

Making Your Own Success 101 Documentary: A How To

Academic Innovations, creators of the *Career Choices* curriculum, provides these step-by-step instructions on how to capture the impact of Success 101 or other Freshman Transition course for 8th or 9th grade students through the lasting medium of video documentary.

Some of you may be asking, “Why would we want to take the time to make a documentary about a high school course? Aren’t the dramatically decreasing dropout rates and higher test scores proof enough that Success 101 is having an impact?” While these results are certainly impressive when shown to observers, NOTHING captures the true impact of Success 101 as powerfully as being able to watch the students and teachers involved with the program grow and change over the course of a year.

Consider your video an important retention and marketing tool for your program. To help guarantee the long-term success and funding of a program like Success 101, you’ll require the support of all stakeholders—school board members, community partners, parents, teachers as well as students. One picture is worth a thousand words, and this video will be worth every second of time and energy that you pour into getting the most out of Success 101. You’ll find a variety of places to show it, including school board meetings and parent meetings. If you attend regional or national conferences, you can share it in breakout sessions or presentations.

Let’s take a closer look at how to go about producing your own video based on the model presented by *From Clueless to Focused: A Documentary*. We’ve broken it down into easy steps that you’ll want to share with all involved.

Before the filming can begin, steps 1 – 8 should be completed:

1. Gather your resources
2. Set up a production schedule
3. Arrange for a film crew
4. Work up a filming schedule corresponding to course milestones
5. Decide which teacher and class to focus on
6. Choose students to be on camera
7. Choose the interviewer
8. Get permissions from all on-camera participants

Then, throughout the school year:

9. Film at prescribed points in the course
10. Post-production, editing, music
11. First screening—make it special!

Step One: Gather your resources

I don't know anything about making a documentary! What do I do first?

This is probably what's going through your mind right now. That's okay! The first thing you're going to need to do is put together your **PRODUCTION COMMITTEE**. This committee will be the group of people committed to the completion of your documentary. The most important individual is the **PRODUCTION COORDINATOR**.

So who should be the Production Coordinator?

Odds are if you're reading this guide right now it's because you're interested in setting up your own documentary. If so, you're probably the first choice for Production Coordinator (PC). However, in general, the PC should be someone who has the capabilities to see a yearlong project through to completion.

The PC should be someone who is good at delegating authority and leading a team, someone who is highly capable of getting people to keep their commitments through building rapport. It should ultimately be someone who is willing to go the extra mile to see that your documentary is the best it can possibly be. They will be the de-facto head of the **PRODUCTION COMMITTEE**, which could include people such as those suggested below.

At a minimum:

PRINCIPAL or ASSISTANT PRINCIPAL (able to facilitate permissions, scheduling, or any administrative issues that may arise)

SMALL LEARNING COORDINATOR, LEAD TEACHER or COUNSELOR (whoever is the “champion” of the course and is able to coordinate scheduling and cooperative filming opportunities)

MEDIA or FILM CLASS INSTRUCTOR (the person who is able to facilitate the physical/logistical aspects of *actually* making the documentary, such as cameras, format, post-production, etc.)

In addition, you'll want to consider getting these people involved:

HEAD OF CURRICULUM DEVELOPMENT (this documentary will provide them with invaluable research as to the positive impacts of the course)

MUSIC DEPARTMENT (able to help with scoring and sound for the film)

BUSINESS or SUCCESS 101 INSTRUCTORS (essential to job shadowing programs and community involvement)

Not all of these people are necessary for the committee—and you may think of others given your plans. These are just suggestions to help you get started. However, the more people you have involved early on to help facilitate the production, the better off you will be! An involved individual will be a committed individual—committed to not only the production but also the sharing of the documentary throughout the community.

Step Two: Set Up a Production Schedule

*Ok, we have a Production Committee and a PC. What about a **Production Schedule**?*

The **Production Schedule** (PS) is a blueprint for what, when, and how you'll want to handle the making of the documentary. It's an excellent idea to have everything mapped out beforehand so that you have a handy reference to check as you go through the year. The key to any film effort is planning for contingencies. This will help you do that planning. A sample checklist is below:

Step Three: Arrange for a Film Crew that will be Available throughout the Year

A film crew is obviously a critical component of the documentary. However, the crew need not consist of anything more than one camera operator and their equipment. This person should be available during the scheduled interview times. When possible, the same camera and sound equipment should be used to record interviews. This way there are no format issues during the editing process.

