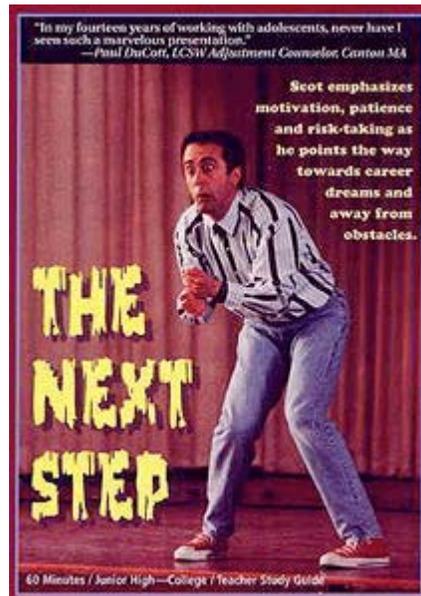


# THE NEXT STEP

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# THE NEXT STEP

## ISSUES:

1. Career decision making
2. Evaluating strengths and weaknesses
3. Making dreams and reality work together
4. Turning obstacles into positive building blocks
5. How to take calculated risks and learn from the consequences
6. Dealing with failure
7. Evaluating information and advice

## OBJECTIVES:

As a result of this performance and a class discussion the students will be able to use the following information in making career decisions.

1. Talent, luck and skill do not guarantee success.
2. Motivation, patience and the ability to take calculated risks are the most important factors in career success.
3. You possess all the power and resources to become what you want.
4. We are all unique individuals, we must use all the qualities and characteristics in our personalities to reach our goals.
5. True dreams can never be taken away.
6. Any job or task is a challenge worthy to be taken.
7. It's not the job; it's what you put into it and what you take from it.
8. How you handle the obstacles in your life is more crucial than what you do with the good stuff.
9. Your reality is everything you have done and haven't done. All the good...all the bad.....it can be the reason for your success or the excuse for your failure.
10. Relax! It's important to make your choices carefully while remembering that you can always try again.
11. Failure only gives you more choices.
12. "If you think you can or you think you can't.....your right." Henry Ford
13. Entering or leaving High School is not your first or last step. It is only your NEXT STEP.

## ACTIVITIES:

1. Take each statement above and discuss its' meaning, relevance or..... lack of importance.
2. Have the students decide what their dream career would be. Make a time line of steps they must take to get there. Now list as many obstacles to success as they can think of. What can they do? How do things look?
3. Make a list of part time jobs students have. Give at least one lesson learned from each.
4. Name any calculated risks or new experiences the students have tried. What was learned and what would you do a second time?
5. Have a discussion about who or what they think controls their lives and why? Will it change? Include who they feel they must satisfy in their lives.
6. Play a game show...." SHATTER THAT DREAM "One student states a dream. The contestants give reasons why it won't work. The "dreamer" must come back with what steps they will take to overcome that problem.
7. Any of the above activities can be done as role-plays or improvisations.

# THE NEXT STEP

## ACTIVITIES FOR STUDENTS ENTERING HIGH SCHOOL

1. This activity requires some preparation.

Give each student a handout of the course selections your high school is currently offering.  
Give the students the number of credits they need to graduate.

Let them compile two schedules:

- a) their ideal four-year anything goes program
- b) requirements plus their electives

Discuss choices. Dreams and Reality – how can they mix?

2. What can I do now to make my high school career a success and my dreams come true?

Hand out the WHAT CAN I DO NOW sheet. (see next page)

Give the students 5 to 10 minutes to fill out the sheet.

Discuss the answers.

3. What if I can't do what I want to do?

Ask the students to write down their perfect job or career.

The students must now try to list four other possibilities they could be happy with.

Discuss other options that might not have crossed their minds.

# THE NEXT STEP

## STUDENT WORKSHEET: WHAT I CAN DO NOW

What can I do now to make my high school career a success and my dreams come true?

1. This period:

2. Today:

3. My evenings and weekends:

4. This school year:

5. During the summer: