



PAWNEE CITY PUBLIC SCHOOL

Designing Your Future: Building Who You Are, Not Just What You Do

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What We'll Discuss

PRESENTATION OUTLINE



What is Design Thinking?

Why did we do this?

Lesson-ish Ideas - What we did

Practical Applications (Take and adjust for what you need)

Tools/Resources

STOP TRYING TO GET IT
“RIGHT” AND START
DESIGNING YOUR WAY
FORWARD



WHY DID WE DO THIS AT PAWNEE CITY?

1

COLLEGE ACCESS GRANT

Received the CAG through EducationQuest in 2022.

2

PROFESSIONAL DEVELOPMENT

Lots of PD through EducationQuest and ESU 4/Perkins at ACTE conference.

3

WILD IDEA

This was something we could do! Design Thinking with Reverse Career Fair. Whole class for our junior opposite of ACT prep.

4

STRATEGIC PLAN

Spring 25, PC went through a strategic plan process. Wanted to raise ACT scores and support students on their journeys. Idea took off!

WHAT DID WE DO WITH THIS AT PAWNEE CITY?

1

JUNIOR LEVEL CLASS

Juniors had a class with the counselor each day in the first semester.

2

DESIGN THINKING

The design thinking section was the first part of the course. Students had binders with all the handouts. Lots of discussions.

3

REVERSE CAREER FAIR

The second section was the reverse career fair. Lots of preparation!

4

PUT IT TOGETHER

At the end of the course, students took all the information they compiled about themselves and pitched it to industry in a reverse career fair.

DEMOGRAPHICS OF PAWNEE CITY

- Very agricultural based - small in size district
- 800 residents in town
- 1200 residents in Pawnee County
- 250 students in PK-12
 - Average class is 18ish.
- 60% on F/R
- Home of Larry the Cable Guy!

WHAT IS DESIGN THINKING? HOW CAN IT APPLY TO LIFE?

- Design thinking is a human-centered approach to problem solving.
 - Counseling - Carl Rogers - You are the expert of your own life.
 - Create a safe space for self discovery and personal growth.
 - Unconditional positive regard - support without judgement
 - Empathy - listening
 - Genuineness - authentic and transparent
- Design thinking emphasizes learning by doing.
 - Feedback and making adjustments, allows students to make ideas real in the world.
- Large and vaguely defined tasks, because it allows you to start where you are - and build from there. The steps along the way are there to enjoy and learn from, not failures.

Build Momentum

HOW TO START:

FOLLOW CURIOSITY
LEARN SKILLS
EMERSE YOURSELF
NETWORK & CONNECT
APPLY LEARNING
REFLECT & REVISE

FOLLOW CURIOSITY

This is the spark of passion that is the kickstart to your flywheel. Identify what genuinely interests you. What doesn't feel like work?

LEARN SKILLS

Seek the necessary education and skills to become better at your passion.

EMERSE YOURSELF

Engage with peers, mentors and industry professionals. Form a network that can fuel your future success.

NETWORK & CONNECT

Dive into hands-on learning.

APPLY LEARNING

Implement your learned skills in a portfolio. You say that you have skills. Now how do you show it?

REFLECT & REVISE

Evaluate the outcomes of your actions. What worked? What didn't? Refine your approach.

College and Career Readiness

DESIGNING YOUR FUTURE



UNDERSTANDING STUDENT NEEDS & ASPIRATIONS

Design Thinking Principles

Balance Gauge

Problem Statement

Dysfunctional Beliefs

Liferview, Workview, Leadership View

DEFINING YOUR WHY

Maker Mix

Value/Task Mapping

SWOT

CHARTING YOUR COURSE

Failure Log

Weak Ties

Mind Mapping

NAVIGATING YOUR PATH

Next Best Doable Options

Self/Others Perspective

3 Lives

SETTING SAIL

1 Minute Presentation

Evaluate, adjust, change

DESIGN THINKING PRINCIPLES

WAYS OF THINKING

ENGINEERING

- Solving way forward
- Have to know facts

BUSINESS

- Optimizing way forward
- Chasing money

RESEARCH

- Analyzing way forward
- Start at end and work back, BUT life is

messy

DESIGN

- Building way forward, one step at a time

Understanding Student Needs & Aspirations



DESIGN THINKING PRINCIPLES

DESIGNER MINDSET

CURIOSITY

- What are you interested in? Do you have natural strengths or abilities?

REFRAMING

- Might have to shift the way you look at something.

