Free downloadable E-Book

BUILD

DISCOVER PURPOSE. BUILD SKILLS. LAUNCH YOUR FUTURE.

Unlocking Your Potential in High School and Beyond

YOU DON'T KNOW UNTIL YOU KNOW

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FREE EDITION | DISCOVER

Start where you are

Maybe you have a plan. Maybe you have five. Maybe you are tired of being asked what you want to do with your life. All three are valid starting points.

What you will be able to do

1. Name three interests and explain why one matters to you.
2. Ask a useful question and investigate it using evidence.
3. Connect an interest to a real task or career possibility.
4. Choose a safe, realistic next step for the coming week.

How to use this starter

Work on your own, with a trusted adult, or in a class. You can write, type, draw, or dictate your responses. You may keep personal reflections private and share only what you choose.

Before you begin: How confident do you feel exploring something unfamiliar? Circle 1–5. Why?
1 = I need support 5 = I can choose and take a step

One thing I hope to understand better:

THE SERIES AT A GLANCE

Your six-stage BUILD6 path

DISCOVER

Notice your interests, strengths, values, and questions.

DEVELOP

Practice communication, teamwork, confidence, and professional habits.

EXPLORE

Compare education, work, trades, entrepreneurship, and career possibilities.

CONNECT

Build relationships through thoughtful questions and respectful outreach.

EXPERIENCE

Apply what you learn through projects, service, and workplace exposure.

LAUNCH

Turn your evidence into a portfolio and a practical next-step plan.

This free edition starts with DISCOVER. You will also sample how curiosity leads into exploration and connection. You are allowed to revisit stages as your interests change.

The student who asked “why?”

Illustrative story: Maya watched a chemistry demonstration and asked, “Why does heat change how quickly the reaction happens?” Her teacher helped her find a source and suggested a small, supervised investigation.

Maya wrote down what she expected, what she observed, and what she still did not understand. She began noticing similar questions in cooking and food storage. Later, she asked a local professional how science was used in their work.

Her question did not instantly produce an internship or a perfect career plan. It gave her practice asking, checking, and following through. That was progress she could build on.

Your world is also a place to learn

A team practice, family responsibility, part-time job, game, repair, or volunteer shift can reveal what you like doing and which skills you want to develop.

Where have you noticed a problem, pattern, or question lately?

What could asking about it help you understand?

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Turn a question into an investigation

Use “why” to open possibilities

Start with “Why do some students avoid joining clubs?” Possible explanations might include transport, cost, schedule conflicts, unfamiliarity, or feeling unwelcome. These are possibilities to investigate, not conclusions.

Ask: What evidence would help? Whose experience is missing? Could there be another explanation? Stop repeating “why” when a different question would help more.

My question:

Two possible explanations - and what I would need to check:

A better follow-up question:

Try a 20-minute exploration: Read, observe safely, watch a credible demonstration, or speak with a trusted adult. Set a timer and record one finding and one unanswered question.

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Your curiosity audit

List up to ten things you wonder about. They can be everyday questions, activities, problems, or careers. Small questions count.

What do I want to understand, try, build, improve, or help with?

Choose three. Mark one you could explore this week with the time and resources you already have.

My first choice and why it interests me:

Make the first step possible

A barrier is information about what support you need. It is not evidence that you cannot do something.

Match the barrier with an alternative

No money: Try a library resource, school activity, or free demonstration.
No transport: Start with a school-based or supervised online option.
No connections: Ask a teacher or counselor to introduce a suitable contact.
Unsure where to start: Choose one question and a 20-minute task.
Worried about judgment: Practice privately or with someone you trust.

What might get in my way?

A smaller step or support that would help:

Who could help me take that step safely?

Try a real-world decision

Choose one scenario. There may be several reasonable answers. Explain your reasoning rather than trying to guess the “right” response.

A. The team challenge

Your team keeps arriving late for a volunteer shift. Someone says the students do not care. What else could explain the pattern? What would you ask before suggesting a solution?

B. The career surprise

You love sports but do not want to play professionally. What behind-the-scenes tasks interest you: rehabilitation, event operations, data, media, coaching, or equipment? Choose one task to investigate.

C. The idea worth testing

Friends like something you make. Someone suggests selling it. Before spending money, what would you need to learn about demand, costs, time, and adult support?

My scenario, two questions, and a first step:

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Connect an interest to a possibility

A career title is a starting point. Investigate the actual tasks, preparation, and working conditions. Explore more than one pathway before drawing conclusions.

My interest and one role or real-world task connected to it:

What someone in this role actually does:

One skill or preparation requirement I discovered:

Source title, organization, and date checked:

Evidence check: Is the source credible and relevant? Is it current enough? Find a second source if an important claim is unclear or conflicting. If you use AI to brainstorm, verify factual claims and do not enter private information.

Start a useful conversation

Choose a teacher, counselor, coach, family member, or school-approved professional. You do not need to know an expert already.

Practice your introduction

“Hi, I’m ____. I’m exploring ____ because ____. Could I ask you about one task you do and one skill you use?”

Three questions worth asking

What does a typical task look like?
What surprised you when you started?
What is one safe way a high school student could learn more?

Who I could ask and how a trusted adult can help:

My introduction and best question:

Safety and respect: Use school-approved contact channels and adult support. Do not share your home address or sensitive information, meet unfamiliar adults alone, or interpret no reply as a judgment about you. Thank people for their time.

Your seven-day curiosity challenge

Pick one manageable exploration

Day 1: Choose a question.
Days 2–3: Spend 20 minutes checking a useful source.
Days 4–5: Try a safe small task or ask a trusted person.
Days 6–7: Record what changed and choose your next step.

My question and the action I will take:

When I will do it and the support I need:

Three things I learned:

One new question or possibility:

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My next-step card

Keep this page. It is evidence that you can move from wondering to doing.

An interest I want to explore further:

What I learned - and the evidence that supports it:

A skill I practiced and an example:

My next action, target date, and support person:

Check your progress: Rate your confidence again from 1–5. What changed?
Success means you asked, checked, reflected, and chose a step. A changed interest is a useful result too.

Your question laboratory

Turn a big topic into one question you can explore.

Example: I like repairing things. How does a bike mechanic find the cause of rubbing brakes? I can read a repair guide and ask a trusted adult about a supervised demonstration.

1. Choose a topic: a hobby, school problem, job, or everyday task.

2. Write one question starting with how, what, or why.

3. Name one observation or source that could help.

4. Choose the smallest action you can take next.

Side thoughts / sketch space

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Interest is not a job title

Separate the task you enjoy from the label someone gives it.

Example: Making videos includes planning, editing, and presenting. I would try editing a 20-second clip, with permission, before deciding whether media work interests me.

1. Name an activity you enjoy or want to try.

2. List three different tasks involved in that activity.

3. Choose one task and describe a tiny sample you could make.

4. After trying it, what would tell you whether to investigate further?

Side thoughts / sketch space

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Look for evidence

Practice showing what happened instead of making a broad claim.

Example: I checked our supply list and noticed missing tape. I asked before setup, and we borrowed some. That may show attention to detail. Next time I would check earlier.

1. Choose a school, home, hobby, service, or fictional experience.

2. What action did you take? Use a verb such as checked, planned, asked, or repaired.

3. What happened next that you could observe?

4. Which skill might this show, and what would you try again?

Side thoughts / sketch space

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Ask the right person

Match the question to someone who can answer from experience.

Example: Ask the training provider about its entry requirements. Ask a worker about everyday tasks. A counselor can help you find an approved contact; no outside conversation is required.

1. Write one thing you need to understand.

2. Who actually does the task or handles this question?

3. Write one specific question for that person.

4. If they are unavailable, what approved source or trusted adult could help?

Side thoughts / sketch space

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Build your introduction

Create a short, honest introduction without needing a career plan.

Example: I am exploring practical problem solving. I helped compare two designs for a club display. I want to learn how people test ideas before building them. What is one beginner-friendly way to practice?

1. Something I enjoy or want to understand:

2. One action I have taken or would like to try:

3. A specific example I can explain:

4. Join your ideas into two or three sentences, then add one question.

Side thoughts / sketch space

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Check a source

Separate what you verified from what you still assume.

