the program, and is working his way up the management ladder at an electronics recycling company.”

Curriculum Integration Ideas

Provide the following questions to students before watching the video. Show or assign the video and questions, then use the questions to guide an in-class discussion.

- *How do you think these inmates exemplify the idea that getting an education can change your life?*
- *What do you think makes these inmates different from the ones who don’t pursue this program?*
- *Why do you think it might be important to invite released graduates from the program to come back and present to current student-inmates?*

A New Computer?

Web Address

<https://www.girlsinc-online.org/i-can-do/a-new-computer>

Description

This activity, provided by Girls Inc. Online, asks the user to help a character, Serena, build and purchase a new computer that she’ll need for her new job. She has requirements and a budget; the user chooses the components which meet or exceed her requirements without exceeding the budget. This provides scenario-based learning about needing vs. wanting things and dealing with the reality of a budget.

Curriculum Integration Ideas

Assign this interactive exercise in class or as homework to follow “The Value of Education” in Lesson 4 of *My Success Roadmap*. Reflect on how students made Serena’s choices the next time you meet as a class, then work together as a group to create one Need vs. Want list for a “typical student” from your school to guide your lists. Items to debate for this list include cell phones, video games, brand-name clothes and accessories, downloads of recent music, junk food, etc.

Beats by the Bay: Stay in School

Web Address

<http://www.youtube.com/watch?v=n7xrM-olgsk>

Description

This video features real Bay Area rappers rhyming about reasons for getting an education.

Curriculum Integration Ideas

Ask students to watch the video for homework. Each student should pull out one lyric that they notice and find interesting to share with the class. Students should write down the lyric on a piece of paper along with the reason they picked it. In the next class, ask students to share their selections and reasons aloud and lead a discussion about their responses. Students could also watch this video during *My Success Roadmap* Lesson 4, Part 3, when they’re developing their “stay in school” slogans.

Own Your Own Future

Web Address

<http://www.ownyourownfuture.com/12th/why/video-hub/sticker/>

<http://www.ownyourownfuture.com/9th/why/video-hub/why-go-to-college-marcus/>

<http://www.ownyourownfuture.com/10th/why/video-hub/why-go-to-college-todd/>

Description

Although generally focusing on students from the state of Texas, this site is packed full of useful resources about college and career readiness. These three videos show students describing what happens in their lives thanks to a college education.

Curriculum Integration Ideas

Show the three videos in at the Web addresses above, then prompt students with several discussion questions:

- *How did each student define success?*
- *How did they describe attending college as a means to achieving success?*
- *Which of these people could you relate to most and why?*

Will Smith Shares Secrets of Success

Web Address

<https://www.youtube.com/watch?v=q5nVqeVhgQE>

Description

A third-party coach/author uses excerpts from Will Smith interviews to promote ideas about how to achieve success.

Curriculum Integration Ideas

Ask students to watch the video and be prepared to answer the following questions:

- *What's your favorite part and why?*
- *At one point, the video shows the line "There's no shortcut to success." What does this mean? Do you agree with it?*
- *In what area does Will Smith claim to excel? Why does he believe this is what's needed to succeed?*
- *Do you believe that something can change in your life if you focus on it?*



CONFIDENCE

Arthur's Story

Web Address

<http://www.youtube.com/watch?v=qX9FSZJu448>

Description

Arthur Boorman is a US veteran who was physically crippled by too much paratrooper activity during his military service. Although doctors told him he'd never walk or run normally again, through an intensive training program Arthur lost 140 lbs. and became an expert in yoga through in intensive training program. [Please note that this link leads to "advertorial" content – material with editorial value used to advertise a site selling fitness videos. Use this as an opportunity to talk with your students about how social media is being used to promote products and services.]

Curriculum Integration Ideas

After watching, engage students in a discussion about their reactions to the video. Some prompts to initiate dialog include:

- *This video "went viral" on YouTube and Facebook. Why do you think so many people respond to this video?*
- *Who told Arthur he couldn't succeed and how did this affect him?*
- *Why do you think Arthur decided to "get back up" when he fell?*
- *Why is it important to "never underestimate what you can accomplish by believing in yourself"?*
- *Whom does Arthur credit with helping him and why did this make a difference?*
- *How can someone else inspire you when you are struggling?*

As an assignment, ask students to create a script (two pages) for a four-minute video that follows this YouTube video as a model; specifically, the script should be a monologue by a person telling a story about making a major change for the better in his or her life, perhaps related to an influential person or experience. Depending how deep you want students to go in this project, have them work on the visual aspects of their story in addition to the script. They can simply insert "storyboard" ideas as images/drawings into their scripts or can add visual concepts as notes/comments, or they can create a PPT to show how their script would progress.

