

## MAKE YOUR OWN MAPS

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

### OVERVIEW

Elevate students will create three separate paths toward their life goal and contact those in similar careers for helpful tips; groups will discuss landmark steps and possible barriers to overcome along the way.

### ELEVATE OBJECTIVES

#### 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 discuss and write steps along their career journey to stay on track toward their life goals.*
  - *Students will plan how to overcome possible obstacles along their career paths.*

#### Goal Setting

- Identify a variety of short-term goals that lead to the accomplishment of a long-term goal.
  - *Student will create short-term goals that lead to their life goals and dream careers.*
  - *Students will map out three paths that each include short-term goals for Plans A, B and C.*

### COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.RI.9-10.3  
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CCSS.ELA-LITERACY.W.11-12.3.C  
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

### CASEL COMPETENCIES:

Self-Awareness, Responsible Decision-Making

#### Materials

- Copies of the following handout, one per student:
  - *Bell Work: "More than One Way to Get There"*
- Computers with internet access
- Copy paper, sticky notes, colored pencils
- Student computers, iPads or laptops

#### Preparation

- Room setup: Arrange desks in four or five groups.
- Write the Elevate Objectives on the board.
- Turn on computers for students to use for research

#### Strategies and Best Practices Used

- Think/Pair/Share
- Inquiry-Based Learning
- Thinking Maps
- Gallery Walk


#### Suggestions for Supplemental Learning

- Students can create lists of questions that they will ask people already in their chosen career fields or paths.
- Students can discuss in Socratic Seminar how they plan to reach their career destinations, and the advantages and disadvantages of each path.


## Warm-Up

5 minutes

### Team Teaching

 #1: G

 #2: BW

 #3: A

## INTRODUCTION: MORE THAN ONE WAY TO GET THERE

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “*More than One Way to Get There*” to each student.
- Questions for Bell Work:
  1. *In 10 years, what do you want to do for a living?*
  2. *How can you get there by taking these actions right after high school:*
    - *going to college?*
    - *going to trade school and apprenticeship?*
    - *getting a job right out of high school?*
    - *becoming an entrepreneur/starting a business?*
    - *going into the military?*
  3. *What is your preferred path? Why?*

## MINI LESSON – YOUR PREFERRED PATH


**Lead Teacher Says:** “*Today we are going to talk about the different paths that will take you to your final destination, your dream career and vision. It’s important to explore many paths, just in case you need to go to Plan B or C.*”


## Think/Pair/Share

10 minutes

### Team Teaching

 #1: L

 #2: A

 #3: A

- Ask students to share their response to the first Bell Work question with a partner sitting nearest to them.
- Allow them one minute to pair-share, and then call on 3-4 students to share their response with the whole group.
- Repeat this process for each of the Bell Work questions.


## LESSON: HOW DID OTHERS GET THERE?


## Inquiry-Based Learning

15 minutes

### Team Teaching

 #2: L

 #3: A

 #1: ONE

**Lead Teacher Says:** “Now that we’ve prioritized our paths, we’re going to do some research about the paths that others took towards similar career goals. Sometimes we can get lost on our path, so let’s ask for directions from the start.”

- Divide students into eight groups if using student computers (or as many groups as there are computers available).
- Students may also use iPads, laptops, a computer lab or their smartphones to do their research.
- Ask students to find one or two places that they would like to work (aligned to their career) either locally or in a place that they want to live. For example, if a student wants to be a veterinarian, he/she would find local vet clinics, go to “contact us” on the website and email someone there.
- Students should introduce themselves, tell the contact why they are interested in the career, and ask these questions:
  - Which path did you take to get into this career?
  - Would you suggest this path, or did hindsight give you another perspective?
- Allow up to fifteen minutes for students to find and contact someone in their chosen career.
- Explain that it is not likely that they will get an immediate response, but to look for the responses in their email (and in their spam mail, since it is the first time they are contacting these people).

### ACTIVITY: “LANDMARKS AND BARRIERS”

## Thinking Maps

15 minutes

### Team Teaching

★ #3: L

📄 #1: A

🗣️ #2: ONE

**Lead Teacher Says:** “Most young people start out with at least one life goal, but some give up when barriers arise. Predicting possible barriers can help us persevere.”

- Hand out copy paper and colored pencils to each student, and explain that they will draw three maps (landscape view.)
- Explain that Plan A going will go along the top, Plan B in the middle, and Plan C on the bottom.
- Pair up the students and ask them to work together to draw three different paths that can all lead to their ultimate destinations. Encourage students to discuss their ideas with their partner to glean more ideas.
  - *An example might be: To become a chef at a fine cuisine restaurant, you could go to college for a degree, you could gain experience as an apprentice or you could work in nutrition in the armed forces. All of these paths can lead to a chef position in a fine dining restaurant.*
- Allow about seven minutes for this part of the activity.
- Next, ask students to add two barriers on each path that they may need to overcome, and discuss ways that they can overcome these barriers.
  - *An example might be: On the college path towards becoming a chef, you might not qualify for a scholarship and the expense might not be feasible. I could overcome this barrier by going to college part-time and getting hands-on experience working part-time at a local restaurant.*
- Allow about seven minutes for this part of the activity.
- Close by calling on three students to share their ideas.

## Wrap Up

### Gallery Walk

5 minutes

### Team Teaching

★ #1: L

📄 #2: G

📄 #3: A

### WRAP UP AND STUDENT ACTION

- Hand out 1-2 sticky notes to each student.
- Lead students on a gallery walk, and encourage them to use their sticky notes to write helpful feedback to each other on their thinking maps.

**Student Action:** Repeat what you did in class by finding two more places you would like to work and contacting someone there either by email or phone. Write down who you contacted, where they work, how they got there and why you are interested in working there. Bring this information for the next lesson.

## BELL WORK: MORE THAN ONE WAY TO GET THERE

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In 10 years, what do you want to do for a living? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How can you get there by taking these actions right after high school?

Going to college: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Going to trade school and apprenticeship: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Getting a job right out of high school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Becoming an entrepreneur/starting a business: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Going into the military: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What's your preferred path: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_