



# B2.

# ROAD MAP TO SUCCESS

## WORD WALL

**Visualize:** To see or form a mental image

**Goal:** The end toward which effort is directed

**Timeline:** A table listing important events for successive years within a particular historical period



## TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



## 30 MINUTES



## MATERIALS NEEDED

- Preview Activity Handout: *Road Map to Success*
- Lesson Handouts: *Visualizing the Road Ahead* and *Timeline to Success*
- Reflection Activity Handout: *I Know How to Reach My Goals*

## LEARNING GOALS

- ➔ Students will learn that they will have many small accomplishments and victories as they travel on the road to their future.
- ➔ Students will identify goals they want to achieve and explore the steps necessary to achieve them.
- ➔ Students will create a personal timeline to help them understand the steps they will need to take to achieve their ultimate objectives.

## INTRODUCTION

Students are likely to achieve long-term academic or career goals if they visualize small achievements leading to their long-term success. In this lesson, students identify their goals and develop a plan of action to achieve them.

## PREVIEW ACTIVITY

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (*See handout*)

- ➔ Distribute *Road Map to Success* and explain instructions to students.
- ➔ In-Class Activity: As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
- ➔ You may wish to add value to the Preview Activity by collecting ideas generated and distributing them to students as a resource.

## ACTIVITIES

### Part 1: Road Map to Success

10 minutes

- ➔ Discuss and review the Preview Activity.
- ➔ Explain to students that although they are already on the road to their future, this road has many twists and turns.
- ➔ Take a few moments to talk about your own life and career path, with the idea that this will give your students background knowledge to help them think about their own goals. (We encourage you to create your own road map ahead of time, sharing major events and accomplishments, including graduations, travel, recognitions, births, and more.)

## Part 2: Visualizing the Road Ahead

 15 minutes

- ➔ Distribute the *Visualizing the Road Ahead* handout.
- ➔ Have students brainstorm accomplishments along the road to their future (e.g., getting good grades, finishing middle school). Have students either draw or write these events in the signs along the road, creating a road map.
- ➔ Give students a few minutes to complete the task and ask some students to share their road map. Encourage students to add to their list if they have new ideas. Write ideas on the board. Make sure the following ideas are discussed: finishing middle school, starting high school, taking algebra, taking college entrance exams, researching colleges, researching careers, applying to college, and graduating from college.
- ➔ Explain to students that seeing their goals in the context of the time they have to accomplish them will enable them to plan for their futures.
- ➔ Explain to the class the difference between short- and long-term goals.
- ➔ Explain to students that long-term goals are made up of smaller goals. If our goal is to go to college, there are lots of smaller goals that we must accomplish before this ultimate goal.
- ➔ Time permitting, have students use the items on the board from the previous exercise to identify which goals are short- or long-term.

## Part 3: Timeline to Success

 15 minutes

- ➔ Distribute the *Timeline to Success* handout and ask students to complete it.
- ➔ Reconvene as a class and discuss the challenges students had in determining when they needed to meet their goals.
- ➔ If you have time, construct a class timeline (see Extensions section for details).

## REFLECTION ACTIVITY

- ➔ Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
- ➔ Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
- ➔ Distribute *I Know How to Reach My Goals* and explain the instructions to students. (See *handout*)

## RESOURCES

- ➔ GoodCharacter.com
  - <https://www.goodcharacter.com/middle-school/setting-and-achieving-goals>
- ➔ PositivePsychology.com
  - <https://positivepsychology.com/goal-setting-students-kids>
- ➔ Edutopia
  - <https://www.edutopia.org/article/6-activities-inspire-goal-setting-mindset-students>

## CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers:
  - Culture
  - Time, Continuity and Change
  - People, Places and Environments
  - Individual Development and Identity

See *Appendix A* for complete curriculum standards descriptions.

# HANDOUT: ROAD MAP TO SUCCESS



NAME

Take a moment to talk to one of your copilots or someone else you trust about a time they worked toward a goal (the goal can be personal, educational or related to their career).

Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

## QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Can you tell me about a goal you had to work hard to achieve?

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2. How did you plan to meet that goal? Did you think of smaller steps to follow? Did you write anything down?

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3. Were there people who helped you achieve your goal?

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4. What did you learn from the experience?