Four Brainless Self-Promotion Techniques to Avoid

Web Address

<http://ezinearticles.com/?Four-Brainless-Self-Promotion-Techniques-To-Avoid&id=44509>

Description

The context of this brief article is the workplace, but the points are relevant to students and how they must begin to “brand” themselves and define their intentions as they pursue their goals. It’s an easy read with lots of jumping off points for discussion.

Curriculum Integration Ideas

The author tells readers to “develop a 30-second commercial about what you do well.” Put students into small groups. Have each group select one student in the group to focus on while creating a script for a self-promotion commercial. (If necessary, students can pick names, draw cards, etc., to select each group’s focus student, or you can identify the student when assigning groups.) Groups should work together to write a short script (a monologue) in the voice of the focus student, performing a commercial about what she or he does well. As time allows, have students read aloud or perform each group’s script for the whole class. Monologues should include at least three examples and follow the guidance from the article.

Still I Rise - Maya Angelou

Web Addresses

<http://www.youtube.com/watch?v=-azxF8NFBVU>

<http://www.youtube.com/watch?v=JqOqo50LSZ0&feature=related>

<http://www.poemhunter.com/poem/still-i-rise/>

Description

From YouTube: “In addition to her well-known autobiographies, Maya Angelou has steadily written poetry over the years. In this video Professor Angelou recites her poem, ‘And Still I Rise,’ from her volume of poetry *And Still I Rise*, published in 1978.”

Curriculum Integration Ideas

Watch the two videos as a class. Share and talk about the poem text (from the third listed Web address above) with students. Ask students to complete an assignment for homework or to journal in-class, writing and researching in response to this prompt:

- *If you were in a hostile place or frame of mind, what would you turn to for inspiration? Write your own piece and/or find a poem or quote that you can depend on for strength and courage if you ever feel hopeless or scared.*



CONNECTIONS

Important Influences

Web Address

<http://www.oeregister.com/articles/silverman-339439-mel233ndez-mrs.html>

Description

This article and video features Thelma Meléndez de Santa Ana, Ph.D., the Superintendent of Schools for the Santa Ana Unified School District, as she meets her kindergarten teacher, whom she's been seeking for decades. Meléndez has been searching for Mrs. Silverman in hopes of reuniting and letting her teacher know what a profound impact Mrs. Silverman had on her life. (Plus it's a great PR opportunity for a new Sup!)

Curriculum Integration ideas

Ask students to talk about what they watched and read.

- *Why does Meléndez attribute much of her success to Silverman?*
- *Do you feel it makes sense that someone you know for a year when you are very young can have such a big influence on your life?*
- *Why do you believe it is important to Meléndez to find Mrs. Silverman?*

As an assignment, provide students with or have them copy a seed/root image (such as http://etc.usf.edu/clipart/3200/3284/root_1_lg.gif or others found by using this [Google Images search](#)) which they should use creatively to compose and display a note to someone who was a positive influence on them when they were younger. They should address the note to this person ("Dear Ms.Silverman,") and describe a specific reason ("for paying attention to me and supporting me") occurring at a specific date/time or within a specific period (in kindergarten in 1963-1964").

Explain that the note can focus on significant relationships/moments or minor ones; for example, you can show completed ones with examples like "To the corner store owner for always slipping me candy when I had no money (and the other kids did) that summer I lived with my grandmother" or "To my sister for always making me get out of bed and go to school the times mom was sick."

Have students post their notes as a massive root structure on a wall of the classroom with the heading "With Gratitude for Our Success Roots."

She Didn't Give Up on Me

Web Address

<http://nysccc.org/conference/conference-archives/2007-conference/she-didnt-give-up-on-me/>

Description

This is the first-person story of someone who was adopted via the foster system, and what it meant for her to find her adoptive mother.

Curriculum Integration Ideas

Give students this piece as a handout or use a projector so they can read it in class. After they finish reading, put students in small groups. Ask them to work together to create a comic strip about a time in someone's life when another person came through for them. They can use one of the student's actual experiences or create a fictional example. (For example: "Rashid needed help with a research paper and his aunt drove him to and from the library each night.") You can provide a template for students to use in creating their comic, or they can create rough, simple layouts for their work. They shouldn't use more than five or six "panes" to tell their story. The key is to emphasize that the layout and art are not as important as the point/story/meaning in the comic.

My Dad's a Cheerleader

Web Address

<http://www.youtube.com/watch?v=A5KAARLKMMI&feature=related>

Description

A funny PSA about a man cheerleading to help his daughter learn her routine

Curriculum Integration Ideas

Show students this video as an icebreaker before one of the lessons about "Connections." Lead students in a discussion/brainstorming using the following questions and taking notes on the board:

- *What does this video show about how a supportive connection can help someone in life?*
- *If this girl did not have a father willing to do this, how else could she find support to learn her routine?*
- *Imagine this father-daughter relationship fast-forwarded to 11th grade; how do you think the father will be helping his daughter at that point in her life?*



STRESS

Stress Management: How to Reduce, Prevent, & Cope with Stress

Web Address

http://www.helpguide.org/mental/stress_management_relief_coping.htm

Description

This Helpguide article is ad-free and presents an array of ideas for coping with stress.