While it is always an option to hire a professional videographer for the documentary, Academic Innovations strongly recommends consulting with the media/audio visual department at your school for equipment and student operators. Filming this documentary can even be part of a senior project, making it a learning opportunity for all involved. Also, it is a good idea to plan on having backup camera operators and interviewers in case of emergencies.

Schools with programs in media arts are always looking for topics and subjects that students can film to create quality productions. Start by showing the existing documentary ***From Clueless to Focused*** to the media arts department chair. They'll quickly see the possibilities and you'll have recruited an important member of your Production Committee.

It is our experience that most schools have some form of Digital video camera available for recording this type of material. Digital is the easiest format to work with in the editing process using programs such as Final Cut Pro or Final Cut Express. Most A/V or computer science departments have the appropriate computing equipment for the editing process. If not, outside editing services can be contacted (this will be addressed in Step Ten: Post-production).

Step Four: Make a Filming Schedule that Corresponds to these Course Targets

Ok, so when are we supposed to be interviewing the students chosen to appear in the film?

There are seven critical points:

1. Prior to any course work being conducted (Pre-Class Survey)
2. Immediately following the completion of page 16 in *Career Choices*
3. Immediately following the completion of chapter two in *Career Choices*
4. Immediately following the completion of page 93 in *Career Choices*

5. Immediately following the completion of chapter six in *Career Choices*
6. Immediately following the completion of chapter nine in *Career Choices*
7. Immediately following the completion of their 10-year plan

These are the critical times when you'll want candid feedback from the interviewees. It will shock you how much their views change over the course, so it's very important to get as many of the interviewees on camera at EVERY step. You'll need as much footage as possible for your editing sessions. You'll easily have at least 30 to 40 hours of footage to create a 20-minute film.

What sorts of questions should we be asking at each interview?

The key to every interview is to ask a series of questions that best illustrate the learning curve or growth of the person being interviewed. Included in Appendix A with this manual are sample interview questions for each of the above scheduled interviews. The interviewer should realize however that those questions are merely starting points or guidelines to start a dialogue. Feel free to let those being interviewed expand and talk about the issues that are important to them. Some of your best footage will come from that process.

Should we just be interviewing students?

While the students are certainly the focus of the documentary, their journey impacts, and is impacted by, multiple people. You should try to include other people your interview process. This footage can greatly enrich the documentary. Additional interviews include:

Other *Career Choices* teachers

Counselors

Teachers in other grades who have students that have completed the course in prior years

Students who have completed the course in prior years

Principal

Parents

Step Five: Decide which Teacher/Class will be the Focus of the Documentary

Ok, now I've got my Production Committee, schedule, crew, and plans. When and where do we start?

Congratulations! You've taken the first steps towards documenting the amazing changes that will occur for your school over the course of the upcoming year. Now you need to do the preparatory work to make that as easy as possible **BEFORE THE SCHOOL YEAR BEGINS**. That being said, the Production Committee should first decide on **which of the Success 101 instructors/classes they wish to focus the documentary**.

How do we know whom to pick for the documentary?

Academic Innovations strongly recommends that you choose to focus on one teacher and their group of students. Don't worry about all of the great teachers, students, counselors etc. that you would like to have involved at this point. Right now it's more important to

find the **focus** of the documentary. The others will have plenty of opportunity to add additional footage or commentary during the documentary process.

Based on experience, the ONE teacher you select to be the focus of the documentary should be your strongest, most enthusiastic Success 101 instructor. Keep in mind that enthusiasm is contagious, and the goal of this documentary is to inspire. Fortunately, most of the teachers working in Success 101 classrooms are very excited about their work, so pick the one that feels most comfortable knowing he or she will be on camera. The teacher you pick also needs to be highly organized so they can make sure the student interviewees complete all their responsibilities on time.

