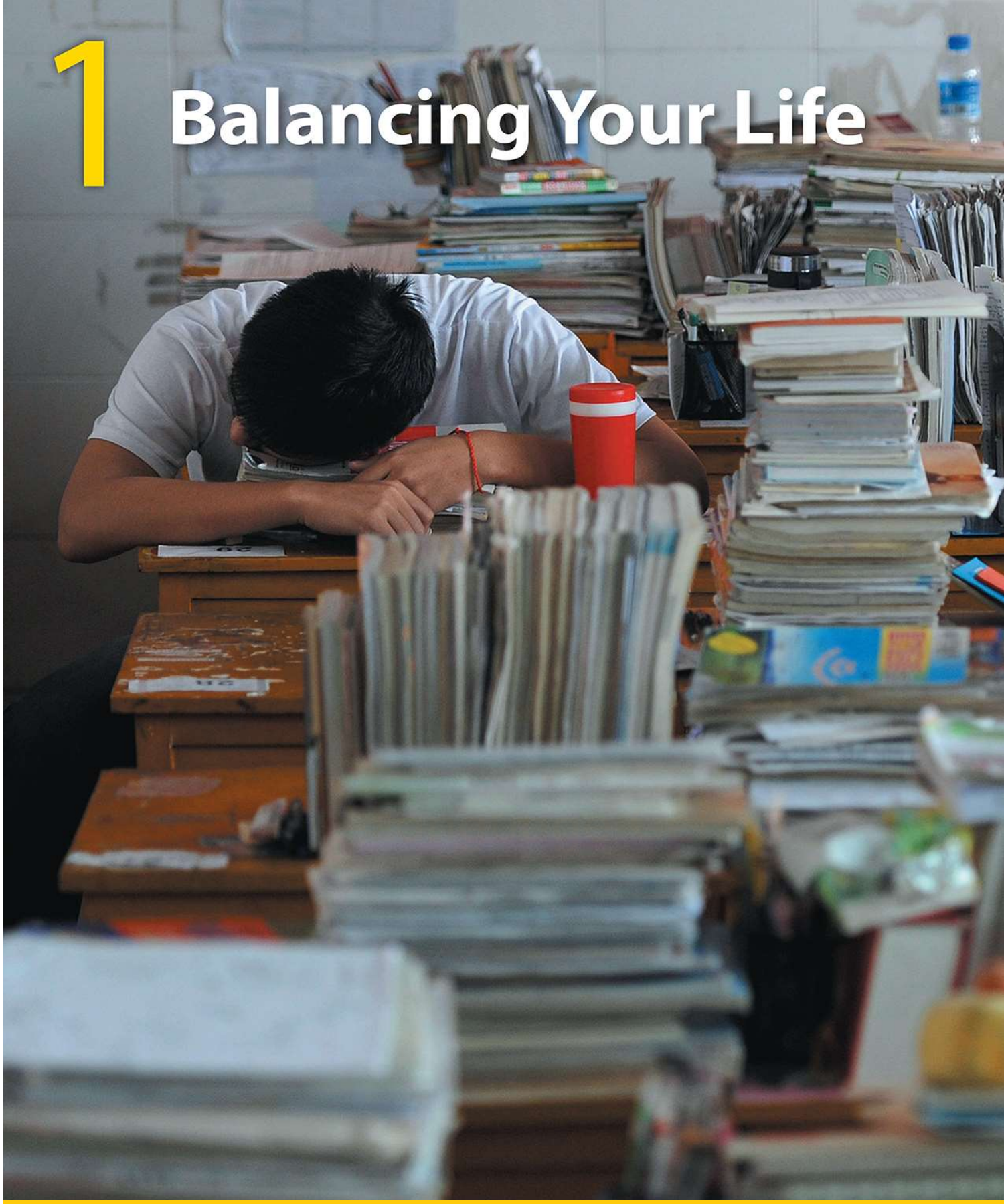
1 Balancing Your Life





UNIT OUTCOMES

- Identify learning styles
- Identify career paths
- Balance your life
- Identify and prioritize goals
- Motivate yourself
- Explore counseling careers

Look at the photo and answer the questions.

1. Where do you think this photo was taken?
2. What is the young man in the photo doing? Why?
3. What do you think are this young man's goals for the future?

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Vocabulary Builder

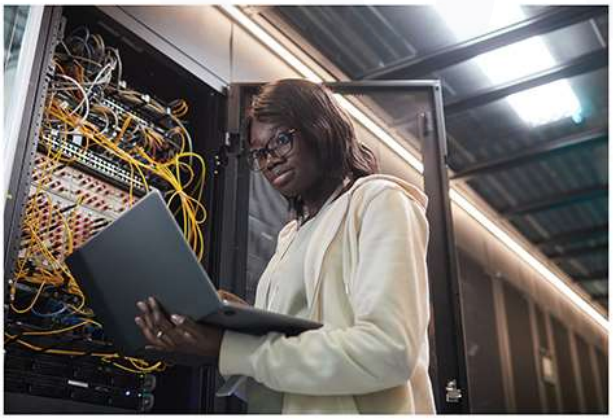
A **Look at the photos and read the information. What can you learn about the students?**



