

OVERCOMING ROAD BLOCKS

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 1: Week 5, Lesson 1 Week 6, Activity (U1:W5-L1; W6-A)
Lesson Duration:	50 minutes

OVERVIEW

Elevate students will be able to identify their own personal roadblocks and to define the difference between internal and external roadblocks. They will also be able to list strategies to overcome those roadblocks.

ELEVATE OBJECTIVES

Introduction

- Define the difference between internal and external roadblocks.
- List strategies to overcome those roadblocks.

COMMON CORE OBJECTIVES

- **CCSS.ELA-LITERACY.SL.7.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPLORE / ACT-TARGETED STANDARDS

- **ELA** – Revise vague nouns and pronouns that create obvious logic problems.

7 AREAS OF A WHOLE PERSON

- Emotional

40 DEVELOPMENTAL ASSETS

- **Commitment to Learning** – School Engagement

Materials

- Copies, one for each student
 - o Bell Work: "Time Wasters"
- One copy of "Michael's Roadblocks" Sheet (To put on smartboard)
- Post-its

Strategies and Best Practices Used

- Self-Reflection
- Brainstorming
- Group Work

Preparation

- Room Set-Up: Desks set up in a groups of 4 or in a U
- Write the Elevate Objectives on the board
- For Week 4 Activity: For computer access, take students to computer lab or have them use their laptops/phones for Class Tracker activity.

Suggestions for Supplemental Learning

- Consider allowing students to create a poem or song about overcoming their roadblocks that they can use when being challenged in life.

BELL WORK: TIME WASTERS

Warm-Up
10 minutes

Team Teaching



#1: G
#2: BW
#3: A

- Hand out Bell Work: “Time Wasters” to each student as they walk in.
 - **Teacher** can model the activity with an example on the board prior to asking students to complete the handout.
- Allow students 3-5 minutes to complete their Bell Work, and then call on several students to respond to:
 - What are some things in your life that you would consider a time waster? Explain why you think they are time wasters.
 - “Everyone has the same 24 hours in a day”-How does this quote make you feel about you spend your time?
 - What kind of habits do you need to either change or add in order to start using your time more wisely?

MINI-LESSON: INTERNAL VS EXTERNAL

Self-Reflection
10 minutes

Team Teaching



#2: L
#3: A
#1: A

Lead Teacher Says: Say, “When it comes to achieving your future goals, it’s important to first recognize our own roadblocks. A roadblock is any obstacle that gets in the way of our goals. This can include time wasters, not prioritizing or finding balance, allowing others to limit us, possibly our own fears, and more. Today, you will get to identify some roadblocks in your life and learn some ways to overcome it.”

- Explain to the the students that there are two types of roadblocks that we could have. They can either be internal or external.
- Explain the difference between internal and external roadblocks. Internal-obstacles that can come from within you. Examples are low self-esteem, lack of clearly defined goals, negative emotions, not feeling “good enough,” negative self-talk, lack of prioritizing, etc. External-obstacles that can come from your environment. Examples are level of parent/guardian support, health of family members, peers/friends, health care access, supports at school, etc.
- Instruct students to take out a sheet of paper and to reflect on their own personal roadblocks. They will write down two roadblocks for each type (internal, external) that they are currently experiencing. They can use the examples as inspiration but encourage students to be honest so that it helps them increase their self-awareness.
- Have a few student volunteers share their roadblocks once everyone is done.

Brainstorming 20 minutes

Team Teaching



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

ACTIVITY: MICHAEL'S ROADBLOCKS

Lead Teacher Says: "Now, let's take a look at Michael's situation and see if you could identify his roadblocks."

- Pull up "Michael's Roadblocks" sheet on the smartboard. Choose a student volunteer or two to read the story.
- Ask the class the two questions at the bottom and review answers: 1) What are some of Michael's roadblocks 2) Which ones are internal and which ones are external?
- Draw two columns on the whiteboard-one labeled internal, one labeled external.
- Pass out a few post-its to each student. Each student will come up with a few strategies on how Michael can overcome some of his roadblocks. Give students 5 minutes to do so.
- When students are done, have them place their post-its in the correct column and review answers together.
- Go through the following roadblocking strategies if they were not listed:
 1. Establish healthy and supportive relationships.
 2. Share your goals/dreams with a key support in your life.
 3. Identify role models and reflect on what you admire about them.
 4. Use an organizer/planner.
 5. Identify and clearly define your goals.
 6. Focus on your strengths.
 7. Use affirmations (positive "I" statements).
 8. Distance yourself from peers who are bad/negative influences.
 9. Apply for a job.
 10. Join a club or sports team at school.
 11. Seek professional help if necessary.
 12. Use a daily tracking sheet to monitor new habits.
 13. Pray/meditate.

Wrap Up, Journaling 10 minutes

Team Teaching



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

EXIT STRATEGY: SHARING WHAT YOU LEARNED

Lead Teacher asks students to respond to the following questions in their journals:

- o How will you share what you learned with others?
- o Did you feel that you had a better understanding on how to overcome some of your own roadblocks?

Close the lesson by emphasizing that we have the ability to recognize and overcome our roadblocks and to eliminate the fear that can hold us back from achieving our goals.

COLLEGE & CAREER WEEK 6 ADVENTURE

ADVENTURE: JOB SHADOW

Class Adventure

Time dependant on
job shadow event

Team Teaching



#3: L

#1: A

Lead Teacher Says: *"It is one thing to read about certain careers but it is another to experience it. We will be going to do a job shadow with professionals in certain careers that can give us an insight into what that career is truly like."*

- In order to take students to a job shadow, much preparation needs to take place when it comes to communicating with a company or group of professionals who are willing to do such an event for your students.
- Choose a company or group of professionals that are willing to give their time to not only explain what they do but to be able to have students shadow a professional in that field.
- Mentors need to accompany our students at all times. Prepare our students ahead of time having them understand that as they are shadowing a professional, that they must act professionally themselves.
- Encourage students to highlight what they take away from the experience.

BELL WORK: TIME WASTERS

1. What are some things in your life that you would consider a time waster? Explain why you think they are time wasters.
2. "Everyone has the same 24 hours in a day"-How does this quote make you feel about you spend your time?
3. What kind of habits do you need to either change or add in order to start using your time more wisely?

BELL WORK: TIME WASTERS

1. What are some things in your life that you would consider a time waster? Explain why you think they are time wasters.
2. "Everyone has the same 24 hours in a day"-How does this quote make you feel about you spend your time?
3. What kind of habits do you need to either change or add in order to start using your time more wisely?

MICHAEL'S ROADBLOCKS

Michael is an 8th grade student who is struggling to go to his classes, get passing grades, and stay out of the assistant principal's office. He was a great student in elementary school but began to hang out with the wrong group of friends in 7th grade and got into a lot of trouble. Because he was getting into so much trouble, he began to believe he wasn't smart enough and could not be a successful student. Rather than staying focused on school, he spent more time on playing video games, watching YouTube all day and cared more about hanging out with his friends than grades. Things at home weren't much better. Because he was always getting into trouble at school, his mother became more and more strict and stopped allowing him to do anything fun. Michael's mother is unable to find ways to get help for him because she has to work two jobs in order to be able to pay the bills.

1. What are some of Michael's roadblocks?
2. Which ones are internal and which ones are external?