Don't worry if other teachers feel like they should be the focus. You will want to try and find time to interview all of the teachers, counselors, and administrators that wish to have their thoughts recorded eventually anyway. Having an overabundance of material during the editing process is always better than having too little to work from. In fact, some people become extremely camera shy and footage may wind up as unusable. So, by all means, include all who wish to participate just in case!

Step Six: Pick a Batch of Approximately 20 Students on Whom to Focus Your Interview Process

There are so many potential students. How do we know whom to choose?

Casting is probably the most interesting portion of the whole documentary process. A lot of people would assume the better the student, the better the potential interview. This is not necessarily the case! Below are a few student characteristics that Academic Innovations has found lend themselves to very compelling footage:

- Students who are representative of the population demographics at your school in terms of ethnic diversity, academic ability, and gender

- Students who are not planning on moving out of the community over the next year or two because you will want to track them through high school

- Students who seem very bright but still somehow manage to underperform academically

- Students who are at ease on camera—we cannot stress how important this can be for the sake of the footage!

- Students with personality—overachiever or underachiever, some kids will respond dramatically to this opportunity

In the words of Jessica Swift, the featured instructor in the Academic Innovations documentary *From Clueless to Focused*, ***“I chose the most at-risk students in my class—the ones most likely to drop out.*** By doing this you'll be able to dramatically demonstrate how this Freshman Transition course works with high-risk population.” These students will probably give you the greatest change of plans and attitude over the course of the film. Obviously, this is just one component of the population at your school but it's an important component and, perhaps, one that is counterintuitive to many people's immediate first choice.

Again, it's very important to select a wide range of kids. Ultimately, you're going to narrow the video down to 4 – 6 students around whom you really focus the building narrative. One of the unique and helpful aspects of doing a documentary like this is that the students involved will really become enthusiastic. You'll find that you have more volunteers than you imagined when you put out the call for volunteers. Get as many as you can comfortably schedule to interview. You can narrow the focus as the year goes on.

Step Seven: Choose Your Interviewer

The interviewer is very important. Ideally, it should be someone not associated with the school. You need someone with whom students will be candid and say what is real for them, not what they think you want to hear. Getting them to relax and building trust with the interviewer is key. We've provided sample questions for each of the interviews to eliminate the need for a lot of prep time, especially as the interviewer gets to know the kids and builds rapport.

***CAUTION!** While you may think one of the local TV news commentators or radio personalities are great interviewers, we caution against that route. With personalities, students may think you want them to “perform.” You don’t. You just want them to be real and who they really are at that time. Choose someone that has interviewing skills but is not a personality they would know.*

The interviewer is off camera, and you probably won't even use their voice. Their key skill is getting students to relax and give candid responses to the questions.

Step Eight: Get Written Permissions from Everyone who will be on Camera

Every person who is on camera MUST fill out a release form before their footage can be shown in any format to an audience. The best way to insure this is to have the release forms at each filming session so the person being interviewed can sign one if they haven't. In addition, because these students are minors, you will need to have parental approval as well. Included in Appendix A is a standard release form used by Academic Innovations.

Please consult with your principal or any other necessary party to ensure that you have all of your bases covered regarding the necessary school specific permissions.

Congratulations! You're now ready to film!

Step Nine: Filming

Lights. Camera. Action!

You're now ready to shoot the interviews and footage of the classrooms. In addition to the traditional interview settings, (a quiet place where students can think carefully about their responses), Academic Innovations suggests getting footage of kids in different

settings, such as in class, on break periods, at lunch. The goal is to show them being students. This “b-roll” footage will add depth to the narrative. Below are some tips on how to avoid filming issues:

1. Have release forms at each interview.
2. Make sure everyone knows when and where they are to be on the day of the interviews, and provide this information to the students in writing.
3. Have all necessary equipment—appropriate cords, power sources, microphones, extra batteries, etc.—ready ahead of time. The less obtrusive the equipment, the more relaxed the students will be.
4. Make sure the location is ready for filming—quiet, clean and secure.
5. CHECK, CHECK, and RECHECK!

Losing a day of filming because of a technical or scheduling issue that could’ve been avoided by planning ahead is frustrating and costly to the process!