Name: Deon
Learning style: visual
Job: graphic designer
Motivation: financial



Name: Ruben
Learning style: visual
Job: photographer
Motivation: joy



Name: Aleesha
Learning style: tactile / kinesthetic
Job: computer programmer
Motivation: fun



Name: Abir
Learning style: auditory
Job: registered nurse
Motivation: time with family

B **What do you think each word or phrase means? Write your own thoughts.**

1. learning style: _____

2. job: _____

3. motivation: _____

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C **INFER** **In this unit, you will be working with these groups of words. Make your best guess as to which topic in the box goes with each group. Topics can be used more than once.**

career path	learning style	multiple intelligences
goal setting	motivation	

1. _____
   - auditory
   - tactile / kinesthetic
   - visual

2. _____
   - earning power
   - pursue
   - educational attainment

3. _____
   - musical / rhythmic
   - interpersonal
   - intrapersonal
   - logical / mathematical

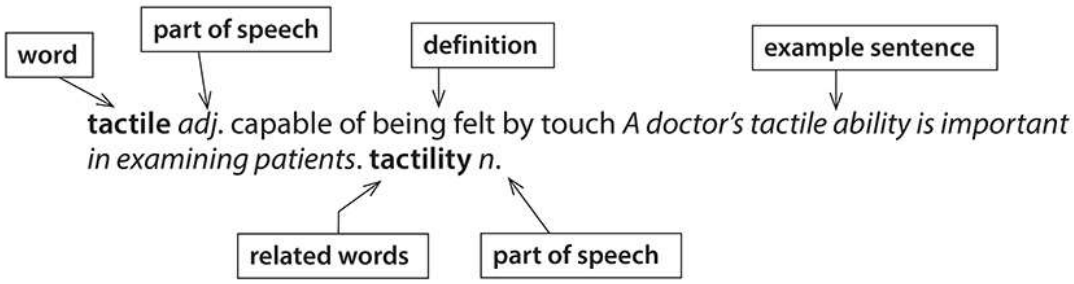
4. _____
   - naturalistic
   - visual / spatial
   - verbal / linguistic
   - bodily / kinesthetic

5. _____
   - achieve
   - balance
   - long-term
   - motivate
   - prioritize
   - short-term

6. _____
   - be flexible
   - evaluate progress
   - inspire
   - monitor progress
   - positive outlook
   - support

D **Mark every word in C that you are familiar with.**

E **Choose two new words from C that you would like to know the meanings of. Use a dictionary and write the word, part of speech, definition, example sentence, and any related words on a separate piece of paper.**



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LESSON 1

Learning Styles

GOAL ▸ Identify learning styles

A **EVALUATE** **Choose how you learn new skills. Do you . . .**

☐ learn through seeing? ☐ learn through listening? ☐ learn through moving, doing, and touching?

B **Listen to a lecturer talk about three learning styles and take notes. Write down any key words you hear to describe each learning style.**

Visual	Auditory	Tactile / Kinesthetic
seeing		
body language		
facial expressions		

C **Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.**

1. touching objects _____
2. looking at a diagram _____
3. watching a video _____
4. listening to a lecture _____
5. doing a science experiment _____
6. participating in a discussion _____
7. reading a textbook _____

D **EVALUATE** **Choose the learning style you think best describes you.**

_____ visual _____ auditory _____ tactile / kinesthetic

E **What does *intelligence* mean? Write your ideas on a separate piece of paper. Then look up the definition in a dictionary and write it.**

intelligence *n.* _____

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F **DETERMINE** **Read about multiple intelligences. Underline the main idea in each paragraph.**

1 According to psychologist Howard Gardner, there are eight different ways to show intellectual ability. These eight intelligences are described as visual / spatial, verbal / linguistic, logical / mathematical, bodily / kinesthetic, musical / rhythmic, interpersonal, intrapersonal, and naturalistic.

2 Visual / spatial learners tend to think in pictures. They like to look at maps, charts, pictures, and videos. They are good at such things as reading, writing, understanding charts and graphs, building, fixing, and designing.

3 Verbal / linguistic learners have the ability to use language. Unlike visual learners, they think in words. Verbal / linguistic learners are good at listening, speaking, writing, teaching, remembering information, and persuading others.

4 Logical / mathematical learners are good at using reason, logic, and numbers. These learners ask many questions and like experimenting. Logical / mathematical learners are good at problem solving, classifying information, figuring out relationships between abstract concepts, doing complex mathematical calculations, and working with geometric shapes.

5 Bodily / kinesthetic learners express themselves with their bodies through movement. By moving in the space around them, they can process and recall information. These learners are good at dancing, physical sports, acting, using body language, and expressing themselves with their bodies.

6 Musical / rhythmic learners have the ability to appreciate and produce music. These learners can immediately appreciate and evaluate the music they hear. Musical / rhythmic learners are good at singing, playing instruments, writing music, and remembering tunes they hear.

7 Learners with interpersonal intelligence are good at relating to others. They can see things from the point of view of others and they can sense people's feelings. They are good at communicating.

8 Intrapersonal intelligence, not to be confused with interpersonal intelligence, is the ability to be aware of one's own feelings. These learners are good at self-reflecting, and they try to understand their own hopes, dreams, strengths, and weaknesses.

9 Naturalistic intelligence has to do with understanding nature, that is, nurturing and relating information to one's surroundings. Naturalistic learners are sensitive to nature and have the ability to nurture and grow things.

