My Roadmap to the Future
UNIT ONE
SUCCESS, EDUCATION, & WORK

INTRODUCTION

In Unit One of Success Highways: My Success Roadmap, students participated in four lessons, in which they:

- Discussed why this program uses the theme of traveling on a highway, i.e., how life is a journey, what it means to navigate your path, and why the journal is called a “roadmap”
- Learned and created definitions of “success,” “analyze,” and “career”
- Envisioned their future lives at age 25 (possessions, family, work, lifestyle) and imagined their “life highway” from their current age to age 25, including major accomplishments
- Described steps they must take to achieve the major accomplishments, and identified someone who might help them along the way
- Named their most important goal after finishing high school
- Considered whether steps and goals were short-term or long-term
- Listened to their teacher talk about his or her personal experiences with goal-setting, education, and her career as a teacher
- Reviewed a sample career – forensic pathologist – to understand what a “medical detective” does, how someone might prepare to become one, and the subjects in school that relate to this work
- Articulated job interests and investigated the relationship between success in school and success in work
- Explored the financial difference in lifetime earnings for someone getting a high school degree versus a college degree, as well as the non-material differences between a “job” and a “career”
- Analyzed and reacted to their personal results from the Revving Up “Importance of School” measure, and explained their current thinking about why being successful in school matters

In Unit One of Success Highways: My Roadmap to the Future, students will participate in two lessons, in which they will...

- Determine personal definitions of “success” for the present and the future, exploring symbols of success and achievement
- Listen to you talk about your own ideas of success and how they’ve evolved over time
- Create up-to-date “Success Itineraries” in one subject area
- Develop ideas and plans about education and future work
OBJECTIVES

- Students define what success means to them.
- Students develop “Success Itineraries.”

MATERIALS & PREPARATION

In this lesson you will need to:

- Display the Success poster where students can see it.
- “Share Your Experience” with the class.
- Make reference calendar(s) available to the class for the coming three months to one year.
- Distribute students’ My Roadmap to the Future activity journals so they can complete page 1, shown below:
PROCEDURES

Part 1. Introduce the Program

a. Introduce the idea that we can create our own success in life by developing specific skills and understanding. For example, you might ask students:
   - Are you likely to be more successful or less successful in school and in life if you know how to handle stressful challenges?
   - Are you likely to be more successful or less successful in school and in life if you know how to develop confidence?
   - Are you likely to be more successful or less successful in school and in life if you know what is important to you?

b. Hand out the Roadmap activity journals to students.

c. Have volunteers read aloud the letter on the inside cover of their activity journals to help get students talking about creating a roadmap to their futures.
   - Do you believe that setting goals and making plans will help you achieve success?

Part 2. Share Your Experience? Success

a. Tell your students about your concept of success and how it has evolved over time. Use the box on page 20 as a guide.

b. Request feedback on your story, prompting students:
   - How did my vision of success change over time?
   - What surprised you about my ideas or experiences?
   - Look at page 1 in your Roadmap activity journal and identify which ideas I mentioned from the “Symbols of Success.”

c. Ask students to raise their hands if they have questions about what you shared, and respond to their questions.
LESSON 1 | DEFINING SUCCESS

INFORMATION TO CONSIDER SHARING DURING LESSON 1

“When I was in high school, success meant…”

“By the end of college, my image of success was…”

“Now, my understanding of success is…”

“I think it has changed over time because I’ve learned…”

“I knew I was successful when…”

“One way I was able to reach my goals was…”

“What I take away from this experience is…”
Part 3. Define & Debate Success

a. Review the Success poster as a group. Have students enter a personal definition of success in the box on page 1 in their Roadmap activity journals, prompting them:

- When you think about what success means to you, how would you describe that?
- Has your definition of success changed since last year? In what ways? Why?
- What makes your vision of success personal to you?

b. Direct students to “Symbols of Success” on page 1 in their activity journals and ask them to shade in, circle, check, or otherwise decorate the boxes that they associate with success, based on how they define success now. If students don’t see something that’s important to them, have them add it into the empty box on the bottom right.

c. Have students select their top three for now and list them in order of priority on the bottom of page 1 in their activity journals. (Ask students to wait before completing the list for 10 years from now.)

d. Lead students in evaluating and discussing their top three. Have a few volunteers stand up and present as if they were participating in a debate, explaining why their first choices are the most important. Allow students to challenge their classmates’ ideas in a respectful way.

e. Ask the class to think about their lists if they were instead projected forward 10 years into the future. Have students take a few moments to consider the top three they imagine for themselves in 10 years and write those three where indicated on page 1. Lead a discussion about whether students’ selections change when they imagine life 10 years in the future.