RADICAL COLLABORATION

- Get out of your comfort zone, talk, meet, get to know people who can help you in your journey.

ACTION

- Do something!

MINDFUL OF PROCESS

- Trust the process.

STORYTELLING

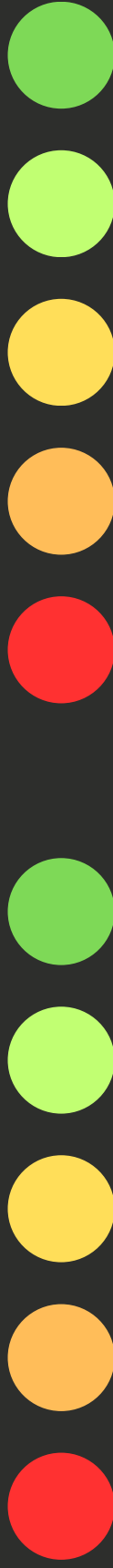
- You have a story to tell, tell it!

Understanding Student Needs & Aspirations

DESIGN THINKING PRINCIPLES

Balance Gauge - Always a cause/effect

Understanding Student Needs & Aspirations



School

Relationships



Play/Fun

Health

Understanding Student Needs & Aspirations

DESIGN THINKING PRINCIPLES

Balance Gauge - Reflection questions

- How do you feel about your current balance gauge?
- Does it look in balance or out of balance?
- Which areas need action, improvement or innovation?
- What obstacles might stand in your way?
- What is one small change that you can try out that will improve an area of your gauge?
- What problems you would like to tackle? If so, what are they? What is one step that you can take to tackle them?

DESIGN THINKING PRINCIPLES

Problem Statement - What problems are we trying to solve here? Can focus on life, career, college, etc.

Understanding Student Needs & Aspirations

As the next step of change, I'd like to -----, because

Mission

Need/Reason/Positive Feeling

DESIGN THINKING PRINCIPLES

Dysfunctional Beliefs - It's not the event/situation. It's just thoughts about it. CBT triangle. Thoughts → feelings → behavior.

Understanding Student Needs & Aspirations

- Choose the dysfunctional beliefs that you relate to the most. (Give examples for kids)
- What dysfunctional or limiting beliefs are you carrying with you today?
 - “I don’t have the right plan” or “I’m too late” or “I can’t do X, Y, Z because...”
- List out your top fears about the next 3-5 years.
- What’s true and not true about those fears?
- Reframe

DESIGN THINKING PRINCIPLES

Lifeview - what's the purpose?

Understanding Student Needs & Aspirations

- What's the meaning or purpose of life?
- What's the relationship between the individual and others?
- Where does family, country and the rest of the world fit into your lifeview?
- Is there a higher power and if so, what impact does it have on your life?
- What are the roles of joy, sorrow, justice, injustice, love, peace and strife in your life?

My Example:

I believe the purpose of life is to enjoy it—to laugh, love, make memories, and spread joy. I think we are all connected through the way we treat others, and even small actions can create ripple effects. Family is one of the most important parts of my life because it builds a foundation and creates a legacy through values and lessons passed on. While some people believe in a higher power, I believe more in spirit and karma, and I try to treat others with respect and fairness. Joy and love make life meaningful, and even hardship helps us grow and appreciate the good moments.

DESIGN THINKING PRINCIPLES

Workview - what's the purpose?

Understanding Student Needs & Aspirations

- Why do you work?
- How does work relate to the individual, others and society?
- What defines good or worthwhile work?
- What does money have to do with it?
- What do experiences, growth and fulfillment have to do with it?

My Example: I work to make an impact and to plant seeds that may grow over time, even if I don't always see the results right away. Work connects the individual to others and to society because what we do can influence people, improve lives, and help build stronger communities. Good and worthwhile work is work I can feel proud of—knowing I gave my best effort and that I positively affected someone's day. Money is a reality because bills have to be paid, but it shouldn't be the only reason for working. Experiences, growth, and fulfillment matter because they make work meaningful, and I believe in always improving, striving for more, and never settling for less than my best.

DESIGN THINKING PRINCIPLES

Leadership - what's the purpose?

Understanding Student Needs & Aspirations

- What is the meaning or purpose of leadership?
- What qualities do you look for in a leader?
- What qualities frustrate you in a leader?
- Who/what shaped your view on leadership?

