

## CREATE THE BEST RIDE EVER

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**Focus Area:** College and Career Readiness  
**Elevater 2:** Supplemental Lessons: Career Readiness  
**Lesson Duration:** 50 minutes

### OVERVIEW

Elevate students will begin to create their post-secondary visions; like-minded groups will discuss steps along their common paths and reflect on the value of creating plans that are aligned with their talents and interests.

### ELEVATE OBJECTIVES

#### Career Minded

- Synthesize which careers best fit with students' interests, personality and strengths.
  - *Students will analyze post-secondary options that best align with their talents, interests and goals.*
  - *Groups will discuss their common paths in greater detail, supporting each other in their planning.*

#### Vision

- Analyze the necessity of staying focused on a positive vision (the bigger picture) in order to remain encouraged and committed despite obstacles that might arise.
  - *Students will research different paths toward their vision for their future.*
  - *Students will discuss and present their learning about the choices they are making for their futures.*

### COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.9-10.1.D  
Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding; and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.3  
Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric, identifying any fallacious reasoning, or exaggerated or distorted evidence.

### CASEL COMPETENCIES:

Self-Awareness, Responsible Decision-Making

#### Materials

- Copies of the following handouts, one per student:
  - *Bell Work: "Wait or Start Moving"*
- Copy paper (one per student), colored pencils
- Student computers, iPads or laptops

#### Preparation

- Room setup: Arrange desks in four groups (see Teacher Tip).
- Write the Elevate Objectives on the board.
- Cue up student computers, iPads or laptops.

#### Strategies and Best Practices Used


- Artistic Expression
- Small Group Work
- Socratic Seminar

#### Suggestions for Supplemental Learning


- Bring in people to speak about the four choices for education/work instead of doing the student research and teach back activity.
- Have students close their eyes and imagine themselves in a specific track. Encourage them to imagine the sights, smells and sounds.

**Warm-Up**  
5 minutes

**Team Teaching**

 #1: G

 #2: BW

 #3: A

## INTRODUCTION

- Collect Student Action from the last class in a basket as students walk in, if applicable.
- Hand out the Bell Work: “*Wait or Start Moving?*” to each student.
- Questions for Bell Work:

*“The easiest car to steer is one that is moving.”*

1. *What does this quote mean to you?*
2. *How does it relate to making decisions about your future?*

### {TEACHER TIP}

You may choose to use the student action work that students bring for discussion activities instead of the Bell Work to start your class. Activities could include Think/Pair/Share, Brainstorming, Class Discussion or a Gallery Walk of their Student Action. Bell work can also be reserved for those who did not bring their Student Action with them.


## MINI LESSON: WHERE ARE YOU DRIVING?


**Lead Teacher Says:** *“If you steer a parked car, it’s very difficult to do, and it doesn’t go anywhere. But when the car is moving, you can actually go somewhere!”*

**Artistic Expression**  
10 minutes

**Team Teaching**

 #1: L

 #2: A

 #3: A



- Ask two or three students to share their Bell Work responses.
- Hand out plain copy paper and colored pencils to each student.
- Ask them to draw and label a roadmap that shows what their dream future looks like if there were no barriers such as money, relationship, family, location, previous history or education.
- Allow up to ten minutes for this, encouraging students to add detail to their pictures, including:
  - *Where do they want their future to take place?*
  - *Who do they want to be helping?*
  - *How they will use their talents and interests to drive them (motivate them)*
  - *Why they desire this particular future*
  - *What job they will be doing*
  - *What their family looks like*
- Students will use this artwork at the end of the lesson.

## LESSON: ARE YOU PREPARED FOR YOUR JOURNEY?

## Inquiry-Based Learning

15 minutes

### Team Teaching

-  #2: L
-  #3: A
-  #1: ONE

**Lead Teacher Says:** “When you plan a road trip, you have to check that you have everything you need, like an oil change and a tune up, luggage, a spare tire, snacks and many other considerations. It’s the same when you’re planning your future.”


- Divide students into five groups, depending on their present possible plans for their futures: college, trade school, military, job or entrepreneurship (start their own business). If students are not sure, ask them to pick one that they are leaning towards.
- Ask students to count off within their groups so that each group member has a different number (1-4 for example, in a group of four).
- Ask students to use student computers, iPads, laptops or student phones to research case studies of people who chose their path and describe the outcome that occurred.
- Encourage small group discussions based on what the team finds, including benefits and drawbacks of their choice.
- Allow ten minutes for this first group activity.
- Ask students to regroup with people that have the same number as they do.
- Encourage students to discuss what they found in their research and their first group discussions.
- Allow five minutes for this second group activity.

## ACTIVITY: “SHARE YOUR FUTURE”

## Presentations

15 minutes

### Team Teaching

-  #3: L
-  #1: A
-  #2: ONE

**Lead Teacher Says:** “Most people do not spend their entire lives in one career, but the experience they gain along the way is what helps them to expand to new careers and paths. In case you are thinking of more than one path already (such as military and then college, or college and then entrepreneurship), you are not alone!”

- Ask students to give a brief presentation of what they found in their research and the two discussions they participated in, focusing on answering these questions:
  - Which paths seemed interesting to you? Why?
  - Did you find anything that surprised you? What?
- Allow less than one minute per presentation to hear from everyone.

## Wrap Up

5 minutes

## Team Teaching

★ #1: L

📄 #2: G

📋 #3: A

## WRAP UP AND STUDENT ACTION

- Ask students to use the drawings they created at the beginning of class to map or write all the paths they could take to get to where they want to be.
- Allow four minutes for this activity, and reserve the last minute for students to share their justification with a student sitting next to them.

### {TEACHER TIP}

Collect student drawings to revisit in a later lesson, “Did You Find the Smartest Route?” to re-evaluate their plans.

***Student Action:** Think of the top two choices for paths to take that we discussed today. Create a pros and cons list for each of them. Bring this to the next lesson.*

## BELL WORK: WAIT OR START MOVING?

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