10 In what way do you show intellectual ability? Although maybe you are more dominant in one than another, most people have all eight within them.

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G **Match each type of intelligence to a main idea.**

1. visual / spatial _____	a. nurture
2. verbal / linguistic _____	b. be aware of one's feelings
3. logical / mathematical _____	c. use language
4. bodily / kinesthetic _____	d. think in pictures
5. musical / rhythmic _____	e. appreciate and produce music
6. interpersonal _____	f. express with movement
7. intrapersonal _____	g. relate well to others
8. naturalistic _____	h. use reason, logic, and numbers

H **REFLECT** **Which types of intelligence do you think are strongest in you? Write down your top three in order. *1* is the strongest.**

1. _____ 2. _____ 3. _____

I **How do you think the terms *learning styles* and *multiple intelligences* are related? Discuss your ideas in a small group.**

J **Take a class poll on learning styles and multiple intelligences. Which learning styles and types of intelligence are most common among your classmates?**



Musicians have the ability to appreciate and produce music.

LESSON 2

Career Planning

GOAL ▶ Identify career paths

A **What is the difference between a job and a career? Discuss the similarities and differences with a partner. Write your ideas in the table.**

Job	Career

B **Look up the words *job* and *career* in a dictionary. Write the definitions.**

job *n.* _____

career *n.* _____

C **Certain careers are associated with different intelligences. Look at the list of careers in the table and write which intelligence fits each category.**

bodily / kinesthetic	logical / mathematical	verbal / linguistic
interpersonal	musical / rhythmic	visual / spatial
intrapersonal	naturalistic	

Intelligence	Careers
	architect, engineer, interior designer, mechanic
	journalist, lawyer, politician, teacher, translator, writer
	accountant, computer programmer, doctor, researcher, scientist
	actor, athlete, dancer, firefighter, physical education teacher
	composer, conductor, disc jockey (DJ), musician, singer
	businessperson, counselor, politician, salesperson, social worker
	philosopher, psychologist, researcher, scientist, writer
	conservationist, farmer, gardener, scientist

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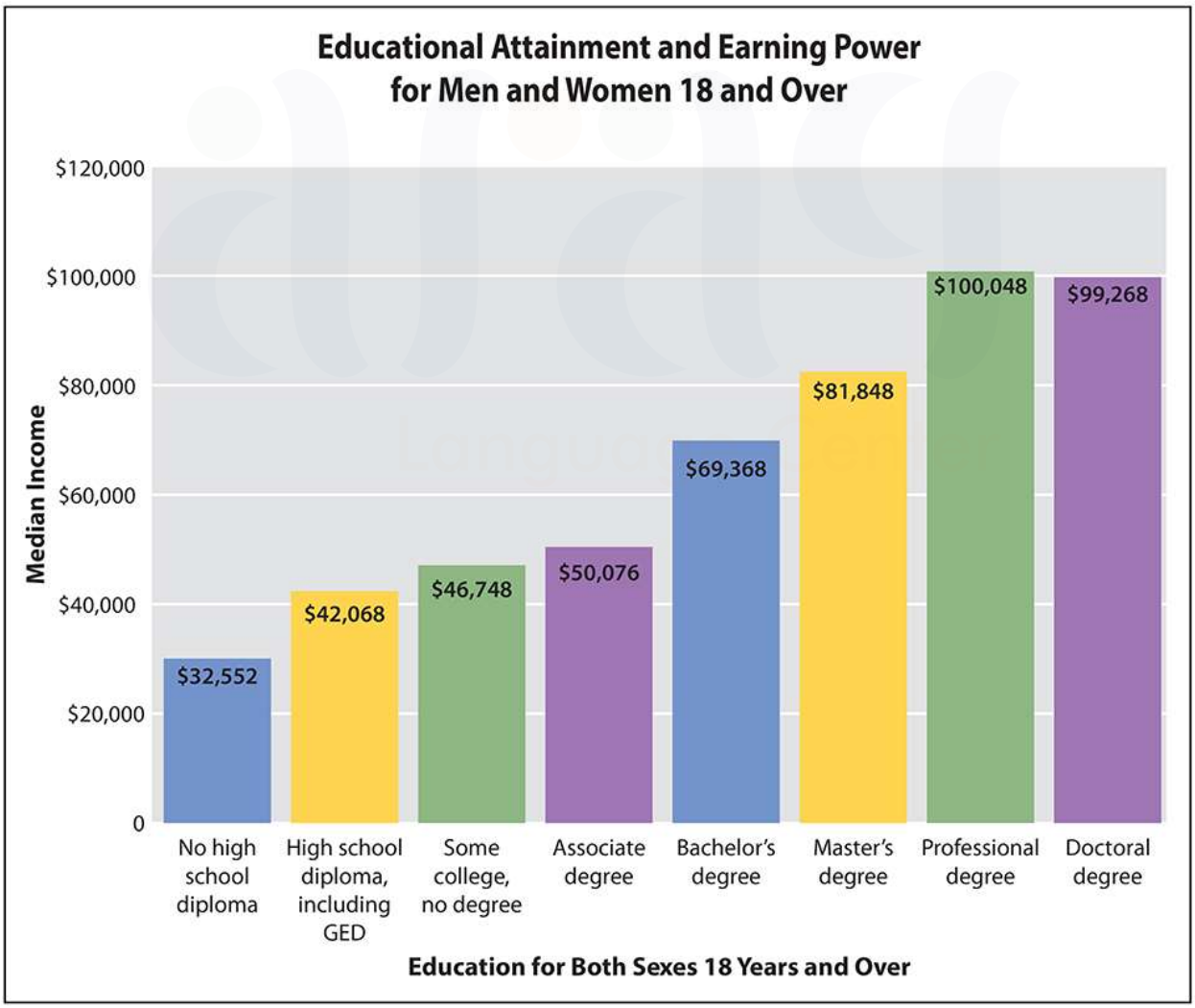
D Look back at the three types of intelligence you think best describe your way of processing information in Lesson 1. Using this information, choose two careers listed in C that you would be good at or interested in.

