

FIND YOUR PLACE IN THE WORLD

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

OVERVIEW

Elevate students will compare the advantages and disadvantages of moving away after finishing school versus staying in the community, and discuss how relationships and personal values factor into their decision about work habitats.

ELEVATE OBJECTIVES

Vision

- Investigate and integrate their personal values into all areas of their lives.
 - *Students will investigate work habitats related to their personalities and values.*
 - *Students will discuss how personal values factor into their career decisions and preferred work habitats.*

Leadership

- Examine the key component of leadership: relationship.
 - *Student will discuss how relationships (personal, familial and professional) factor into post-secondary decisions.*
 - *Students will debate if it's easier to lead change where there are established relationships or in new places.*

COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CASEL COMPETENCIES:

Self-Awareness, Social Awareness

Materials

- Copies of the following handouts, one per student:
 - *Bell Work: "Where in the World?"*
 - *"Finding Your Work Habitat"*
- Five computers with internet access

Preparation

- Room setup: desks set up five groups
- Write the Elevate Objectives on the board.
- Computers turned on and ready for group research

Strategies and Best Practices Used

- Brainstorming
- Inquiry-Based Learning
- Debate
- Journaling

Suggestions for Supplemental Learning

- Students can create posters or a collage bulletin board giving all of the pros and cons of staying and leaving after finishing school.
- Students can create "passports to success" with a picture of them and details of what they will be doing in their career and describe their work habitat and reason for choosing it.

Warm-Up

5 minutes

Team Teaching

 #1: G

 #2: BW

 #3: A

INTRODUCTION: WHERE IN THE WORLD?

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “Where in the World?” to each student.
- Questions for Bell Work:
 1. *If you could work anywhere in the world, where would it be? Why?*
 2. *Which type of setting would you work in? (Office, home, inside, outside, big corporation, small business, with few people or many?) Why?*
 3. *If you stayed in your own community, how could you help your hometown?*

Brainstorming

15 minutes

Team Teaching

 #1: L

 #2: A

 #3: A

MINI-LESSON: WHERE AND WHY?

Lead Teacher Says: “Today we are going to talk about how your environment can drive your success. Your environment includes your geographical area as well as your immediate surroundings, like working inside or outside, being a part of a large or small company, working at home or in an office, and other environmental considerations.”

- Call on several students to share responses to their Bell Work.
- After going through Bell Work responses, lead a brainstorming session using the following questions while a scribe or an A Teacher writes responses on the board:
 - *How has it made you feel to have an impact on kids in our community through Little Elevate?*
 - *What could our community look like if passionate and successful people came back or found a way to help?*
 - *What are some ways that you see yourself helping your community, regardless of where you end up living?*

ACTIVITY: “FINDING YOUR COMFY PLACE IN THE WORLD”

Inquiry-Based Learning

10 minutes

Team Teaching

 #2: L

 #3: A

 #1: ONE

Lead Teacher Says: *“There are many resources to help us match our work environment with our personality type. Most of the time our first job or two are not going to be our dream jobs aligned perfectly with our preferred habitat and friends. That doesn’t mean that we shouldn’t keep our eyes and ears open for those perfect opportunities, though.”*

- Hand out “Finding Your Work Habitat” to each student, and divide students into five groups.
- Assign each group a resource to help them figure out a suitable work setting for themselves. They will first find information from this resource. If there is time, they can use one other resource from the list. Encourage team members to discuss their ideas and give each other feedback.
- Explain that team members should have group roles. (One or two students will read the information from their website, one or two will write notes, and the others will do most of the talking in the following debate.)
- Allow about ten minutes for this activity

ACTIVITY: “CONTRIBUTING IN SOCIETY”

Socratic Seminar

15 minutes

Team Teaching

 #3: L

 #1: L

 #2: ONE

Lead Teacher Says: *“You hopefully have a better idea now of how to match your personality with your preferred work space. Where you work can sometimes be just as important as what you do. The main thing, though, is what you do with your talents to make things better for yourself and others.”*

- Facilitate a Socratic Seminar with two separate groups that focuses on how students can and will continue to contribute to their community, using questions such as:
 - *You’ve made a huge impact on the youth in our community through Little Elevate, so how do you plan to continue contributing?*
 - *What do you envision when you think of running into a “Little Elevate” student five or ten years from now?*
 - *How can you contribute to our community if you choose to live in the area for a long time?*
 - *How can you contribute even if you choose to move somewhere else at some point?*
 - *Which parts of our community do you plan to continue to have an impact on? (Youth, homeless, hunger, etc.)*
 - *If you are trying to create a change, is it easier to lead others in a place where you are known or a new place? Why?*

Lead Teacher Says: *“It’s important to remember that the grass isn’t always greener. Sometimes when people move to another city, they find that it’s not as great as they thought it would be, and they end up moving again (which costs money.”*

**Wrap Up
Journaling**
5 minutes

Team Teaching

 #1: L

 #2: G

 #3: A

WRAP-UP AND STUDENT ACTION

- Ask students to answer the following question on the back of their handout “*Finding Your Work Habitat*”:
 - *Did what you learned today change or confirm your ideas of where you want to carry out your plan for success? How?*

Student Action: *Make a list of Pros and Cons related to living in your community and helping in a hands-on way, and moving away and helping from afar. Bring this information for the next lesson.*

BELL WORK: WHERE ON EARTH?

If you could work anywhere in the world, where would it be? Why? _____

Which type of setting would you work in? (Office, home, inside, outside, big corporation, small business, with few people or many?) Why? _____

If you stayed in your own community, what would be your dream job and how you would help your home town?

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FINDING YOUR WORK HABITAT

1. <http://career-advice.monster.com/job-interview/interview-questions/ideal-work-environment-question/article.aspx>
2. http://www.ouicoach.com/docs/car_pick_right_work_env.pdf
3. <https://www.ellorywells.com/the-ideal-work-environment/>
4. <http://sourcesofinsight.com/6-personality-and-work-environment-types/>
5. <http://www.slideshare.net/halliecrawford/work-environment-19626500>