Part 4. Establish & Review Success Itineraries

a. Ask the class to open their Roadmap activity journals to page 18, “My Success Itinerary,” Part I. Tell students that they are beginning to create these “Success Itineraries” in Lesson 1, and will continue to revise and review these plans through the My Roadmap to the Future lessons.

b. Explain that today they will make Success Itineraries in which they will describe their plans to improve in a specific school subject.

c. Ask students to complete the 10 questions in Part I, the “ABCs of Action Planning,” on pages 18-19 of their Roadmap activity journals. Remind them that they can always revise their answers later; tell students:

- Creating, reviewing, and resetting milestones is one way to keep moving in the right direction on a journey.

d. If students complete the questions in Part I early, direct them to move on to Part II on page 20, entering a “Subject Area for Success,” picking the three most important actions to improve in the chosen subject area, and assigning dates per the calendar(s) provided.
e. Place students in pairs (A & B). Tell students they should pick and remember one thing they learn from their partner.

f. Direct partner A to share their work on Part I with partner B, and vice versa. Allow two minutes for each partner to share.

g. Ask students to complete Part II, brainstorming the best actions with their partners.

Part 5. Synthesize Ideas & Check for Understanding

a. Come together as a class and ask for volunteers to share what they learned from their partners and their answers and ideas in their “Success Itineraries.”

b. Call on one or two students to respond to each of the following prompts:
   - Do you have a clear picture of what success means to you now and in the future?
   - How do you feel about the plan you recorded for succeeding in one subject area?
   - How did you or will you select the most important actions to help you achieve success in your chosen subject area?

c. Remind students that their “Success Itineraries” will be revisited throughout the program; what they will learn in the coming lessons may help them create a map to navigate their future success.
EXTENSIONS

**Discussion:** Ask students to consider the following quote: “Success means having the courage, the determination, and the will to become the person you believe you were meant to be.” (Dr. George Sheehan) Ask students, “How is this description of success different from the definition on the poster?” “How do you figure out who you believe you are meant to be?”

**Activity:** Give students maps (or images of maps) for reference. Provide poster board and colored markers, and ask students to create a map of their lives to date. Each student should show his or her life from birth to the present along one major road and identify important milestones and events along the way. Students can also draw their maps from the present through a specific point in the future.
OBJECTIVES

- Students describe their aspirations for school and career, including specific actions that connect education and work.
- Students identify connections or supporters who can help them answer their questions about future education and work.

MATERIALS & PREPARATION

In this lesson you will need to:

- Display the Career poster where students can see it.
- Post eight large pieces of poster paper with school subjects written on them (e.g., Math, Science, Social Studies, English, Arts, Athletics, Technology, and Business) around the room.
- Create your sample “Symbol of Achievement” as per instructions to students on page 2 of My Roadmap to the Future. Draw a symbol that represents what you want to achieve over the next 10 years or so.
- Distribute students’ My Roadmap to the Future activity journals so they can complete page 2, shown below:
PROCEDURES

Part 1. Connect Ideas & Introduce the Concept: Careers

a. Refocus the class on their definitions and symbols of “success,” reviewing the concepts from page 1 of their Roadmap activity journals. Prompt a few volunteers to share their ideas about success.

b. Ask students to consider the steps that are required to ensure their future success.
   - How does one buy and maintain a house? (Save money for a down payment, qualify for a mortgage, make monthly payments, pay insurance, do improvements and repairs, etc.)
   - How does someone get a car? (Save money or get a loan, pay insurance, deal with registration and inspection, etc.)
   - What does it take to support a family? (Money for home and food, health insurance, child care, etc.)

c. Using the Career poster, transition into a discussion about how looking to the future involves considering a line of work.
   - What is the common theme of the steps for getting a house or car and caring for a family? Money.
   - How do we get money? Through work.

d. Explain that the class will use today’s activities as a chance to brainstorm about future careers and the link between work and education.