_____ _____

E In a small group, discuss the two careers you chose in D and make notes. What steps do you think you would need to take to pursue one of these careers? Think about the education and training. Make notes of these steps.

F In theory, the more education you have, the more money you can earn. Careers that require more education usually pay more. Look at the graph. Which two things are compared?

_____ and _____



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G **With a partner, ask and answer the following questions. Use the information from the graph in F to replace the underlined words and make new conversations.**

Student A: How much money can I make if I have a Master's degree?
Student B: About $82,000.
Student A: If I want to make over $100,000, what level of education do I need?
Student B: You need a professional degree.

H **Listen to the conversation between a school counselor and Sonya. Take notes on the information you hear.**

1. Sonya's intelligences: _____
2. Career she is interested in: _____
3. Education she will need: _____
4. Time it will take to get her degree and credentials: _____
5. What are some other things you learned about Sonya from this conversation? _____

_____

_____

_____

Life ONLINE There are many colleges and universities where you can get your degree online. Some programs are through regular schools that have in-person and online classes but there are some universities that are entirely online.

I **APPLY** **Think about a career path you might like to take. Fill in this information.**

1. Your intelligences: _____
2. Career you are interested in: _____
3. Education and / or training you will need: _____
4. Time it will take you to follow your career path: _____

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LESSON 3

Achieving Balance

GOAL ▶ Balance your life

A **Sonya has many roles. Listen and take notes.**

1. What are Sonya's roles?

_____

_____

_____

Review: *Be*			
Subject	**Past**	**Present**	**Future**
I	was	am	will be
You / We / They	were	are	will be
He / She / It	was	is	will be

2. What was Sonya's role? _____

3. What will Sonya's role be? _____

B **What are your roles? Write at least three statements.**

I am a _____

_____

_____

C **What were your roles? Write at least two statements.**

I was a _____

_____

_____

D **What will your roles be? Write at least two statements.**

I will be a _____

_____

_____

E **COMPARE** **Share your responses with a partner. Are they similar or different? How?**

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F **Read what Sonya wrote and answer the questions with a partner.**

Balance in My Life

When I was a little girl, I spent all my time playing with my two brothers. I just enjoyed doing whatever they were doing. Family was always very important to us. But as I grew older, I started working and studying more. It seemed like I was working all day, going to school every night, and studying whenever I had time. I didn't have any balance in my life. Now that I have my diploma, I don't study as much, but I still work a lot. I'm a manager at a restaurant, but I want to become an elementary school teacher. I am also a wife and a mother, and I want to spend more time with my family. I hope to find a job as a teacher where I can work fewer hours but still make enough money to help out. I will really enjoy being home with my family more and having more balance in my life.

1. How was Sonya's life different in the past from how it is now?
2. Is her life balanced right now? Why or why not?
3. What does she want to change in her life?
4. Do you think this change will make her happy? Why or why not?

G **Review the chart.**

Review: Simple Verb Forms				
Subject	**Past**	**Present**	**Future**	
He / She / It	studied	studies	will study	English every day.
We	put	put	will put	our studies first.
They	worked	work	will work	too many hours.

H **Complete each statement about yourself using the verb form and verb in parentheses.**

1. (*past*, spend) I _____.
2. (*present*, put) I _____.
3. (*future*, live) I _____.

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I **Think about balance in your life. What are some things that are important to you? What are your interests? What activities do you do regularly? Make a list.**

_____ _____ _____

_____ _____ _____

J **Think about how you balanced your life in the past, how you balance it now, and what you want for the future. Answer the questions.**

1. What was important to you in the past?

_____

_____

2. What is important to you now?

_____

_____

3. Do you spend enough time on the things that are important to you now? Why?

_____

_____

4. What changes would you like to make for the future?

_____

_____

K **Using Sonya's paragraph in F as a writing model, write a paragraph on a separate piece of paper about balance in your life—past, present, and future.**

L **Share your paragraph with a partner and ask for two suggestions about how to make your paragraph better. Write two suggestions for your partner's paragraph.**