That Most Important First Interview—Prior to the Coursework

IMPORTANT: The first set of interviews **MUST** be completed before students are presented with any of the course material.

This is where you will get some of your most precious footage. The image they project at this interview will be very different from those at the end of the course. They are naïve about the adulthood they are racing towards and their responses will reflect this.

These interviews need to happen during the first few days of your course. You may not have all your permission slips by now, but if your school policy allows it, film anyway. If you fail to get the necessary permissions from students and parents alike within the first few weeks, delete the footage of that particular student and don’t use it.

See Appendix A for sample questions. You can also adapt some of the pre survey questions located on page 6/14 of the *Instructor’s Guide*. The point is to see how realistic their vision of the adult future is. Have they even thought about what their future holds in terms of career and lifestyle? How realistic are they about how much it costs to live?

Your teacher’s course lesson plans and timing will dictate the timing of the following six interviews. See the Appendix for sample questions. The teacher will need to advise the PC and film crew a few days ahead of reaching a point in the course where the next interviews take place.

Step Ten: Post-Production

We’ve got our footage. NOW what?

NOW the real work begins. You’ve got all the raw material, now you just have to shape a narrative! Don’t worry. It’s not that difficult. There are three main steps to the post-production process.

1. Make transcripts of each interview

2. Edit the footage for content using transcripts and video to create a rough “cut” of the film
3. Add music and titles to the production

TRANSCRIPTS:

This is the most time-consuming but ALSO the most helpful part of the process.

We suggest transcribing footage after each interview session if possible to keep the sheer volume of work from piling up. You will find that doing this helps you to know your students and the interviews much better, thus speeding up the final editing process.

If your school allows it, perhaps the transcription can be assigned to a business class or English class as a project. If nothing else, a keyboard class can use it to practice their typing skills.

Or, if you have the latest voice recognition software, such as Dragon Naturally Speaking, assign the project of producing transcripts digitally to your advanced technology students. This real-world problem will be a valuable work experience.

EDITING FOR CONTENT:

Editing is both art and science. The physical editing process is something that can be farmed out to a commercial editor or done in-house with the school’s film or A/V department using Final Cut Pro, Final Cut Express, or a similar software program. The art of choosing the right footage, however, comes down to picking the clips that you feel encapsulate the story you’re trying to tell.

We recommend you keep this step at the school level, so your students have not only the experience but also the satisfaction of producing a quality production. This will be an assignment for your students in your advanced media production classes. If this isn’t an option at your school, contact a local community college, technical school, or university.

How do I know what to pick or how to arrange it?

There are basically 3 portions to the documentary. We can call them acts one, two, and three or perhaps the beginning, middle, and end. The combined length of the beginning and end should be approximately equal to the middle portion. So for a 20-minute video, for example, the beginning should be 5 minutes, the middle should be 10 minutes, and the end should be 5 minutes.

The trick to arranging the footage is to find 4-6 students (depending on overall length of the documentary) that you really feel show the journey or message you’re trying to illustrate the best. Working with these students as your centerpiece, try to find the auxiliary footage that strengthens the narrative and provides perspective. This can come from the footage of administrators, teachers, parents, prior attendees of the course—anyone whom you have captured on film.

The goal is to find something that's cohesive so it is important that the person who is editing for content is able to communicate well with the person who is actually doing the technical editing. Again, getting your media arts director or a professor at a local community college involved early in the process can greatly facilitate this at the end!

After reviewing the footage you have, decide what message you want to convey and then begin the process of laying out the project.

From Clueless to Focused, the title of Academic Innovations documentary says it all. It shows the journey of four students through their year in their Freshman Transition course, using the *Career Choices* curriculum. You watch them grow not only in stature, but more importantly, in their understanding of the real world. You see them change their attitudes about what is possible for them, right before your eyes. In the end, each one has a maturity level and understanding of their adult responsibilities beyond other young people their age, and their plans for the future reflect this.

What story are you trying to tell? Determine that, write it down and keep that in mind throughout the production stage.

MUSIC AND TITLES:

Music and titles are the realm of the technical editor and the media department.

