



# You Need a Map

September 18, 2017

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## *Students Will Be Able To*

- 1. Explain the need for a plan for eventually choosing a career*
  - 2. Complete a sample plan to illustrate how a map will help*
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## Materials

Google Maps with a projector for Activity 1.

## Introduction

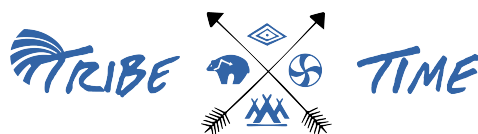
Explain to students that just as they need a map when they take a trip, they also need a map to plan their journey from middle school to achieving the career they desire. Tell the students that, for example, a student may know they want to have a career where they “do something with computers.” Explain that depending on what they want to do, there are different routes for them to take after high school. For example, if they want to design Websites, they may want a two-year degree at a vocational school. If they are interested in pursuing more, they may obtain various certifications. If they are interested in possibly managing or owning a technology company, they would want to get at least a four-year degree at a university.

## Activity 1 – Many Roads, Many Destinations

With the class, choose a destination you would all like to go for a field trip. Divide the students into pairs and have each pair list out the stops they would take along the way. For example, students could choose to go to San Francisco via Pocatello, Boise, Portland, and down the coast to San Francisco. Others could choose to go to Salt Lake, Vegas, and then San Francisco. Pull up Google Maps on your computer and using their trip mapping tool, map out the different routes students chose. Discuss briefly how some routes take longer than others, but offer benefits that those other paths do not. Also discuss how destinations on road trips can even change.

## Activity 2 – How Do I Become a...?

In pairs, have students choose a career that interests both of them (e.g. teacher). Have them list the **education requirements** for getting that degree, consulting the internet on their phones or laptops if available. Once found, also have them list out what **additional training** they might need once they actually have that job. Finally, have them make a **list of skills** they will need to carry out that job (e.g. math skills, public speaking, creativity, etc.). Discuss how it helps to map out these things now so that you can start planning your map and end up where you want.





### Activity 3 – The Tea Party (or “But I Don’t Know What I Want to be When I Grow Up!”)

Poll the class to see how many know definitively what they want to do as an adult. The majority probably won't, and those that do will probably change their minds by then. Have each student write down as many jobs that might interest them as they can. Then have them talk to as many other students as they can in the time you give them to exchange lists. By the end, students should have a longer list of activities that interest them to pull from later on when career planning starts in earnest.

### Activity 4 – Reality Check

It's hard to decide what you want to do so far in the future, so start by just listing all of the people that look up to or want to be like. Next, list all of the jobs those people have. We often overlook jobs that maybe aren't as glamorous, but could nonetheless lead to success, happiness, and financial stability. Share with a partner or the class which careers surprised you.