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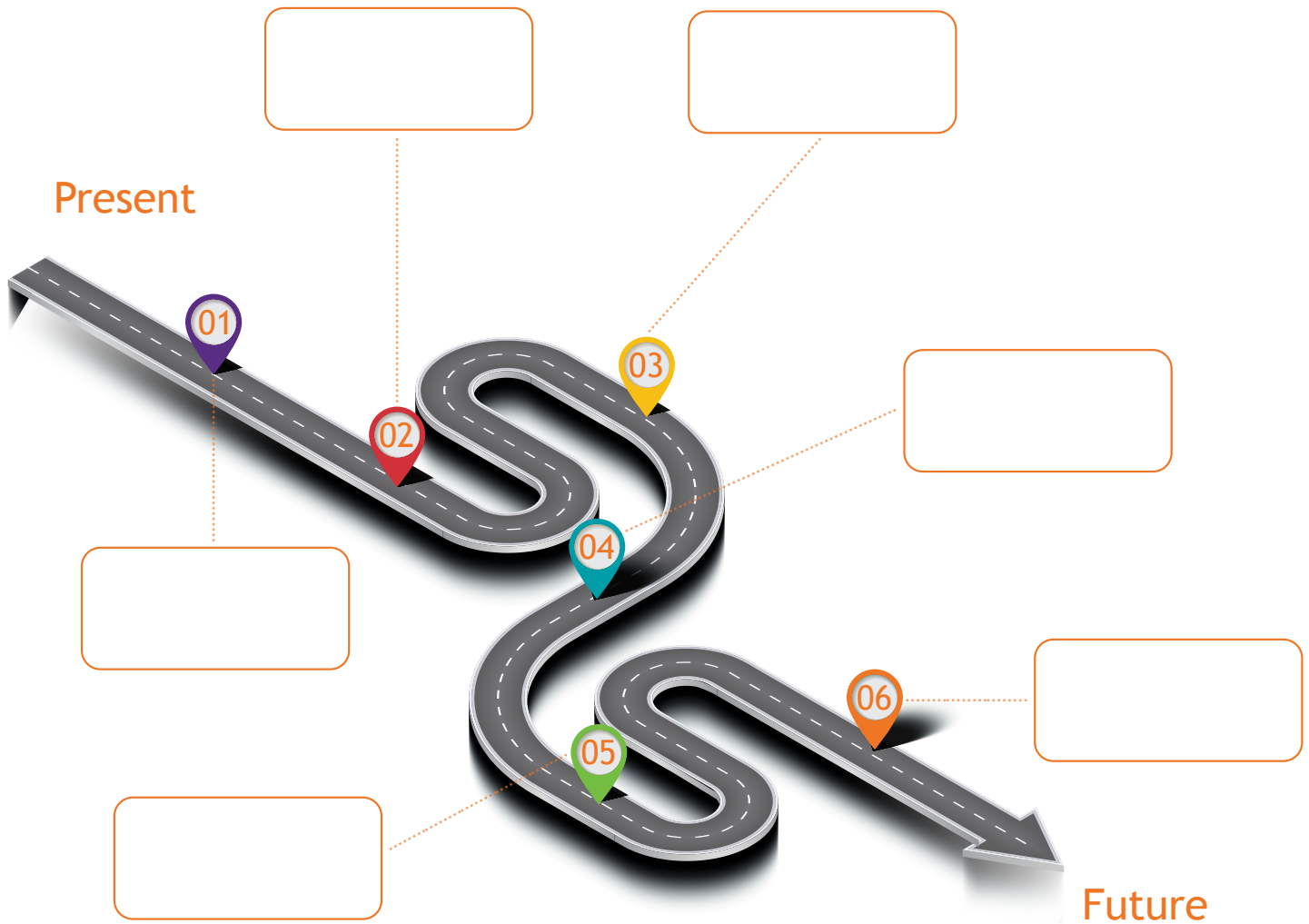
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# HANDOUT: VISUALIZING THE ROAD AHEAD



NAME

The road to your future is like a maze with twists and turns. You must try your hardest and look for support so that you make good decisions that will keep you on the right track. Write in the boxes things you will have to accomplish along the road to your future (such as finishing elementary school or getting good grades).



# HANDOUT: TIMELINE TO SUCCESS



NAME \_\_\_\_\_

Below you are going to make your own timeline to success and explore what you need to do to get there. Let's start by having you understand how long you have to accomplish some of your goals.

I will start middle school in \_\_\_\_\_ (Year)

I will start high school in \_\_\_\_\_ (Year)

I will apply to college in \_\_\_\_\_ (Year)

I will graduate from college in \_\_\_\_\_ (Year)

Goals serve as a guide to help you travel the road to your future. Think about the things you will need to do to stay on track and reach your ultimate goal of success.

*starting today*     *one month from now*     *by end of the school year*     *by next school year*

Goals:

Goals:

Goals:

Goals:

# HANDOUT: I KNOW HOW TO REACH MY GOALS



NAME	
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Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you. Share the goals you set for yourself in the classroom lesson (to achieve by next school year).

## QUESTIONS FOR YOU TO ANSWER:

1. What goal do you hope to achieve by next school year?

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2. Why did you choose this goal?

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## QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

3. What will it take for you to achieve this goal?

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4. How can family and friends help you accomplish this goal?

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## EXTENSIONS

### ➔ CLASS TIMELINE

On a poster board, have students make an individual or whole-class timeline based on the *Timeline to Success* handout. Have students use sticky notes to write goals and draw pictures of themselves during each point in time. You can model this activity for the class first by sharing your goals for the future. The students will continue to get ideas from other students and can add to the timeline throughout the year. Students may wish to share this timeline with their families.

- ➔ Another way to complete this activity could be to have students create a vision book of the timeline with goals written on each page and pictures or collages to represent those goals.