Use titles and text screens to fill in information necessary to the understanding of the footage, so the story line is easy for the audience to decipher. This will be a last step. You should consider using titles to identify the main “characters” of your film, at least the first time they are shown on screen. You see this strategy used on news stations. Titles can also be used to display relevant statistics or other information that can help to drive home a point made by a speaker on film.

Use a narrator’s voice over if needed. But you want to limit that as much as possible. Let the students and all other interviewees tell the story.

Your school’s band department can either compose music, or you can hold a contest on campus for students to submit music loops (many may use new digital options). There are also web sites where you can find copyright-free music that you can use.

Important to note: Do not use any copyrighted music without the permission of the publisher. If the music is not original (written by someone you know) or is not found on a copyright-free site, don’t use it.

It’s the little finishing touches like this that can make all the difference! So don’t forget music and subtitles.

Step Eleven: The Screening

SHOWTIME!

Whew! You've made it to the end of the process and you have a final cut you're extremely proud of with music and titles and a great narrative. Now how do you get it out to everyone to see exactly what you've accomplished with the students? You want to show it in as many different formats as possible! Some suggestions are below:

Opening night screening party!

Back to School Night

PTA meetings

School board meetings

Offer to public access television in your community

Put online on your school web site

Download to youtube.com

Share at conference presentations

Send a copy to Academic Innovations, to share at their next Focus on Freshmen conference

Send a copy to CNN to share in their Saturday morning i-report screenings

Send a copy to President Obama, your governor, or local politicians

The screenings are the culmination of all the months of hard work. You'll be amazed how much people who participated like seeing the video not to mention the people that will be amazed at what the school is accomplishing with their students. Treat the screening as something that is important because it will pay dividends in terms of building school pride and cohesion. Plus it can be an excellent calling card for community and parent involvement.

APPENDIX:

Included below are paginated sample interview questions, the pre-class survey, and the standard release form. As noted above these questions are merely jumping off points for pointed discussion and interviewees are encouraged to speak freely.

PRE-CLASS SURVEY

Last name: _____ First name: _____

Teacher: _____ Quarter: _____ Period: _____

1. Circle the one statement that best reflects your attitude about school.
 - A) I really could care less about school. The sooner I get out the better.
 - B) My parents and society require that I go... otherwise I wouldn't be here.
 - C) All I want to do is graduate from high school. I do only what I have to in order to get by.
 - D) I want to go to college, so I do what it takes to get there.
2. Thinking about your future, circle the highest grade level you plan to finish before leaving school.
 - A) I plan to leave school before I graduate from high school.
 - B) I plan to graduate from high school and then enter the workforce.
 - C) I plan to complete at least two years of college or trade school.
 - D) I plan to graduate from college with a four-year degree.
 - E) I plan to get an advanced degree (something beyond a four-year college degree)
3. Imagine you're 30 years old. If you could wave a magic wand and have any career what would it be?
4. Complete this sentence with a number.

Between the ages of 18 and 65, I expect to work _____ years at a full-time job outside the home.
5. Describe the life you envision for yourself when you are 35 years old. (Use the back of this paper for more space.)
6. What are your plans to make the life you described a reality?

1st Interview with Students (review Pre-Class Survey)

What's your name?

How old are you?

What grade are you in?

Do you plan on going to college?

Have ever thought about dropping out of school?

Do you think there are kids in your class that are thinking about dropping out of school?

Ten years from today, what will your life be like (job, house, car, family)?

How much money do you think you'll make a year when you're older?

How many years do you think you'll work?

What do you think Success 101 will be like?

2nd Interview with Students

What's your name?

How old are you?

What grade are you in?

What course are you taking?

What do you think of Success 101 so far?

Have you ever thought about dropping out of school?

Do you think there are kids in your class that are thinking about dropping out of school?

What does Vision + Energy = Success mean to you?

When you did the exercise to envision your future what did you see for yourself?

Any other last comments about the class so far?

3rd Interview with Students

What is your name, age, grade?

What do you think of Success 101 so far?

What are some examples of some things that you have learned?

What have you discovered about yourself or your friends since the beginning of the class?

