CAREER AND COLLEGE DEVELOPMENT

LESSON 9-6 ▲ MAP YOUR FUTURE

**LEARNING GOALS/OUTCOMES**

* Understanding of steps to completing personal goals.
* Ability to identify ways to monitor progress on educational (college) goals.

**MATERIALS NEEDED**

* **Student Handouts:**
* Journal Page
* **Map** for visualizing travelling from once place to another
* **3 x 5 index cards**
* **Chart paper or board**
* **Markers**

**CLASSROOM ACTIVITIES**

1. **Ask students to talk with one another how they would plan travel or challenging journey that is on the map** (depending on what kind of maps you have in your classroom: Seattle to Wenatchee or Seattle to Denver, for example). Hopefully, they will say that they needed to break the journey into several steps. Explain to students that they are going to get the opportunity to plan “educational” journeys.
2. **Divide students into small groups of 3 or 4 students.** Hand each group a stack of 3 x 5 cards. Have the group choose an accomplishment they think is important and write this on the first card. The accomplishment might be something like winning the World Cup, great SAT scores, getting your first job, getting a driver’s license. The other cards are left blank for the moment.
3. **Have each group choose just one goal.** (As time allows, you can come back and repeat the activity with other goals). Ask the students to make a list of steps that they will need to do to achieve that goal and put each step on a blank card. For example, if the goal is winning a basketball championship, the steps might include learning to shoot the ball, trying out for the team, practicing skills, developing endurance, and so on. Encourage students to work back as far as they can with a single step recorded on each card. They should line-up the cards in a row underneath the card with the goal so it resembles a “chain”.
4. **Ask students to think about the difference between long-term and short-term goals.** Ask them to review their cards and organize them or re-order the chain in an order from short-term to long-term goals with the ultimate goal being the first card. Be prepared to model this part of the activity.
5. **Have each group report and be prepared to answer these questions:** 
   * What was easy?
   * What was challenging?
   * Could they have thought of all of the steps by themselves or did having help make a difference?
6. **Give students time to reflect on their personal goals and to jot down the steps they will need to take on the journal page.** Include the journal page in the students’ portfolios.

**STUDENT PRODUCTS**

* **Set of index cards** with goal and steps to achieving goal
* **Completed *Journal Page***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

There are many different ways to illustrate goal development for students. SMART goals are built into many Career Guidance materials. The High School and Beyond Plan (required for students in Washington) is the ultimate way for students to record their steps to success. This lesson focuses specifically on how students can build plans and monitor their progress on educational goals. Encourage students to remember these concepts when creating their High School and Beyond Plan in future lessons.

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LESSON 9-6 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 9-6 | *Map Your Future***

***Q1:*** What are you personal goals and what steps will you need to take to achieve them? How do these steps match your High School & Beyond Plan?

***Answers:***