To me, leadership means being part of something bigger than yourself and pushing others to do the same. It's about guiding people toward a common goal, but also walking alongside them as they work to achieve their own goals. The qualities I value most in a leader are accountability, dependability, initiative, and the ability to get the job done. I respect leaders who communicate clearly and follow through on what they say. The qualities that frustrate me most are unclear answers, poor communication, and leaders who don't practice what they preach. My view of leadership has been shaped by several teachers and mentors, including Mrs. Les Painter who was my high school weights teacher, who never asked athletes to do something he wasn't willing to do himself. My dad has also influenced me greatly—he was the first in his family to go to college and rose above his circumstances to become the best version of himself while impacting others along the way.

Defining Your Why

MAKER MIX

Why are you here? What makes you do what you do? How do you want to be compensated? What is important to you? There is always a tradeoff.



Money



Expression



Impact

Defining Your Why

TASK MAPPING

What do you enjoy? What is at the top?

Defining Your Why

- Time to enjoy life
- Big projects
- Speaking
- Coaching
- Leading
- Impact driven
- Freedom of choice
- Vision
- Push limits

TASK MAPPING

What do you enjoy? What is at the top?

- Enterprise control
- Opportunity to ask questions
- Independent action
- Visible results
- Challenges
- Working together with people
- Recognition
- -----

Defining Your Why

VALUE MAPPING

What is important to you? What do you want to teach/show others?

Defining Your Why

- Honesty
- Freedom
- Courage
- Curiosity
- Humor
- Belonging
- Friendship
- Respect
- Trust
- Equality

VALUE MAPPING

What is important to you? What do you want to teach/show others?

- Achievement
- Mindfulness
- Autonomy
- Fairness
- Family
- Love
- Honor
- -----
- -----