1. _____

_____

2. _____

_____

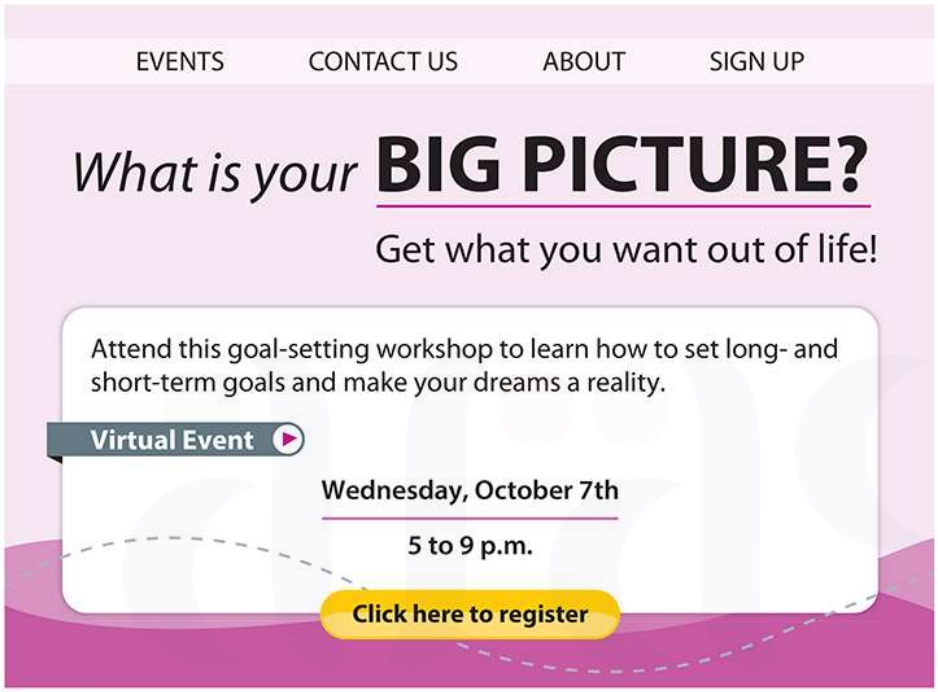
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LESSON 4

Setting Priorities

GOAL ▶ Identify and prioritize goals

A **Read the flyer and answer the questions.**



1. What do you think *big picture* means?

   _____

2. What is *goal setting*?

   _____

3. Would you attend the workshop? Why?

   _____

4. Write three goals you have set for yourself in the past.

   a. _____

   b. _____

   c. _____

5. Did you achieve your goals? Write *yes* or *no* next to each goal.

B **In a small group, discuss your answers to the questions in A.**

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C **Listen to the lecture on goal setting and take notes about these topics.**

- Goal setting

_____

_____

- The first thing you should do

_____

_____

- Seven types of goals

_____

_____

- Five tips for setting goals

_____

_____

D **Answer these questions based on the notes you took. Choose the best answer.**

1. Which of the following is NOT true about goal setting?
   a. It will improve your self-confidence.
   b. It helps motivate you.
   c. It makes you think about your past.
   d. It helps you choose a direction for your life.
2. What are the seven types of goals?
   a. financial, physical, attitude, pleasure, education, mental, family
   b. physical, career, family, financial, attitude, personal, education
   c. education, career, technical, financial, physical, attitude, pleasure
   d. financial, physical, career, family, education, attitude, pleasure
3. Why is it important to prioritize your goals in a list?
   a. It will be easy to know when you have achieved a goal.
   b. It will help you focus your attention on the most important goals.
   c. It will give them life.
   d. It will improve your self-confidence.

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E **Sonya attended the goal-setting workshop and created a list of goals that she now keeps on her refrigerator.**

I plan to be successful in my personal and professional life. I will be a highly educated elementary school teacher.

SHORT-TERM GOALS	LONG-TERM GOALS
• spend more time with my children	• get my Bachelor's degree and teaching credentials
• exercise to reduce stress	• become an elementary school teacher
• enroll in community college	• get a Master's degree
	• learn how to swim

F **Sonya's goals are prioritized (listed in order of importance). Do you think she put her goals in the right order? Discuss your ideas with a partner.**

G **PRIORITIZE** **Think about where you would like to be ten years from now. Based on your thoughts, what are your long-term goals? Use these items to help you clarify what your goals should be.**

1. Write one goal for each category.

   Education: _____

   Career: _____

   Family: _____

   Financial: _____

   Physical: _____

   Attitude: _____

   Pleasure: _____

2. Number your three most important goals above in order of priority.

   _____

3. What are some short-term goals you can set in order to help you reach the three long-term goals you chose?

   Short-term goals: _____

   _____

4. Prioritize your short-term goals. Write them in order. _____

   _____

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LESSON 5

Motivation

GOAL ▶ Motivate yourself

A **What does *motivation* mean?**

motivation *n.* (your own definition or one from a dictionary): _____

_____

B **How can you motivate yourself to reach your goals? Work in a small group and make a list.**

_____

_____

_____

_____

C **Listen to Mrs. Morgan's students talk about motivating themselves. Take notes about what each person says.**



Deon: _____

_____

_____



Sonya: _____

_____

_____



Ruben: _____

_____

_____



Aleesha: _____

_____

_____



Abir: _____

_____

_____



Mario: _____

_____

_____

D **What idea for getting motivated does each person in C have? Share what you recall with a partner.**

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E **Read the list of steps you can take to motivate yourself toward pursuing a goal. Mark the steps you already do and the steps you would like to do.**

I already do	I would like to do	Steps to motivate yourself toward pursuing a goal
		1. Write down your goals and put them in a place you will see them every day.
		2. Put a reminder on your phone that pops up every day to remind you of your goal.
		3. Tell yourself that you can do it.
		4. Keep a positive attitude.
		5. Be enthusiastic about your goals.
		6. When you slow down or don't have the energy to do anything, take small steps and continue moving forward. Don't stop.
		7. Evaluate your progress. Make a chart or do something to monitor progress.
		8. Don't be too fixed on one approach. Be flexible and make changes when needed.
		9. Read inspiring books.
		10. Take some time to refresh yourself.
		11. Exercise more to help your attitude. The better your health, the more positive your outlook.
		12. After you are motivated, motivate others.

