

# C1. Navigating the Road to My Future



This lesson may be extended over several days.

## Introduction

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.

## 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.

## 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*

## 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.)

1. Distribute *Navigating the Road to My Future* and explain instructions to students.
2. 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.

## Word Wall

**Navigate:** To steer a course through a medium

**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:** Physical or mental distress caused by someone of equal standing

**Bullying:** Abusive treatment

**Challenge:** A stimulating task or problem

3. 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)

1. 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.
2. Discuss and review the Preview Activity.

### PART 2: ROAD TO THEIR FUTURE (10 MINUTES)

1. Remind students that they are already on the road to their future. They have an opportunity to advance along their road every day.
2. 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
3. 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)

1. 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 of 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 are able to finish your homework successfully, you always get low grades on your tests. What do you do?

#### PART 4: DIRECTIONS PLEASE (15 MINUTES)

1. 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.
2. Distribute the *Directions Please* handout, review the instructions and allow time for students to complete their answers.
3. Allow students to share the responses as a group.

#### PART 5: CHALLENGES HELPING ME GROW (20 MINUTES)

1. 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 take something that’s hard and grow from it.”
2. Give students examples — from your own life or hypothetical — of some possible positive and negative challenges that they might face.
3. 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.
4. 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.

5. Allow students to share their responses with the group.

## Reflection Activity

1. 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.
2. 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.

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

## Curriculum 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 3 for complete curriculum standards descriptions.