Have you looked at your passions, your values, and your strengths? If so, what have you discovered?

Have you learned anything about your personality that was surprising to you?

When you started the course did you think you would learn all of these things? Why or why not?

How do you define success?

If someone was thinking of dropping out how do you think Success 101 would impact their decision?

How does this course compare to your other courses?

Tell me about your teacher.

What else would you like to say about the course right now?

4th Interview with Students

Name, grade, age?

What job do you want to do when you're older?

Where are you in the course?

When you first started the course did you have an idea of what type of house, car, life, etc. you wanted?

How much money did your budget say you will need a year to live the lifestyle you want?

Were you surprised at how much your ideal lifestyle might cost?

Do you think it will be easy to earn what you're going to need to live your lifestyle working as a (insert job choice)?

What has been your favorite activity so far?

What would you tell an 8th grader about Success 101 if asked?

Is your interaction with your Success 101 teacher different than with your other teachers? If so, how?

Has anything caused you to change your perspective about life?

How do you define success?

Do you think what you've learned up to now would impact your decision if you were thinking about dropping out of school?

Any other comments about Success 101 so far?

5th Interview with Students

What is your name, age, grade?

Do you think you are different now because of this class?

Have you looked at your passions, your values, and your strengths? If so, what are they?

Have they changed? How?

After doing the budgeting activities has your perspective on money changed? How?

What about your career? How has this course changed or strengthened your idea of what you want to do?

What would you tell your parents about money now that you've done the budgeting exercises?

How do you define success?

After making your budget, what would you tell someone thinking of dropping out?

Without taking this class do you think you would have the same attitude about a car and family size?

Why did you put those towns down as your probable locations for the house choices?

Do you think this class should be taught all over the country? Why?

What would you teach your children from this class?

What advice would you give someone that didn't want to take this course?

What is the most surprising thing you've learned so far?

How long will you have to work to make what you need in life?

Any other comments about the course so far?

6th Interview with Students

What is your name, grade, age?

Where are you in the course?

When you first started the course, did you have an idea of what type of house, car, life, etc. you wanted?

How do you define success?

Tell me about decision making. Do you have a backup plan now?

What is your backup plan?

Tell me about roadblocks. What can you do to avoid them?

What about risk?

What has been your favorite activity so far?

What would you tell an 8th grader about Success 101 if asked?

Is your interaction with your Success 101 teacher different than with your other teachers? If so, how?

Has anything caused you to change your perspective about life?

Is it worth it to finish high school? Why?

Where do you see yourself in 10 years?

Do you think your parents have seen you change since you started taking Success 101? If so, how?

What does Vision + Energy = Success mean to you now?

Any other comments about Success 101?

7th Interview with Students

What is your name, grade, age?

Tell me about the 10-year plan. What is yours?

What is who am I, what do I want, and how do I get it?

What will you do if you run into an obstacle trying to reach your goal??

Tell me about the physical settings at work.

Is it important to have people you can work with? Why or why not?

Describe a typical day in your career?

How do you plan to achieve your goals?

Can someone be successful if they don't go to college?

What about excuses?

What have you learned about bad habits?

What about overcoming them?

Is it worth staying in school? Why?

What are your 3 career options?

How did you come up with those three different fields?

Do you have a method to make choices?

Tell me what is a want vs. a need?

What is your 10-year timeline for becoming a (insert job)?

Has this course helped you put your plan in place?

Does this course help you transition into high school?

Should they start this course in 8th grade?

What advice would you have given to yourself in the 8th grade knowing what you know now that you have a 10-year plan?

Talk about overcoming fears and taking risks.

What about getting back on track? How?

Tell me about being in class with kids on different academic levels.

Tell me what *Career Choices* did for you. How have you changed since you started this course?

Have you thought about what you can do in the future to help your family?

Will you reach your goals on your 10-year plan?

What do you say to skeptics now that you have a 10-year plan?

Tell me about making a pro/con list.

Why did we teach you to make a budget?

Any other comments about Success 101?

If you had to choose one word to describe this course, what would it be?

Counselor / Small Learning Coordinator Interview

What is your name?

What is your position?

How many students attend this school?

