



Title: Personal Roadmap

Grade: 10, 11, 12

Career Development Model:

Self-Awareness • Career Planning & Management

Nebraska Career Readiness Standards:

- Communicates effectively & appropriately
- Works productively in teams and demonstrates cultural competence
- Manages personal career development

Objective:

- Students will examine their short and long-term goals and the assets they might have in their lives that would help them achieve these goals.
- Students will write a short narrative explaining how they intend to connect their personal assets to goal achievement.

Materials and Supplies Needed:

- "Personal Roadmap" handout (copies needed)
- Pens, pencils, laptop/device for writing

Class Instructions:

This activity is meant to be repeated throughout high school.

Teacher notes: This lesson would work very well if completed both at the 10th, 11th grade level and the 12th grade level. It would be ideal to have students, teachers, or guidance counselors save roadmaps created in the 9th grade for comparison at the 12th grade level.

1. Teachers initiate a brief discussion about goals and assets: What is a short-term goal? What is a long-term goal? Are some goals more or less important than others? Teachers should follow this discussion with defining the word "asset" in very broad terms. Students should be encouraged to define the word "asset" as anything that can help them achieve their goals. This could be personal characteristics, family members, teachers, coaches, ministers, as well as educational resources such as schools, tutoring opportunities, libraries, or even money in a savings account, a car, etc.

2. Distribute the “Personal Roadmap” handout. Ask students to complete the goal portion of the template first, listing 10 short and/or long term goals. After students have completed this section, allow time for students to share some of their personal goals with the class.
3. Next, ask students to complete the asset portion of the roadmap, listing up to 10 personal assets they have access to that might help them achieve their goals. Again, allow time for students to share after completing this portion of the assignment.
4. Finally, ask students to use the space in the middle of the “Personal Roadmap” to write a paragraph about how they intend to use the assets they have listed to attain their goals. Allow time for students to read their narratives to the class if they so desire.
5. Discuss with the class or have students write about these questions. What is the importance of setting goals and identifying assets? Which of the assets on your list will be the most beneficial to you as you progress in your academic career?

Credits/Sources:



“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

PERSONAL ROADMAP

<u>Goals</u>	<u>Personal Narrative</u>	<u>Assets</u>
1.	<i>(Write a brief narrative explaining how you plan to use your assets to achieve your goals.)</i>	1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.