

Mapping My Future – Lesson Plan

Grade Level: 10-12

Suggested Duration: 2 hours or 2 class periods

Target Audience: Students considering various career pathways

Educator Video: “How I got Here: Veronica —Educator-focused Video”

§110.33. English Language Arts and Reading, English III

(b) Knowledge and Skills

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- (A) evaluate the logic of the sequence of information presented in text(e.g., product support material, contracts)
- (B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

- (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source
- (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.

When choosing a career path, it's likely that things will get muddled for students. They can easily feel flooded with information that proves difficult to keep straight. In this activity, students will explore various types of careers within their intended career path as well as location possibilities in an effort to understand potential earnings in the future. They'll create a “map” of their future—a graphic representation of some of their options as their personal quick-reference guide.

Student Objective: Students will complete a graphic organizer with information about how making specific career choices and decisions about location can influence their future.

Lesson Preparation: While preparing for this lesson with your students, make sure to watch the “How I got Here: Veronica —Educator-focused Video” available on both iTunes U and Project Share under the “Overcoming College Prep Obstacles with Texas GEAR UP” course. The video will provide guidance on how to navigate the lesson with your students and highlight the key messages for them to take away.

Teacher Direction: Play the “How I Got Here: Veronica—Student-focused Video” for your class or student. The video is available on both iTunes U and Project Share under the “Overcoming College Prep Obstacles with Texas GEAR UP” course.

If students haven’t already completed the *Discover You* quiz on the Texas GEAR UP site, have them navigate to <http://www.texasgearup.com/discover>. Distribute the Mapping My Future Worksheet.

Possible teacher dialogue (directed to students):

What do you want to be when you grow up? That’s a question that virtually everyone hears in his or her lifetime. Then it seems like once you get it figured out, there are even more options to consider within that career path.

Veronica seems happy with her career as a speech therapist. There are multiple careers within the field of healthcare. Veronica, like everyone, had to eventually narrow her options and evaluate the best decision based on what she wanted out of life.

When you make those decisions, you’ve got to weigh a lot of information like responsibilities, salary potential, and incentives like healthcare, stock options, and vacation time—to name a few. Further, you should also consider the cost of living for the cities in which you’d like to work someday. It should all come into play, but with so much information, how can you keep it all straight?

Today, you’ll take the Texas GEAR UP “Discover You” quiz to find some careers worth considering based on your strengths and personality. Then you’ll use a graphic organizer to help narrow down some possibilities for career choices based on that information. Sure, your choices will probably change, but you can always use this as a way to evaluate possibilities and think independently about what will be best for your future.

Let’s start by taking that quiz at <http://www.texasgearup.com/discover>!

Now that you’ve got your results, go ahead and add the closest match to the “Mapping My Future” page in the place for Career 1.

When the students receive their results, have them scroll to the bottom and view similar careers in their matching field.

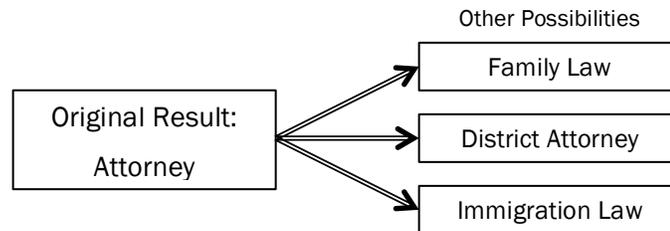
Ask them to choose two similar careers in addition to their original match from the *Discover You* quiz and write those in the designated place on the *Mapping My Future* career map worksheet. They may choose similar careers, or branches of the same career (an educator might want to research teaching, administration and curriculum writing, for example).

Possible teacher Dialogue (directed to students):

Now that you’ve got your results, go ahead and add the closest match to the “Mapping My Future” worksheet in the place for Career 1.

Next, scroll down and look at the “Similar Careers” section. You may either select two of those or drill down your original match for something similar.

For example:



Next, model the entire process for the students using the following example:

Career choice: Nursing:

1. Open a web browser and search for types of nursing specializations (allow students to make suggestions).
2. Record three choices on the career map.

**Continue completing the map, but model only one specialization (one page of the career map) for students.*

3. Do a search for nursing incentives. Your search will probably return things like paid healthcare, frequent bonuses, paid advanced education, etc.
4. Record several of these on the career map.
5. Next, think of three cities you'd like to live (e.g., Dallas, Houston, Austin) and record those on your career map.
6. Navigate to <http://www.payscale.com> and search for “registered nurse.” When the results are returned, scroll down and specify each city you would like to live in. Record the various amounts on the career map.
7. Navigate to <http://www.numbeo.com> and search for each city to determine the average cost of living. Record the amounts on the career map.

Possible teacher dialogue (directed to students):

Once you've selected three career possibilities, begin filling in information about salary, incentives, costs of living, etc. Some of these can be found on the GEAR UP site when your results are returned, but you'll have to search for some of the other information.

Here are some sites to get you started:

For determining your salary, you can visit <http://www.payscale.com>.

For determining the cost of living, you can visit <http://www.numbeo.com>.



Now have students complete the process either on their own or with a partner who plans to explore a similar career choice.

After students have compiled all of the necessary information, discuss the importance of referencing this page when considering both a career choice and where they want to live. Conduct a group discussion and ask students what they learned today about possibilities for their future.