Curriculum Integration Ideas

Have students read the complete article provided at this Web page. Ask a few comprehension questions about the content, such as *“What are some of the key points in this article? What’s something you learned from reading this?”* Next, put students in small groups and have them reference the section of the article called “The Four As.” Each student should describe to his/her group something stressful in his or her life, and then the group should brainstorm, based on the Four As, different things the student can do to change the situation (Avoid the stressor / Alter the stressor) or to change his/her reaction to the situation (Adapt to the stressor / Accept the stressor).

How Can You Manage Your Stress?

Web Address

<http://www.studygs.net/stress.htm>

Description

On this Web page, students roll over various stress management techniques scattered around a figure in order to access ideas for managing stress.

Curriculum Integration Ideas

Assign students to play with the page rollovers and review all of the information there and in the table below the interactive figure. Ask students to pick one of the strategies and, in a notebook or on a sheet of paper, describe how they could use this strategy in an area of their life right now. Following completion of the assignment, have several students share their selections with the class and describe how they’ll apply a specific strategy for addressing stress in their day-to-day life.

Teen Stress

Web Addresses

<http://www.youtube.com/watch?v=EPE5ObuxYSE>

<http://www.youtube.com/watch?v=JbOwy5M2wG0&feature=related>

Description

These two videos, both created by high school students, take very different approaches to exploring the same issue: teen stress.

Curriculum Integration Ideas

Assign students to watch the videos and provide answers to each of the following questions.

- *What are three causes of stress these videos describe?*
- *What are three symptoms of stress these videos describe?*
- *What are three ways these videos suggest addressing stress?*



WELL-BEING

Defining Work-Life Balance

WEB ADDRESS

<http://www.worklifebalance.com/worklifebalancedefined.html>

Description

This article is provided as a sample newsletter by an organization that consults with companies on employee training and development. The article focuses on two ways to organize daily life – by *achieving* and *enjoying* something every day.

Curriculum Integration Ideas

Have students read the article and reflect on what it could mean in their own lives. On a piece of paper, have students each make a seven-column table representing the seven days in a week. Have students divide the columns into two rows – Achieve and Enjoy. For each day, have students write in something they plan to **achieve** in school and something they plan to do in school that they **enjoy**, being as specific as possible.

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Achieve							
Enjoy							

Teenagers & Stress

Web Address

<http://www.youtube.com/watch?v=auVwM-2KaPQ&feature=fwwrel>

Description

From YouTube: “Teens have to deal with a lot of stress in their lives, whether it has to do with pressure from school and extracurricular activities, and sometimes even parents. Learn how two teenagers are learning to cope in this video produced by teens, under the auspices of True Media Foundation.”

Curriculum Integration Ideas

This video can help your class talk about the overlap between stress and well-being, so may be most useful to implement when you transition from Unit 4 to Unit 5 (in either *My Success Roadmap* or *My Roadmap to the Future*). Use questions to initiate the discussion, such as:

- *First segment* – How does participating in a sport both relieve and create stress for this student?
- *Second segment* – What negative and positive behaviors does this student describe for handling her stress?

2012 Reel Teen Film Fest: Teen Health – Sleep Deprivation and the American Teen

Web Address

<http://www.youtube.com/watch?v=zHhpBeAKhWI>

Description

This compilation includes submissions for the 2012 Reel Teen Film Fest, sponsored by the Houston Public Library (<http://www.houstonlibrary.org/reel-teen-film-festival>), and focusing on the category of Teen Health.

Please note: For the purposes of using this with Success Highways curricula about Well-Being, we suggest focusing on the segment about sleep deprivation that starts at 2:41. Please preview this video for the other topics it addresses to consider its appropriateness for your students; certain segments deal with serious and complex teen issues, and you might want to be ready to refer students to other school resources if they raise concerns from this video that you are not comfortable addressing.

Curriculum Integration Ideas

Tie this into *My Success Roadmap* Lesson 12, Part 2, where students review their *Revving Up* data and one of the charted “Well-Being Concerns” is *Sleeping Problems*. Show students this video, starting at 2:41 and going through 4:24 to focus on the piece about sleep deprivation. As the video raises questions on-screen, watch a few students’ answers on the video, then pause it and informally poll the class on how many hours of sleep they got the previous night (less than 5 hours, less than 7 hours, less than 9 hours, more than 9 hours), whether students think they get enough sleep in general, what’s getting in the way of their sleep, how getting too little sleep affects their days, whether they think it’s a problem, etc. (You can also address too much sleep, if it seems relevant for your students.) By adding your class’s voices to those represented on the video, you can use the video as a jumping off point for students to talk about their own sleep habits, sleep deficits, etc.



