



– FIND YOUR FUTURE –

INSPIRING ADVICE BY SUZANNE ROBERTS

Students will analyze advice on career development before collaborating with peers to highlight and share impactful advice.

In partnership with education nonprofit DonorsChoose, we reached out to educators who teach in historically underfunded schools to write a lesson using [Your](#) 🔥 [Job](#). Suzanne Roberts, a 4th grade teacher in Cape Coral, FL, developed the lesson below to help inspire students to start thinking about their futures, and encourage them to spark the same inspiration in others. We've selected this lesson as one of the top three teacher-created lessons.

Grade Levels: 3–5

Note: Lessons are designed to support multiple grade levels. Adjust to meet the needs of your students.

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1

CCSS.ELA-LITERACY.CCRA.RI.2

CCSS.ELA-LITERACY.CCRA.RI.9

CCSS.ELA-LITERACY.CCRA.SL.1

CCSS.ELA-LITERACY.CCRA.SL.3

CCSS.ELA-LITERACY.CCRA.SI.4

CCSS.ELA-LITERACY.CCRA.W.2

CASEL

Self-Awareness

21st-Century Skills Focus

Collaboration, Communication, Information Literacy, Leadership

Essential Questions

1. How can you prepare for your career journey?
2. What can you learn from listening to other people?

Materials

Chart paper or a board to write on, stickers or markers, printouts or access to articles from the Career Development section of Your 🔥 Job (ti.me/careerdevelopment), Internet-accessible devices, note cards, writing instruments, a blank bulletin board

INSTRUCTIONAL PLAN

Introduction

- Start the lesson with consensograms, to assess students' preparedness for the future. On the board or on chart paper, write statements such as the following: "I have thought about what job I might like when I am older; I have talked to an adult about careers; I know where to look for career advice." Write choices under each question, such as "not at all," "sort of," and "definitely." Give students stickers or a marker so they can make a mark above the choice they most agree with. All marks should be the same color, because this activity will be repeated at the end of the lesson. Talk about the results as a class, and tell students that today's lesson will help students get to the more-positive categories.

Whole Group/Small Group

- In this part of the lesson, students will be reading one of five articles from the Career Development section of Your🔥Job (ti.me/careerdevelopment), and will be using the jigsaw method to learn about the others. Start by creating groups of five students. Print a copy of or assign each student one of the following articles: 1) "When 'Happy' Doesn't Cut It"; 2) "Making a Change"; 3) "In the Face of Adversity"; 4) "Believe in Yourself"; or 5) "Go Your Own Way."
- Each student in the group should have a different article. Have students read and annotate their article. For students who need more guidance, instruct them to underline details they related to, circle things that surprised them, and put a star next to advice included in the article. If they are reading on a device, they can take notes in a notebook.
- After reading, have students meet with peers from other groups who read the same article. Instruct them to discuss what the article was about and some lessons they took from it. They may also discuss how they feel after reading it, and why. Remind students that they should be taking notes, as they will be returning to their original groups to share what they learned from their article.
- After sufficient time, have students return to their original group. Have them summarize their article and explain what they learned. Group members may ask questions and/or take notes.

Independent

- Have students return to their seats. Pull up the My Feed page on Your🔥Job for the class to see. Scroll through until you see "Spark of Inspiration." Read it aloud.
- Tell students they'll be creating their own inspiration wall for the classroom. Have them return to their article notes and identify a piece of advice that hit home for them. Give students an index card on which to write their advice. Create a bulletin board of advice for students. When they're done, allow them to explore their own feed on Your🔥Job.

your[🔥]job

– FIND YOUR FUTURE –

Closing

- Redo the consensogram from the beginning of the lesson, using a new color to make marks. Have a discussion about what has changed, and why. Note that “I have talked to an adult about careers” may not have changed. Encourage students to schedule one-on-one conversations with you after they’ve explored some of their career options.



HOME/SCHOOL CONNECTION

Tell students that another way to move their mark on the “I have talked to an adult about careers” statement is to go home and talk to their families. Have students talk to their families about their career path. Provide students with an additional note card for recording the best piece of advice their family offered. Allow students to add these to the bulletin board when they return to school.