

## Lesson 6: Planning – Learning About Yourself: Life Maps

**Grades:** 8-12

### **Goals and Objectives:**

- Students will discuss how the past can affect the future.
- Students will reflect on where they have been in order to determine where they need to go.
- Students will compare their current paths to the time lines found on cfwv.com.

### **Content Standards and Objectives:**

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

**21C.S.9-12.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.9-12.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.9-12.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

**Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1):** Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

**Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6):** Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

**Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7):** Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):** Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### Procedures:

1. Have a brief discussion with your students pertaining to how the past can affect the present.
  - How can what you are doing right now determine what you do in your future?
  - Can we use what we know from our past to make decisions about what we want to accomplish in our futures?
2. Ask the students to think of some of the major events that they have encountered or been a part of over the course of their lifetime. Have students begin to make a list of approximately 15-20 moments beginning with the day they were born and ending with today. Events might include the first day of school, birth of a sibling, a broken arm, the first day of school, having braces put on, getting glasses, winning an athletic or academic award, etc.
3. Once students have completed their list brainstorm, they need to begin thinking of symbols that might represent each of the items on their lists. These need to be placed in chronological order on their papers.
4. Have students begin to make the actual maps. Instruct students to become creative with their maps. Will it look like a timeline? A road map? A park map? A globe? A slide show of pictures and symbols?
5. After students have finished creating their life maps, have them give mini presentations of them to the group.

*Sometimes students can put too much emphasis on what has negatively affected them. Help the students create a positive focus rather than becoming inundated with the negative.*

### Reflective Questions for Journal or Discussion:

- Do you notice any trends, patterns, or reoccurring events on your map? If so, why do these events continue to happen?
- Do you think that this map is an accurate picture of your life so far? In your opinion, what has been the most important event?
- Where do you see the map leading you?
- After looking at the timelines found on CFWV.com, do you believe that you are on track?
- If not, how can you make it so that you are?
- If you could list five more events for your future, what would they be?
- What steps or goals will you have to make to get where you are going?
- In your Portfolio on CFWV.com, please update your long and short goals.