

## DID YOU FIND THE SMARTEST ROUTE?

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

### OVERVIEW

Elevate students will compare different college plans and discuss who else their career plans affect, how to handle their reactions to career plans, and how to communicate an understanding of their perspective.

### ELEVATE OBJECTIVES

#### Decision Making

- Recognize how individual decisions can impact a group of people.
  - *Students will discuss who else their career plans affect (family, friends, siblings, others in the community).*
  - *Students will role play situations in which students are discussing their career plans with those who will be impacted.*

#### Leadership

- Demonstrate the ability to comprehend others' perspectives in a conflict situation.
  - *Student will discuss healthy ways of responding to those who will be affected by their career plans.*
  - *Students will write their conversation ideas to be more prepared to handle difficult situations related to career choices.*

### COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.11-12.6  
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.W.9-10.4  
Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

### CASEL COMPETENCIES:

Self-Awareness, Responsible Decision-Making

#### Materials

- Copies of the following handouts, one per student:
  - *Bell Work: "What Will They Say?"*
  - *"Many Roads to Take"*
- Computers with internet for research, if needed
- ½ sheets of copy paper, one per
- Small prizes (optional) for winning team

#### Preparation

- Room setup: desks set up in groups of five
- Write the Elevate Objectives on the board.
- Computers turned on and ready for student research, if needed

#### Strategies and Best Practices Used

- Brainstorming
- Small Group Work
- Role Plays
- Student Presentations

#### Suggestions for Supplemental Learning

- Take students on a tour of a local campus for two weeks in a row, and then have them write a paragraph comparing and contrasting the two schools.
- Students can debate career choices from the student perspective versus others' perspectives.

**Warm-Up**  
5 minutes

**Team Teaching**

 #1: G

 #2: BW

 #3: A

## INTRODUCTION

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “What Will They Say?” student drawings from “Create the Best Ride Ever” to each student.
- Questions for Bell Work:
  1. *What have you learned about the “Best Ride” that you created when planning your next steps after high school?*
  2. *Did you change your plan? If so, how? If not, why not?*
  3. *When you make decisions about what to do when you finish high school, who else is impacted by your choices? How?*
  4. *How do you think each of these affected people will handle your post-secondary choices? Why do you think that?*
  5. *How will you respond to their reactions to your choices? Why?*

**Brainstorming**  
10 minutes

**Team Teaching**

 #1: L

 #2: A

 #3: A

## MINI LESSON: WHAT TO DO AND WHAT TO SAY

**Lead Teacher Says:** “Just like when you prepare for a road trip, your route may change as you learn new information about your options. Today we are going to take what we’ve learned about the different routes to our dream futures. We’ll also discuss who our choices affect and how to better understand their perspectives.”

- Go through the Bell Work questions one at a time, calling on three or four or students per question to share their responses with the whole group. Ask a scribe or an A Teacher to write responses on the board.

**Small Group Work and Role Play**  
20 minutes

**Team Teaching**

 #2: L

 #3: A

 #1: ONE

## LESSON – MANY ROADS TO TAKE

**Lead Teacher Says:** “Maybe everyone you know is happy about your choices, and maybe some are not pleased. You can’t please everyone all the time, but you can try to understand their views.”

- Divide the students into groups of five and hand out “Many Roads to Take” to each student.
- Allow about ten minutes for team members to complete the handout and discuss it within their small groups, giving each other feedback and encouragement.

### {TEACHER TIP}

Students may need to use computers to research some of these paths, if they were absent for the last lesson, Analyze Your Bottom Line.

- After ten minutes, explain that students will use the advantages and disadvantages

they wrote and discussed to role play conversations that they are likely to have with family, friends and others.

- Students will pair up with a student who is NOT in their group.
- One student will act as themselves and the other acts as their family member or friend. “Student” will explain their choice and give advantages. “Family or friend” will ask realistic questions that “student” will defend his/her choice against. Questions might include:
  - *Do you think that’s realistic?*
  - *Do you think that’s affordable?*
  - *Why don’t you want to try a different route?*
- Answers might include:
  - *I know you’re concerned about it, but it’s important to me because ...*
  - *I know you have different ideas, but I’m asking you to trust my decision because...*
- Pairs will switch roles, using good communication skills. Emphasize that the goal is to have realistic conversations, trying to see the “family/friend” perspective while defending college/career choices.
- Allow about ten minutes for the role-play component of this activity.

## ACTIVITY: HOW DOES IT SOUND?

**Lead Teacher Says:** *“There are many ways to get to your career goals, so the keys to staying focused on the big picture are to keep moving forward and to be flexible in how you get there.”*

- Students should regroup in their original groups of five to present their “case” to the rest of their group.
- Presentation should include:
  - *Career choice and plan for which path to take*
  - *Rationale for path, including advantages*
  - *At least one predicted argument by family or friend, and defense*
- Ask team members to present their choices to their team, asking for feedback and helpful ideas.

**Lead Teacher Says:** *“You will find that the better you can communicate with others, the more support you will have from long-time friends and family members, as well as new connections.”*

## WRAP-UP AND STUDENT ACTION

- Ask students to revise their “Best Ride” art work on the back of their original drawing/map. This should include their career choice, chosen route, rationale and

### Presentations

10 minutes

### Team Teaching

 #3: L

 #1: A

 #2: ONE

### Wrap Up

#### Artistic Expression

5 minutes

## Team Teaching

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

defense for these choices and names of people who will be impacted by these decisions.

**Student Action:** Use the information you have so far to find out more details about specific colleges, trade schools and other choices. Look at the choices within these (specific classes that each have to offer, time frames and schedules, etc.). Add these to your “Best Ride” artwork/map. Bring this information for the next lesson.

## BELL WORK: LOOK BACK AT YOUR MAP

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What have you learned about the “Best Ride” that you created when planning your next steps after high school?

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Did you change your plan? If so, how? If not, why not? \_\_\_\_\_

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When you make decisions about what to do when you finish high school, who else is impacted by your choices? How?

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How do you think each of these affected people will handle your post-secondary choices? Why do you think that?

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How will you respond to their reactions to your choices? Why?

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How will you respond to their reactions to your choices? Why?

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## MANY ROADS TO TAKE

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**Part 1:** For each of the following paths to your career goal, discuss the advantages and disadvantages of each, such as:

- the length of time the path takes
- average cost compared with other options
- living arrangements (near, far, expensive, inexpensive, leave loved ones, stay at home, etc.)
- other advantages and disadvantages

**Part 2:** Write your ideas on the lines for each career path.