F **COMPARE** **Share your list with a partner. Are there any steps that both of you would like to take? What are your differences?**

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G **Study the chart with your teacher.**

Future Perfect				
Subject	***will have***	**Past Participle**		**Future Event—Time Expression**
I	will have	become	a teacher	**by** the time my kids are in school.
He	will have	been	a graphic designer (for five years)	**when** he turns 35.
They	will have	found	a job	**by** next year.

We use the future perfect to talk about an activity that will be completed before another time or event in the future. present | future to be completed (perfect) | future event with time expression

Note: The order of events is not important. If the future event with the time expression comes first, use a comma.

Example: *By the time my kids are in school, I will have become a teacher.*

H **Mrs. Morgan's students wrote goal statements. Complete each statement with the correct form of the future perfect.**

1. By the time I graduate from high school, I _____ (do) 500 hours of community service.
2. I _____ (buy) a new house when I retire.
3. When I turn 60, I _____ (travel) to over 20 states.
4. We _____ (put) three kids through college by 2030.
5. I _____ (become) a successful business owner by the time I turn 40.
6. By the time I finish getting my degree, I _____ (apply) to three different graduate programs.

I **Write three goal statements for yourself on a separate piece of paper. Use the future perfect.**

J **Now that you have written your goals, what are you going to do to keep yourself motivated to achieve these specific goals? Write three ideas.**

_____

_____

_____

_____

_____

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LESSON 6

Explore the Workforce

GOAL ▶ Explore counseling careers

A **How would you define *counselor*? Write your idea. Then look the word up and write the dictionary definition.**

Counselor *n.*

My definition: _____

Dictionary definition: _____

B **There are over 50 different types of counselors. Some of them are on this list. Decide which counselor would be best for each person.**

Addiction Counselor	High School Counselor
Alcohol and Drug Abuse Counselor	Juvenile Justice Counselor
Anger Management Counselor	Marriage Counselor
Career Development Counselor	Mental Health Counselor
Domestic Violence Counselor	Nutritional Counselor
Eating Disorder Counselor	Vocational Counselor
Elementary School Counselor	Rehabilitation Counselor
Family Counselor	Sports Counselor
Grief Counselor	Veteran's Counselor

1. My father passed away last month. I'm having trouble dealing with his death. *grief counselor*
2. Abdul is hoping to become a lawyer. He needs help with how to make that happen in the US.

   _____
3. Sometimes, I get so mad, I throw things and punch holes in my apartment wall.

   _____
4. Sofia and Dmitri have been yelling at each other more and more in front of their kids.

   _____
5. My doctor said my cholesterol is high and I need to start eating better.

   _____
6. Jaynie's teenage son needs to figure out his class schedule for next year.

   _____

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7. Her father has never been the same since he returned from fighting in the military.

_____

8. Khadija is sad and never wants to leave the house. _____

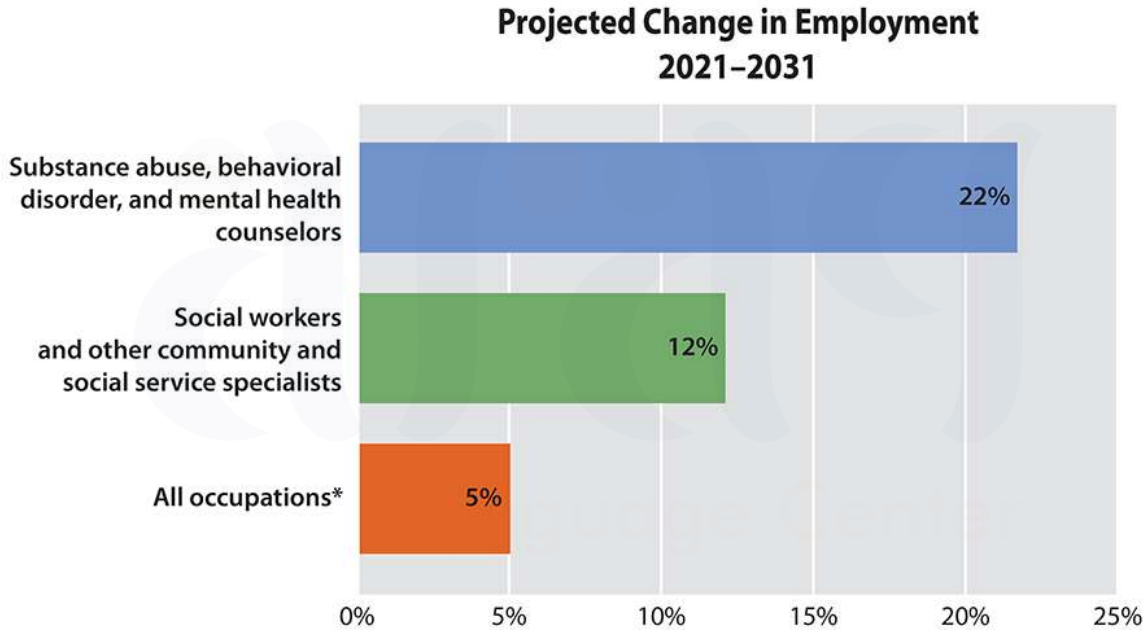
9. My uncle spends all his money in casinos. I'm worried he is going to lose everything.