Defining Your Why

Strengths

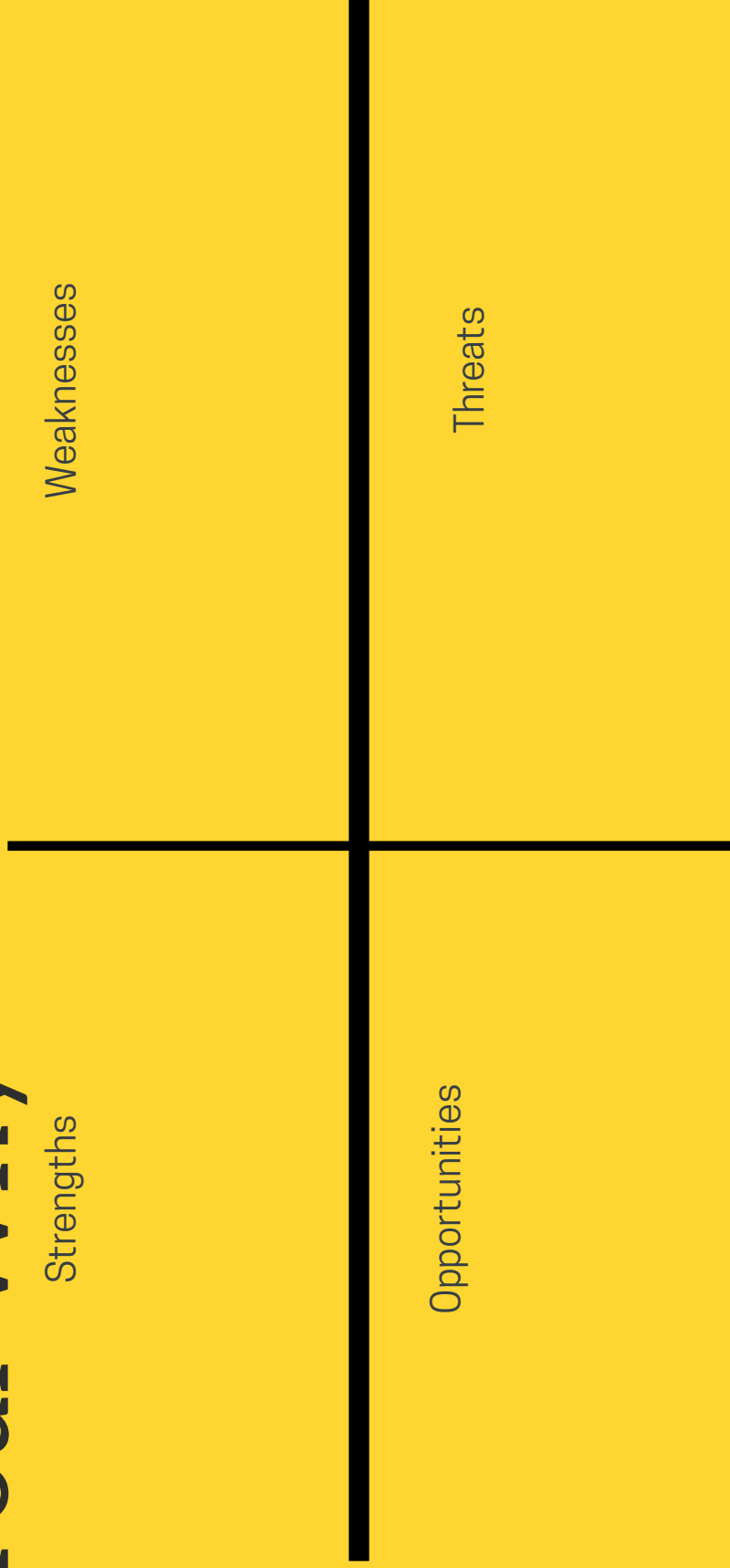
SWOT

Strengths, weaknesses, opportunities, threats

Weaknesses

Opportunities

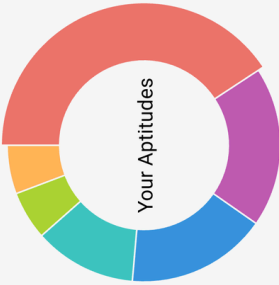
Threats



YOUSCIENCE

Charting The Course

Aptitude and career discovery platform designed to help students and adults identify their natural strengths and connect them with personalized career and educational pathways.



Your Aptitudes

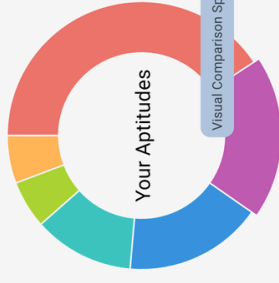
Idea Generation

You are a Diagnostic Problem Solver.

- You're both quick and accurate at identifying connections and reaching conclusions.
- You're comfortable making fast decisions.
- Seek roles that allow outlets for your natural research and investigative tendencies, even if not in your job title.

[Explore](#)

[View Career Matches](#)



Your Aptitudes

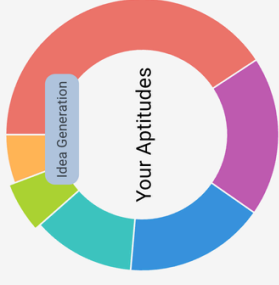
Visual Comparison Speed

You are a List Checker.

- Your visual radar catches most errors while steadily working on tasks.
- Occasional breaks when reading or completing paperwork will help you stay focused and accurate.
- You won't get bogged down on completing forms and paperwork, but it's not your first choice.

[Explore](#)

[View Career Matches](#)



Your Aptitudes

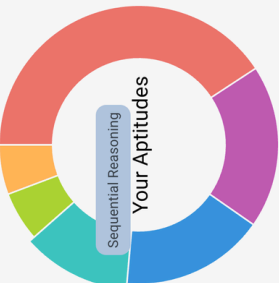
Idea Generation

You are a Concentrated Focuser.

- You're steady and focused when it's time to put an idea or concept into action.
- You'll be more comfortable giving presentations if you are thoroughly prepared with notes and have practiced in advance.
- Take someone else's idea and promote, improve, or implement it.

[Explore](#)

[View Career Matches](#)



Your Aptitudes

Sequential Reasoning

You are a Process Supporter.

- You're reliable in carrying out established procedures.
- You like having routines so you can perform your best.
- You may have a hard time organizing your thoughts on the fly. Take time to prepare for classroom presentations that have a logical flow of information.

[Explore](#)

[View Career Matches](#)

YOUSCIENCE

Charting The Course

Aptitude and career discovery platform designed to help students and adults identify their natural strengths and connect them with personalized career and educational pathways.

Personal Approach

Masterful Vocabulary

Generalist

Introvert


Balanced Focuser


Your Interpersonal Style
You are an **Introvert**.


[Explore](#)

Types of work that interest you

You expressed interest in these three areas based on the activities you would enjoy.

 **Social**
You're most interested in work that is helping and supportive.


 **Conventional**
You're most interested in work that is practical and detail-oriented.

 **Investigative**
You're most interested in work that is intellectual and theoretical in nature.

[View Career Matches](#)

How you contribute to a team

Learn how your work approach and interpersonal style work together.