MOTIVATION

What Motivates You?

Web Address

<http://learning.blogs.nytimes.com/2011/10/17/what-motivates-you/>

Description

In this blog, the author references another journalist's column about "How Insults Spur Success." The piece addresses how disappointments or setbacks can fuel later achievement.

Curriculum Integration Ideas

Have students read the piece and complete the student activity described there. Students may also identify a personal experience like this – where an insult spurred them to succeed. Lead a discussion about the examples students identified. See if students can highlight some of the traits that are exemplified by turning a bad experience into a source of motivation. Ask students (per the blog), *"How common do you think it is to respond to failure not with discouragement but a renewed 'I'll show 'em' spirit?"*

High School Football Stories to Inspire

Web Addresses

Part 1: <http://sportsillustrated.cnn.com/specials/underdogs/episode-8.html>
<http://sportsillustrated.cnn.com/specials/underdogs/episode-7.html>
<http://sportsillustrated.cnn.com/specials/underdogs/episode-10.html>

Part 2: http://www.huffingtonpost.com/2012/12/02/california-school-for-the_n_2221564.html

Description

Part 1, Sports Illustrated: Sports Illustrated and Powerade present a series of "webisodes" about high school football teams with inspiring stories of players and teams beating the odds. This set of URLs above lead to "advertorial" content – videos that are branded with a sports drink. Use this as an opportunity to talk with your students about how branding Internet content can help companies promote products and services.

Part 2, Huffington Post: "During his first year coaching the [team], [the coach] led the 19 high school football players straight to a league title. It would be an impressive feat for any team, but it becomes even more remarkable when you consider this: All of them are deaf."

Curriculum Integration ideas

Have students watch two videos from the Part 1 Sports Illustrated series. (They can select others from the underdogs series if they prefer.) Next have them read the Part 2 Huffington post article plus watch its accompanying video and then as a class, take a few minutes to help students process the ideas about “underdogs” and the kinds of obstacles people encounter that actually make them work harder and become stronger. Finally, ask students to complete this assignment:

On an 8.5" x 11" piece of paper, draw a picture of (or describe in text, if you prefer) an “underdog” as a superhero(ine) (e.g., in a comic, graphic novel, video game, or animated movie) based on the experiences of these “underdog” football players. Your underdog should not literally be a deaf or refugee football player, but it should be someone with the characteristics that make those underdogs successful. Draw (write) details into your picture (text) representing specific powers and specific blockers to answer these questions:

- *What special tools, skills, knowledge, or abilities does an underdog need to succeed? (grit, determination, supportive connections, motivation)*
- *What are the obstacles an underdog often faces in his/her path? (people not believing in him/her; hardships like poverty, perilous living conditions, or family loss; differences such as lack of hearing;)*

Lolo Jones: 12 Years of Work / 12 Seconds of Hurdles

Web Address

<http://www.youtube.com/watch?v=zoYGtlbaGcU>

Description

From YouTube: “Some people simply refuse to accept limits or listen to conventional wisdom. Instead of merely existing in history, they have the daring and courage to change it. Their drive takes them beyond the ordinary, and their sense of purpose propels them far beyond the boundaries of reason... For athlete Lolo Jones it’s putting 12 years of work into 12 seconds of hurdles.” This video dramatically and realistically shows commitment to achieving a goal.

Curriculum Integration Ideas

Watch the video with your class. At 1:23, Lolo talks about having a dream. Replay this part for your class. Next, ask students to create a collage using images and text (at least 8.5" x 11") based on the following criteria:

- *Students should pick as the subject of their collage the one single dream they can imagine pursuing for 12 years, even if the dream only came true for 12 seconds.*
- *Students must include at least 12 different images and at least 12 different key words or phrases in their collage.*

Looking for a Change

WEB ADDRESS

<http://www.youtube.com/watch?v=rRyea97EohU>

Description

This video self-identifies as “YouTube’s Greatest Motivational Video” and offers a montage of images, voiceover, and music to create a rhythmic, uplifting message about taking on challenges.

Curriculum Integration Ideas

Ask students to watch the video and identify the part they find most inspiring. Have students note a specific duration — start time and end time — using a video time code, such as 1:02-1:32. Tell them to submit that duration to you in writing, along with an explanation of why specifically they found that part of the motivational video most inspiring. Ask students who want extra credit to go through all the submissions and find the top three favorite parts of the video to share back with the class.