Great and how long has this high school been using *Career Choices*?

Have you noticed considerable changes in your dropout ratio? Why do you think that is?

What has been the feedback from your guidance counselors about *Career Choices*?

How many students does each counselor work with?

What is the response from counselors as far as having the teachers help with *Career Choices*? Do they see that as a benefit?

How do you select the teachers that are going to be teaching *Career Choices*?

What was the decision process like when you decided to bring *Career Choices* to your school?

Have there been examples of students who are now seniors at the high school who have benefited from the curriculum personally?

What about the parents' reactions to *Career Choices*?

Do you have any examples of siblings that have gone through *Career Choices*?

What type of things would you say to the teacher who was just about to start in this course?

How did your school fund the program and did you ever go outside of the school to the community?

Any last comments?

TEACHER INTERVIEW QUESTIONS

What is your name?

What's your background?

What do you teach?

Do you enjoy it?

Why?

Is it a challenging course to teach?

What are the challenges?

What inspired you to teach it?

Based on what you've done in your own life, what type of perspective have you been able to give to the students about the topics covered in the book?

Why do you think a school should adopt this curriculum?

Does any student stand out positively in your mind from Success 101?

How does *Career Choices* work with growing class sizes?

Does it keep students interested, involved, motivated? How?

With this sequence, they find out about lifestyle, and then they go to career exploration, and then decision making and goal setting. How important is it for you to stay true to that sequence?

Why do you think that sequence works?

How does it affect student attitudes?

What is the biggest attitude change you have seen?

Have you seen any milestone changes in kids?

Would honors students benefit? Why or why not?

How should the class be staffed? By what type of teacher?

Do your kids see college in their future?

What's the 10-year plan?

Is it tough to get them to think 10 years out?

What do you think of the books?

Can you provide any feedback on your use of the *Instructor's Guide*?

Have you used any of the online resources? Which ones? Did you find them easy to use?

What advice would you give a teacher who is just beginning to teach this course?

VIDEO RELEASE FORM

Add a one- or two-sentence description of your project here.

The undersigned enters into this Agreement with SCHOOL NAME ("Producer"). I have been informed and understand that Producer is producing a videotape program and that my name, likeness, image, voice, appearance, and/or performance is being recorded and made a part of that production ("Product").

1. I grant producer and its designees the right to use my name, likeness, image, voice, appearance, and performance as embodied in the Product whether recorded on or transferred to videotape, film, slides, photographs, audio tapes, or other media, now known or later developed. This grant includes without limitation the right to edit, mix, or duplicate and to use or re-use the Product in whole or part as Producer may elect. Producer or its designee shall have complete ownership of the Product in which I appear, including copyright interests, and I acknowledge that I have no interest or ownership in the Product or its copyright.
2. I also grant producer and its designees the right to broadcast, exhibit, market, sell, and otherwise distribute the Product, either in whole or in parts, and either alone or with other products, for commercial or non-commercial television or theater, closed-circuit exhibition, home video distribution, or any other purpose that Producer or its designees in their sole discretion may determine. This grant includes the right to use the Product for promoting or publicizing any of the uses.
3. I confirm that I have the right to enter into this Agreement, that I am not restricted by any commitments to their parties, and that Producer has no financial commitment or obligations to me as a result of this Agreement. I hereby give all clearances, copyright and otherwise, for use of my name, likeness, image, voice, appearance, and performance embodied in the Product. I expressly release and indemnify Producer and its officers, employees, agents, and designees from any and all claims known and unknown arising out of or in any way connected with the above granted uses and representations. The rights granted Producer herein are perpetual and worldwide.
4. In consideration of all the above, I hereby acknowledge receipt of reasonable and fair consideration from the Producer.

I have read the foregoing and understand its terms and stipulations and agree to all of them:

Model's Name (Please Print) _____

Signature of Model _____ Date _____

(If the person signing is under age 18, a parent or legal guardian must sign below.)

I hereby certify that I am the parent or legal guardian of the Model named above and I give my consent without reservation to the foregoing on behalf of him or her.

Printed Name of Parent or Guardian _____

Signature of Parent or Guardian _____ Date _____