	Introvert	Blended Energizer	Extrovert
Specialist			
Liaison			
Generalist			

FAILURE LOG

Charting The Course

What have you truly failed at?
You tried something out of your comfort zone and it was a flop? Maybe you don't have any....why or why not?

Failure	Screwup	Weakness	Growth Opportunity	Insight (What did you learn?)

1. How can you shift negative thinking into a positive one?

2. What insights did you gain?

WEAK TIES

Who are your weak ties?

Information diffusion

Future opportunities

Social mobility

Maintaining relationships

Charting The Course

Supporters: Are those close enough to you that their encouragement helps keep you going and their feedback is of real use. Some supporters may be your friends, but not all friends are supporters and some supporters are not friends.

1. _____

2. _____

3. _____

4. _____

5. _____

WEAK TIES

Who are your weak ties?

Information diffusion

Future opportunities

Social mobility

Maintaining relationships

Charting The Course

Players: Are the active participants in your life. They are active in your ongoing work related and other projects. These are the people you actually do things with...your co-workers in the classical sense.

1.
2.
3.
4.
5.

WEAK TIES

Who are your weak ties?

Information diffusion

Future opportunities

Social mobility

Maintaining relationships

Charting The Course

Intimates: Are the immediate and close extended family members and your dearest friends. These are likely the people who are most directly affected.

1.
2.
3.
4.
5.