_____

10. Jamal is a college football player who is having confidence issues when he gets on the field.

_____

C **Recently, there has been a rise in the need for counselors due to depression, physical abuse, and mental health disorders. This graph shows the projected growth in counseling jobs over 10 years. Do the numbers surprise you? Why or why not?**



* *All occupations* refers to all other occupations in the United States. SOURCE: www.bls.gov

D **Listen and fill in the missing words.**

Jobs for substance abuse, behavioral disorder, and mental health counselors are projected to increase (1) _____ percent from 2021 to (2) _____, which is much faster than the average for all occupations. About (3) _____ job openings on average for substance abuse, behavioral disorder, and (4) _____ counselors are projected each year over the next ten years. Many of those openings will be a result of workers transferring to different occupations or (5) _____ for various reasons, such as retirement.

Employment is (6) _____ for substance abuse, behavioral disorder, and mental health counselors since more and more people are looking for help with

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(7) _____ and mental health issues. The (8) _____ for these counselors is also expected to increase as (9) _____ and counseling services instead of jail time for people with addictions or mental health concerns. In addition, there will be a continued need for mental health and substance abuse counseling for (10) _____.

E **There is one type of counselor that has not been listed because the Bureau of Labor Statistics does not collect data on it yet. This counselor is a life coach. What do you think a life coach does? Brainstorm some ideas.**

A life coach:

1. _____
2. _____
3. _____
4. _____

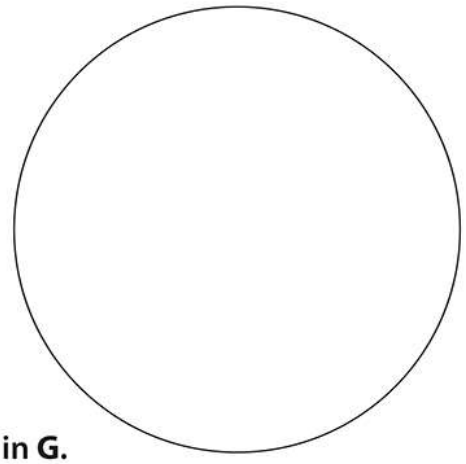
F **SUMMARIZE** **Read. Then explain to a partner (without reading) how to become a life coach.**

How to Become a Life Coach

1. Complete a training program from an accredited industry association. This can take 18–24 months and cost between $2,500 and $12,000.
2. Get certified. Certification requires 500 hours of coaching experience (450 paid), as well as at least 25 clients.
3. Take and pass a test.

G **Imagine you hired a life coach. Give each item a percentage based on how much help you need in that area (some may be 0%). The total should equal 100%.**

_____ Academic issues
_____ Aging
_____ Business
_____ Career transition and job search
_____ Physical health
_____ Romantic relationships
_____ Spirituality
_____ Work-life balance



H **Create a pie chart with the percentages and the circle in G.**

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Review

A **Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.**

1. analyzing a graph _____
2. reading a journal article _____
3. listening to a discussion _____
4. touching objects _____
5. listening to a podcast _____
6. watching the news online _____
7. participating in a dance _____

B **Complete each statement with a phrase from the box.**

appreciates music	relates well to surroundings
expresses oneself with movement	thinks in pictures
is aware of one's own feelings	uses language
relates well to others	uses reason, logic, and numbers

1. A naturalistic person _____.
2. Someone with interpersonal intelligence _____.
3. A person who is kinesthetic _____.
4. A logical / mathematical person _____.
5. A person with visual intelligence _____.
6. Someone with intrapersonal intelligence _____.
7. A musical / rhythmic person _____.
8. A verbal / linguistic person _____.

C **Ask a classmate how they relate to this information. Write their answers.**

1. Types of intelligence: _____
2. Career interests: _____
3. What is important to you now? _____
4. What changes would you like to make for your future? _____

_____

Learner Log

I can identify learning styles.
☐ Yes ☐ No ☐ Maybe

I can identify career paths.
☐ Yes ☐ No ☐ Maybe

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D **Write a paragraph about your partner on a separate piece of paper using the information from C.**

E **Remember what you learned about goal setting. Without looking back, write four tips for setting goals.**

1. _____
2. _____
3. _____
4. _____

F **Walk around the classroom and ask your classmates for suggestions on how to motivate yourself. Write five ideas.**

1. _____
2. _____
3. _____
4. _____
5. _____

G **Choose a verb from the box and complete each goal statement with the correct form of the future perfect.**

apply	compete	work
buy and sell	program	

1. By the time I graduate from technical school, I _____ over 20 computers.
2. She _____ at least ten properties when she retires.
3. When he retires, he _____ for 35 years.
4. They _____ in their first triathlon by the year 2030.
5. By the time I get my Master's degree, I _____ for 40 jobs at companies all over the country.