Example: A training provider is a direct source for its own course requirements. A social post may suggest a question, but an important claim needs checking. Write not verified yet when necessary.

1. Record the source title, organization, and date checked.

2. What specific claim or task does it describe?

3. What makes this source suitable for your question?

4. What is still unclear, and where could you check it?

Side thoughts / sketch space

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Map two possible paths

Compare two small ways to explore the same interest.

Example: To explore event work, A is helping plan a school activity with approval. B is interviewing a trusted adult about event tasks. Either route can teach something; choose what is feasible.

1. My interest or question:

2. Path A: first action, support, and time needed.

3. Path B: first action, support, and time needed.

4. Which path will I test first, and what could change my mind?

Side thoughts / sketch space

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Plan, pause, restart

Make your next action visible so you can return after a break.

Example: My action is to write one interview question. I need paper and my topic. If I get stuck, I can use the conversation questions in this book. A timer is optional.

1. My next tiny action:

2. What I need ready before I begin:

3. If I get stuck, I can ask or try:

4. Restart bookmark: I reached ____. My next action is ____.

Side thoughts / sketch space

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Notice what changed

Reflect on the attempt, including an interest that changed.

Example: I expected to enjoy presenting, but preferred organizing the slides. That is useful information. I want to ask which roles involve organizing information behind the scenes.

1. What did I expect before trying?

2. What did I actually notice or make?

3. Am I more curious, less curious, or still unsure? Why?

4. What useful question will I carry forward?

Side thoughts / sketch space

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Your idea parking lot

Use this space for sketches, side thoughts, arrows, or a simple timeline.

Example: Draw three boxes: ASK -> TRY -> NOTICE. Add a word or picture in each. Your thinking does not have to arrive in complete sentences.

1. Write or sketch the question you are exploring.

2. Connect ideas with arrows. Mark anything you need to check.

3. Circle one idea to return to.

4. Choose one next step and a date or reminder.

Side thoughts / sketch space

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EDUCATOR GUIDE | 40 MINUTES

A ready-to-use teacher lesson

Purpose: Students turn an interest into an evidence-informed question and realistic action. Materials: this starter, writing tools, and optional access to approved research sources.

Teach the lesson

5 minutes: Normalize uncertainty; introduce the four learning outcomes.
7 minutes: Read Maya's story and distinguish a question from an assumption.
8 minutes: Complete the curiosity audit and choose one interest.
10 minutes: Investigate a source or discuss one scenario in pairs.
7 minutes: Complete the next-step card.
3 minutes: Exit ticket: one finding and one action.

Look for evidence of learning

A specific question; a relevant source or observation; reasoning that considers alternatives; and a feasible next action. Use "ready," "developing," or "needs support" for feedback. Do not grade a student's career choice or private disclosure.

Adapt without lowering the goal

Allow drawing, dictation, partner reading, or oral responses. Supply printed sources when internet access is limited. Students may use a fictional example. Extend the lesson with the seven-day challenge and a short follow-up reflection.

This is a suggested classroom lesson, not a claim of formal standards alignment or credit approval.

You started. What could come next?

You now have more than an idea: a question, evidence, a conversation plan, and a next step. The next level is practicing the skills that help you turn those discoveries into opportunities.

The planned full BUILD6 workbook

DISCOVER: Build your strengths, interests, and values profile.
DEVELOP: Practice communication, teamwork, and professional etiquette.
EXPLORE: Compare pathways, training, costs, and everyday work.
CONNECT: Write outreach messages and practice mentor conversations.
EXPERIENCE: Apply skills through projects and realistic scenarios.
LAUNCH: Build a resume, interview responses, portfolio, and 90-day plan.

Bring your next-step card with you

It becomes the first piece of your portfolio. The planned paid edition adds guided activities, reusable templates, and feedback tools; a separate educator package adds teaching materials and classroom licensing.

Ask about the next edition or a customized workshop:
Visit **build6.education** or email **jaime@linklakenorman.com**.

Paid edition preview only. Purchase availability, formats, and pricing will be announced separately.



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High School "Curiosity"

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