



C1.

NAVIGATING THE ROAD TO MY FUTURE

WORD WALL

Roadblock: An obstruction in the road

Detour: A deviation from a direct course or the usual procedure

Obstacle: Something that prevents progress or achievement

Peer Pressure: Influence by someone of equal standing or in the same group

Bullying: Abusive treatment

Challenge: A stimulating task or problem



TARGET AUDIENCE

Students grades 4 through 8



45-90 MINUTES

Lesson may be extended over several days



MATERIALS NEEDED

- Preview Activity Handout: *Navigating the Road to My Future*
- Lesson Handouts: *Twists and Turns Along the Road*; *Directions Please* and *Challenges Helping Me Grow* (separate versions for grades 4-5 and grades 6-8)
- Reflection Activity Handout: *Preparing for Challenges Ahead*

LEARNING GOALS

- ➔ Students will explore potential challenges (personal, academic and social) they may face along the road to their future and the ways in which they may grow.
- ➔ Students will identify specific peers or trusted adults (family or community members) who can offer advice and support when needed. In addition, they will explore specific ways for each individual to offer support.

INTRODUCTION

“I believe in me - you believe in me!”

It is important for students to understand that they may face setbacks or detours along the road to their future. During such challenges, students may feel lost or defeated and will need to rely on their peers and/or trusted adults for support or encouragement. As students experience challenges, it is important for them to understand that even if challenges lead to setbacks or detours, challenges can also help them grow and learn.

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 *Navigating the Road to My Future* and explain instructions to students.
- ➔ 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 by collecting ideas generated from the Preview Activity and distributing them to students as a resource.

ACTIVITIES

Part 1: Navigating the Road to My Future

 10 minutes

- ➔ Write the following statement on the board: “I believe in me...you believe in me!” Ask students to read the statement and share what it means to them and why it is important.
- ➔ Discuss and review the Preview Activity.

Part 2: Road to Their Future

 10 minutes

- ➔ Remind students that they are already on the road to their future. They have an opportunity to advance along their road every day.
- ➔ Discuss with students the fact that they will face roadblocks or detours that will make it more difficult to travel to their chosen destinations. On the board, draw the following common road signs:
 - Fork in the road
 - Steep hill
 - Dead end
 - One way
- ➔ Ask students what the traffic signs could mean in terms of the road to their future, such as a fork in the road. Emphasize to students that they will face obstacles and challenges along the road to their future.

Part 3: Twists and Turns Along the Road

 10 minutes

- ➔ Soliciting ideas and raising your own, discuss with students some potential obstacles that they may face and how they would resolve these example situations that do not have an easy solution:
 - Peer Pressure: There is a big test in your math class tomorrow that you need to prepare for, but all your friends have decided to go to the mall after school and want you to come. What do you do?
 - Bullying: A friend of yours is getting bullied. When you try to help, the bully tells you, “Mind your own business or you will be next.” What do you do?
 - Academic: Although you can finish your homework successfully, you always get low grades on your tests. What do you do?

Part 4: Directions Please

 15 minutes

- ➔ Share with students that when they face challenges along the road to their future, they may feel lost, confused or frustrated, and that during these times they need to ask for support.
- ➔ Distribute the Directions Please handout, review the instructions and allow time for students to complete their answers.
- ➔ Allow students to share the responses as a group.



Part 5: Challenges Helping Me Grow

 20 minutes

- ➔ Explain to students that they will face challenges in their lives. Sometimes these challenges will be academic, social or personal. Tell them, “You can’t control which challenges you will face, but you can control what you do about them. Sometimes, you can even learn something from a difficult experience.”
- ➔ Give students examples — from your own life or hypothetical — of some possible positive and negative challenges that they might face.
- ➔ Facilitate a discussion on the types of challenges that students may face that may lead them offtrack and further prevent them from reaching their goals.
- ➔ Distribute the *Challenges Helping Me Grow* handout, review the instructions and allow time for students to complete their answers.

Note to facilitator: There are two versions; be sure to use the appropriate handout for the grade level of your students.

- ➔ Allow students to share their responses with the group.

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 *Preparing for Challenges Ahead* and explain instructions to students. (See *handout*)

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
 - Individuals, Groups and Institutions

See *Appendix A* for complete curriculum standards descriptions.



HANDOUT: NAVIGATING THE ROAD TO MY FUTURE



NAME

Take a moment to talk to one of your copilots or someone else you trust about the challenges you may face along the road to your future. 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. What social, personal or academic challenges do you think could keep me from meeting my goals?

2. When you were my age, what challenges did you face? What did you do to overcome them?

3. When I face these types of challenges, what is the most important thing for me to remember?

HANDOUT: TWISTS AND TURNS ALONG THE ROAD



NAME	
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Along the road to your future, you may:

- Reach a fork in the road
- Have to climb a few steep hills
- Reach a dead-end sign
- Reach a one-way sign

Think of some challenges you may face along the road to your future that are related to the signs mentioned above.

1. A time I may have to choose which direction to take:

2. A time I may have to accomplish a difficult task:

3. A time I may have to start all over again:

4. A time I may just want to go with the crowd:

HANDOUT: DIRECTIONS PLEASE



NAME

There may come a time along the road to your future when you may feel lost, confused or frustrated. Think of peers or adults in your life (at home, at school or in the community) whom you can turn to for help during these moments. If you have completed Section B, use the names that you included on the *People Who Believe in Me* handout.

1. A person who can help me at home is _____

That person will help by:

2. A person who can help me at school is _____

That person will help by:

3. A community member who can help me is _____

That person will help by:

4. A friend who can help me is _____

That person will help by:

HANDOUT: DIRECTIONS PLEASE



NAME	
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There may come a time along the road to your future when you may feel lost, confused or frustrated. Think of peers or adults in your life (at home, at school or in the community) whom you can turn to for support during these moments. If you completed *People Who Believe in Me* (Section B), use the names that you included on the handout.

Answer the following questions:

- What type of support or advice are these individuals likely to provide?
- How will this type of support help you stay on track?

1. First Individual: _____

2. Second Individual: _____

3. Third Individual: _____

HANDOUT: CHALLENGES HELPING ME GROW



NAME

Along the road to your future, you may face challenges. Some challenges may lead you offtrack. Challenges may also help you grow and improve.

Think of challenges you may face at home, school and with friends that will help you grow.

What could you learn from this challenge?

1. At home:

2. At school:

3. With friends:

HANDOUT: CHALLENGES HELPING ME GROW



NAME

Think of challenges you may face that will help you grow...

How will this challenge help you grow as a person?

1. Personally:

2. Academically:

3. Socially:

HANDOUT: PREPARING FOR CHALLENGES AHEAD



NAME

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust. 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. What challenges do you think I might face on the road to my future?

2. What suggestions do you have for me when I come across these challenges?

3. Do you know of some resources (people, places, community groups) that I can turn to when I need help?
