

CREATING YOUR FUTURE

THEME OF THE DAY MY PLAN

Grades: Intermediate / Junior High / Middle

CREATE YOUR
OWN FUTURE



CURRICULUM CONNECTIONS

- Language Arts
- Health/Personal Development

MATERIALS AND PREPARATION

- Car graphic organizer with appropriate sections.
- Each student will require one of these graphics.

ACTIVITY

TEACHER NOTES (ELABORATIONS)

- Use a graphic organizer of a car to help students plan for their career journey.
- Each part of the car will represent an element of what students will need to develop a career plan. For example,
 - Trunk—the skills and attributes that students bring with them on the journey and further develop as they travel further on their journey
 - Gas tank—work ethic/attitudes
 - Seats—people needed
 - Engine—education
 - Headlights—each student to decide what these represent
 - Wheels—each student to decide what these represent
 - Roof rack—each student to decide what these represent
 - Students may identify other parts of the car and define what those parts might represent.

Extension: Steering, Speeding up and Slowing down, and Stopping

- Extend the activity to include the steering wheel which represents the choices students make that influence the direction they take in their lives. For example, course selection in grade 9 could impact their options for post-secondary education.
- Stepping on/Easing off the gas pedal represents the pace at which they accomplish their goals.

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- The brake represents stopping to reflect on their choices.
- Ask students to create an infographic extending it to include a discussion of the relevance of a steering wheel which is the element of choice in determining their direction on their career journey.

SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- I'm making an infographic using the car organizer to categorize what I need to develop my career plan. Each of the sections of the car organizer represents an element of what I might need for that plan.
Within the car would be people who could help me on my way, while the trunk would contain skills and attributes that I may already have or need to develop.
 - Who are the people who could help me on my way?
 - Which skills and attributes can I put in the trunk of my car now?
 - Which skills and attributes shall I need in the trunk of my car further down the road?
- What else do I need to develop my plan, and what parts of the car might represent those things?

Extension (written in student voice)

- The steering wheel represents the choices I make that influence the direction I take in my life. For example, the course selections I make in grade 9 could impact my options for post-secondary education. Stepping on/Easing off the gas pedal represents the pace at which I shall accomplish my goals. The brake represents stopping to reflect on my choices.
- I'm going to create an infographic extending it to include a discussion of the relevance of the steering wheel which is the element of *choice* in determining my direction on my career journey.
- Why are these "steering wheel" choices so important to the direction I take on my journey?
- What are some choices I've already made that may have an impact on the direction I take in the future?
- What choices must I make soon? What choices shall I need to make before I graduate? What will influence the decisions and choices I make?

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FORMATIVE ASSESSMENT

Besides the physical product, students could complete an exit card explaining how the car analogy relates to their career journey.

ADDITIONAL MATERIALS (IF REQUIRED)

Blackline masters for each class will be required. Although these can be stored digitally in the future, in the year the activity is rolled out these need to be physical in nature.

CAR GRAPHIC ORGANIZER

