



Many educators, families, and students are taking a hard look at the current educational system and finding there is a significant gap between what IS and what OUGHT TO BE if we want our students to be prepared for the future. **The Four Keys to College and Career Readiness** provides a framework and common language to use as we work to close this gap by developing systems that support all students. Based on over a decade of research and 20 years of experience in the public education system, our founder, Dr. David Conley developed the Four Keys (THINK, KNOW, ACT, and GO) to identify and prioritize the skills that are needed to be lifelong learners. Students must be able to navigate a future that is continually becoming more complex and is constantly changing.

# go

## Little Things, Key Moves, and Big Plays

**inflexion**

**GO skills and behaviors** include elements of student agency– self-awareness, self-knowledge, and an understanding of who you are in the context of the world around you, including your family and your community. This includes leadership skills, advocacy skills, self-care, and healthy habits as well as skills like kindness and empathy. Many of these skills are necessary to successfully navigate big life transitions such as attending college, enrolling in a vocational program, starting a new job, or even beginning a new personal relationship. In order for students to learn and regularly practices these skills and behaviors, the following are some Little Things, Key Moves, and Big Plays to implement within classrooms and/or schoolwide:



### little things

**Little Things** are smaller efforts you can do tomorrow, or within the next week or so.

- ▶ Give students the opportunity to think about and practice empathy using lesson plans like [this one](#) from Teaching Tolerance.
- ▶ Provide students time and space for processing major life transitions including the change from middle school to high school and the change from high school to postsecondary education. This [article](#) in The New York Times is great inspiration for reframing transitions and lists from strategies for navigating major transitions whether chosen or unexpected.
- ▶ Empower students to positively impact their communities, country, and the world through projects like [these](#) from Design for Change.
- ▶ Teach and have educators model self-care to students using techniques like the ones in [this article](#) in Psychology Today.



## key moves

**Key Moves** are efforts that require a bit of planning, but can be implemented within the next **three to six months**.

- ▶ Develop a course where students do a community service based project like [this one](#) developed by the Random Acts of Kindness Foundation.
- ▶ Create leadership courses and ensure that the students in them represent all student groups at school. As part of these courses, set up structures for students to take on meaningful leadership roles, empower their voices, and engage them in decision-making processes that impact the students, families, and staff.
- ▶ Develop a course where students can explore their purpose and gain a better understanding of who they are and what they value using materials such as [Project Wayfinder](#).



## big plays

**Big Plays** are more substantial efforts that take **six to eighteen months** to fully accomplish.

- ▶ Commit time in your yearly calendar to schoolwide activities that remove barriers to postsecondary education such as College Application Day for all seniors like [this one](#) at Ocean View High School in Huntington Beach, California.
- ▶ Develop schoolwide Life Readiness pathways so students feel prepared and empowered for their next steps. Reflections and activities from all of these experiences should be aligned with the school's shared vision for readiness and collected in portfolios that each student adds to throughout their school journey and are used in Senior Exit Interviews. This type of pathway could be structured as follows:
  - All freshmen explore careers and how they relate to their interests and aspirations.
  - All sophomores get hands-on experience with postsecondary education such as a tour of a local college and or informational sessions with students currently in postsecondary education.
  - Assign specific questions as a blog post or journal prompt
  - All juniors get a career related hands-on experience such as a mini-internship.
  - All seniors apply for some form of postsecondary education and receive support navigating options for financing postsecondary (FASFA, grants, loans, etc.).