Part 2. Career Brainstorming

a. Explain to students that they are now going to brainstorm future jobs. Point out the eight subjects posted on chart paper around the room.

b. Separate students into eight (or fewer) groups, and assign each group to stand by one of the posted subjects. Ask each group to pick a writer (who should have a pen in hand!). Explain that each group will get 60 seconds for each subject; they will brainstorm jobs that are related to that subject and add them on the paper. For example, the subject of math could be used in a job as an engineer, carpenter, or accountant.

c. Make it clear that a group’s writer shouldn’t add a job that another group has already written on that poster (although the same job might appear on multiple different subject posters). Encourage students to think creatively, considering jobs of people they know, have seen in the media, or have read about.

d. Every 60 seconds, move the groups to the next subject posted, clockwise.

e. After they have completed the circuit (or time has run out), gather the class and point out the variety of jobs and careers generated.
LESSON 2 | ANALYZING JOBS

Part 3. Analyzing Jobs

a. Give students 60 seconds to select a single job that interests them from all the options brainstormed on the charts. Students should move to stand by the chart where they find their job of interest.

b. From the groupings now standing by each chart, ask students to choose partners (or you can assign partners) and to sit where they can both write.

c. Explain that they are going to kick off their investigations into their selected jobs by completing three sections in their activity journals. Ask students to open their journals to page 2, where they will record their answers.

d. Guide students to work with their partners to come up with two questions about their chosen job, two connections who could help them learn about it, and two actions they could take immediately after high school to pursue it. Students should enter their questions, connections, and actions where indicated on page 2. For example, students may:

- develop questions about training or education requirements, pay scale, or job responsibilities
- consider connections from their families, friends, communities, or at school
- imagine actions to prepare for the work, such as finding an internship or enrolling in a certificate program
Part 4. Symbols of Achievement

a. Keeping students in pairs, show the class your sample “Symbol of Achievement” and explain why it is important to you personally and how you created it. Connect it to your current career and the symbols of success addressed in the first lesson.

b. Ask students if they know some symbols. If possible, have volunteers come up and draw example symbols on the board (or draw examples yourself). For example:
   - the symbol on a car’s trunk and hood
   - fast food brand symbols
   - clothing brand symbols
   - other well-known symbols: arrow, peace sign, stairway
   - symbols used on page 1 of their activity journals

c. Tell students they will now brainstorm symbols with their partners and then make up their own symbol of achievement. Their symbols should represent their top career ambitions. They should use basic lines and shapes, and should not copy existing logos from companies or brands (but can use parts of existing logos if they have a good reason).

d. Give students a few minutes to create “My Symbol of Achievement” at the bottom of page 2 in their activity journals.

Part 5. Synthesize Ideas & Check for Understanding

a. Bring the class back together, and ask a few students to summarize what the class did today. As time allows, have volunteers share their career questions, connections, actions, and/or symbols from page 2 in their activity journals.

b. Call on one or two students to respond to each of the following prompts:
   - What are some of the important steps to help you get what you want in your future?
   - What kinds of jobs or careers connect to the subjects you study in school?
   - What can you do now to start investigating a job or career for your future?
   - How can you use your symbol of achievement to help motivate you?
EXTENSIONS

**Discussion:** Ask students to consider the following quote: “I don’t know the key to success, but the key to failure is trying to please everybody.” (Bill Cosby) Ask students, “How could trying to please other people get in the way of your success?”

**Activity:** Have students create a “vision board” — a collage of what they hope to be, have, and do in the future — using art supplies, magazine cut-outs or other sources. Ask them to include the “Symbol of Achievement” they created during Lesson 2 somewhere in their collages.
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