MIND MAP

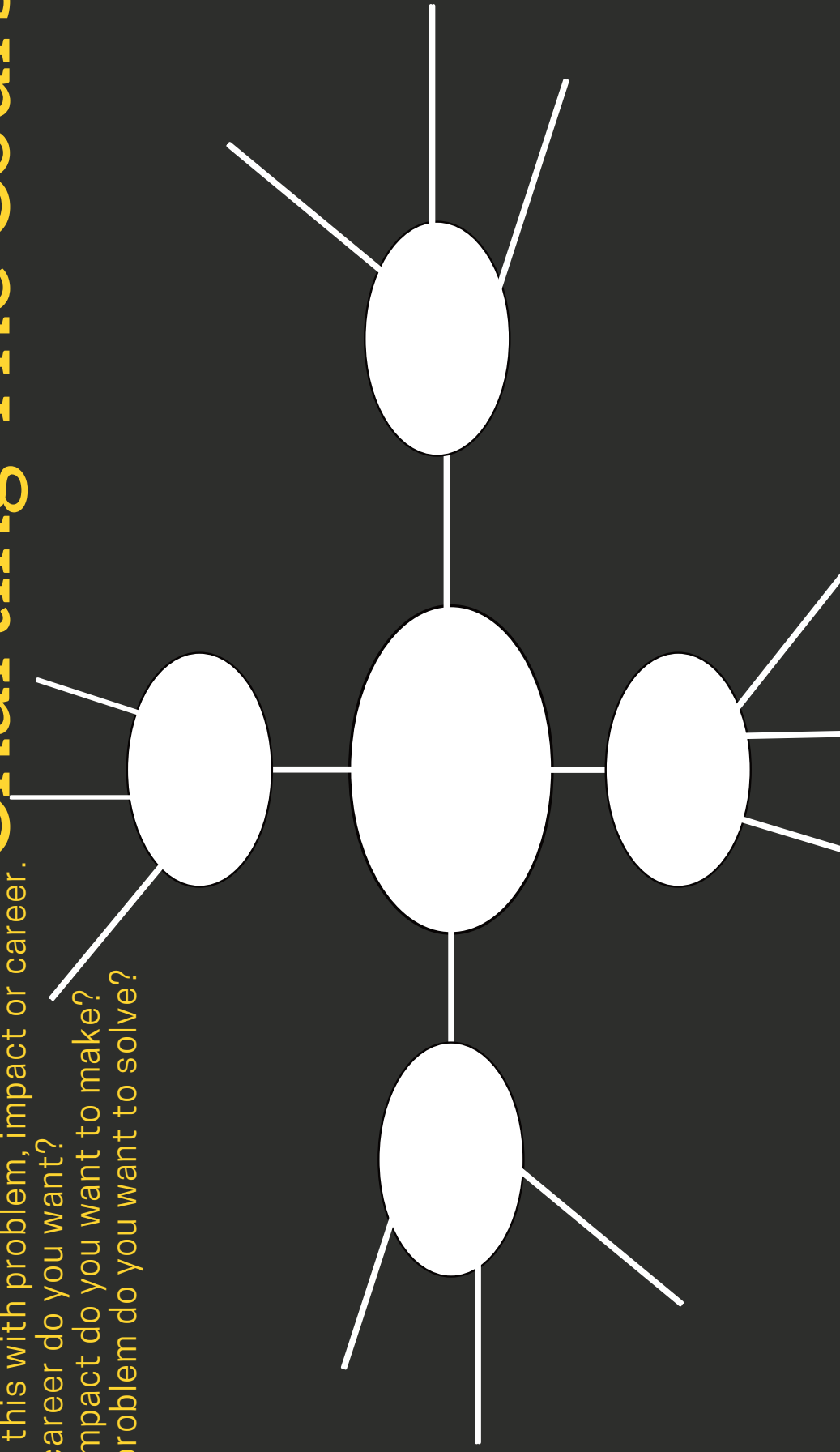
Charting The Course

Can do this with problem, impact or career.

What career do you want?

What impact do you want to make?

What problem do you want to solve?



NAPKIN SKETCH

Look at your mind map and chose three items that catch your eye. Pick the ones that really pop out to you.

1.
2.
3.

Give each item a job title, description and then a draw a sketch or quick write what this item could look like. How does it work? What do you do? What tasks and skills? Do those match your pyramids? What might it pay? Would you enjoy it?

Charting The Course

Title: Sports Psychologist
Description: Support athletes with their journey, supporting them as athletes, students and people.



Navigating the Path

SELF/OTHERS PERSPECTIVE

By comparing your self-description with the perception of a friend, you can identify areas for growth and take steps to align your self-perception with how others see you.

- What similarities do you see?
- What differences do you see?
- Why are those differences there?
- Why are there similarities?
- What surprised you?

Navigating the Path

3 LIVES

Develop 3 separate lives for yourself. Give students 3 pieces of paper with the numbers 1,2,3 written on each piece. Have kids crumble up the pieces and pick one. You can tell by their faces if they got what they really wanted. They will have a gut feeling of a choice that they really want.

1. Your current life or the idea you have been dreaming of for some time.
2. That thing you'd do if life one was suddenly gone. Schitt's Creek life!
3. That thing you'd do or life you'd live if money were no object. The WILD idea!

	Year 1	Year 2	Year 3	Year 4	Year 5
Life 1					
Life 2					
Life 3					

Navigating the Path

BEST DOABLE NEXT OPTIONS

Why can't you start now?

Make a list of three to four **actionable** next steps you can take. Who can help you? What weak tie could you use? Be specific with your wording. Who can check in on you and hold you accountable?

- 1.-----
- 2.-----
- 3.-----
- 4.-----

STORYTELLING

You all have a story to tell! Tell it!

One Minute Pitch

- Students will record a one minute elevator speech of themselves. Who are you? What values do you have? What are your hopes and dreams? What do you want to accomplish? What legacy do you want to leave?

Evaluate, Adjust and Change

- Life isn't perfect, so as life goes, we have to be adjusting and changing. Help students along all the changes.

Setting Sail

ADVICE



BE OKAY WITH TRYING!

Be okay with not everyone seeing the big picture. This way of thinking can be something that is different and not what students are used to.



TRUST

Trust that what you are doing is good. Not everyone will buy in right away.

Share about yourself.
Makes us more relatable and real life for the kids.



PLANT THE SEED

We might not see the fruits of our labor for a while. Keep pushing, planting seeds and trust that one day students will remember what we said.

This goes with all content areas.



KIDS ARE SCARED

When kids are scared, they are defensive and put up walls. Keep going!

RESOURCES



3RD DOOR



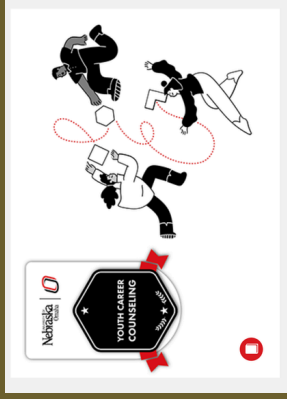
ACTE VISION
CONFERENCE



ESU



YOUTH CAREER
COUNSELING



RESOURCES



DESIGN THINKING

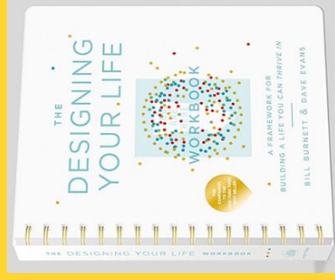
**Designing
Your Life**



FULLY ALIVE BY
DESIGN



DESIGNING YOUR
LIFE



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