Learner Log

I can balance my life. ☐ Yes ☐ No ☐ Maybe

I can identify and prioritize goals. ☐ Yes ☐ No ☐ Maybe

I can motivate myself. ☐ Yes ☐ No ☐ Maybe

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Vocabulary Review

Use these words and phrases to help you complete all the exercises on this page. Some words may be used more than once.

achieve	evaluate	positive outlook
balance	inspire	prioritize
be flexible	long-term	pursue
earning power	monitor	short-term
educational attainment	motivate	support

A **Complete each sentence with the best verb. Some sentences can have more than one answer. Then work with a partner and use the six questions for a discussion.**

1. If you _____ your goals, you can focus on the most important ones first.
2. Have you ever created a chart to _____ your progress?
3. What career do you think you might _____?
4. How do you _____ yourself?
5. What goals have you wanted to _____ in the past?
6. Have you found family and friends who _____ you?

B **Write sentences about goal setting with these terms from the vocabulary box.**

1. balance: _____
2. be flexible: _____
3. positive outlook: _____
4. achieve: _____

C **Complete each sentence.**

1. To improve your earning power, you should _____ _____.
2. If you want to achieve your goals, you must _____ _____.
3. In order to best reach your long-term goals, you have to _____ _____.

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Research a Career Cluster

SOFT SKILL ▶ Collaboration

A **One of the fastest ways to research something is to search the internet. For example, you might want to know how much money you can make in a certain career. What are some key words you could use to search for this information?**

_____

B **Conduct an online search to find out this information for the career path that you chose in I in Lesson 2.**

Career title: _____

Training needed: _____

Education needed: _____

Possible earnings: _____

C **The Bureau of Labor Statistics is a US government organization that collects data about jobs and careers. These career clusters are from the *Occupational Outlook Handbook*. Underline the cluster you think would have information about your career.**

Agriculture, Foods, and Natural Resources
Architecture and Construction
Arts, Audio/Video Technology, and Communications
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing
Science, Technology, Engineering, and Mathematics
Transportation Distribution and Logistics

D **Find the *Occupational Outlook Handbook* online at bls.gov. Search for information about your chosen career.**

COLLABORATION

Comparing information online

When doing research online, it is important to look for data from more than one site. Compare the information you found in **B** with what you found in **D**. Is it the same? Is one site more reputable than another?

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Reading Challenge

A **PREDICT** **Trip Jennings is a filmmaker and a professional kayaker. How do you think these two things could be related?**

_____

_____

B **Match each word to the best definition.**

____ 1. conservationist	a. *v.* to bring something into existence
____ 2. destruction	b. *v.* to support with factual evidence, written or visual
____ 3. document	c. *n.* a person who tries to prevent waste or loss of natural resources
____ 4. produce	d. *n.* fair treatment of all people
____ 5. social justice	e. *n.* reduction to a useless form; ruin

C **Read *Protecting the Places We Play*. Think about Trip's multiple intelligences.**

D **CATEGORIZE** **Find examples in the reading of Trip's multiple intelligences. Write an example and the line number where you found it.**

Intelligence	Example	Line
visual / spatial	watched videos	2
bodily / kinesthetic		
interpersonal		
naturalistic		

E **Answer the questions on a separate piece of paper.**

1. How does Trip work to "protect the wild lands, wild animals, and the places we play"?
2. Why do you think Trip decided to start making films about kayaking?
3. What caused his filmmaking purpose to change?
4. Think about Trip's normal day. How is it different from yours? Is it similar to yours in any way? How do you think he finds balance?

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Protecting the Places We Play

Trip Jennings is a filmmaker who loves to kayak. Or should that be a professional kayaker who loves to make films? Watching kayaking videos as a child, he decided that he wanted to be the one behind the camera. For years, he kayaked and produced whitewater* kayaking videos, documenting some of the most beautiful places in the world. But to get to those amazing places, he had to travel through places where the environment had been destroyed. This caused him to rethink the purpose of his filmmaking.

In addition to being an award-winning filmmaker, kayaker, and adventurer, Trip is a conservationist. He spends his time working to protect rivers around the world. He also documents fossil fuel extraction, mining, and energy export in North America. To help get his message out, he runs a video production company called Balance Media. The company focuses on telling stories through videography for environmental and social justice organizations. He is also on the advisory board of Adventurers and Scientists for Conservation (ASC), which brings adventurers and scientists together to share data collected from around the world.

With everything that Trip has going on, it is often hard to stay balanced. When asked what a normal day is like for him, this is what he said: "I spend a fair amount of my time wishing for normal days, trying to find balance. I'm out and about for around half the year, traveling, filming, and working on conservation projects. In 2011, that led me to the Democratic Republic of the Congo, Canada three times, Mexico, and a number of trips within the US. The rest of the year I spend editing, fundraising, and planning—all of the office work that makes the fieldwork possible and useful. So, half the year I'm waking up at sunrise in the wilderness, getting dirty, carrying cameras into the backcountry, and documenting beauty and destruction. The other half, I'm waking up and walking to my Portland office to click and drag most of the day."

whitewater: fast-moving and shallow stretches of water



Trip Jennings

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