

Unit #3 Title: Respect for All Work

Lesson Title: Past, Present, and Future **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Mississippi College and Career Readiness Standards:
ELA: RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7
ELA: W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9
ELA: SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.11-12.1, SL.11-12.2
 SL.11-12.3, SL.11-12.4, SL.11-12.5
ELA: L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L.11-12.1, L.11-12.2
 L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6
ELA: WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9
 WHST.11-12.8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

American School Counselor Association (ASCA) National Standard:
 M 2, M 3, M 4, M 5, M 6
 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7, B-LS.8, B-LS.9
 B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.4, B-SMS.5, B-SMS.7, B-SMS.8, B-SMS.9
 B-SMS.10
 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Materials (include activity sheets and/or supporting resources)

Computers
 Guidelines for completing the Biography activity
 Materials to make timelines
 Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (1980).

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to lifelong goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 The students will recognize the interconnectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
 The student will be able to project a realistic portrayal of their lifelong goals.

Lesson Preparation

Essential Questions:
 How do people decide what to do with their lives?

Engagement (Hook):
 Counselor presents an example of her or his backward timeline: Thirty years ago I was _____ years old. I lived in _____. Complete the backward timeline with examples for each of the areas (see Timeline activity sheet).

Procedures

Instructor Procedures/Instructional Strategy:	Student Involvement/Instructional Activity:
1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline activity sheet.	1. Students will observe the counselor’s examples.
2. Counselor will distribute a copy of the Timeline activity sheet to each student, and ask students to develop their own timelines.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the Timeline activity sheet to develop an autobiography for their future.	3. Students observe counselor modeling the biography.
4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the My Projected Autobiography activity sheet.
5. Counselor will have students consider and include in autobiography, how his/her lifelong goals are interconnected to other people, work, workers, and the well-being of our planet.	5. Students complete autobiography describing lifelong goals making connections to other people, work, workers, and the well-being of our planet.
6. When My Projected Autobiography is completed, students will write a single paragraph summary: “Aha! If I want to _____, I will have to _____! Students will save timelines, autobiographies and “aha statements” for use during the senior culminating project.	6. Students will file completed activity sheets and “aha statements” to use during their senior culminating project.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor Reflection Notes (completed after the lesson)

Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES				
Name: _____ Date: _____				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

My Projected Autobiography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community and to the global society? By being your own autobiographer, you will create a clearer vision about where you want your life to go and identify possible pitfalls and stumbling blocks that might prevent you from getting there—and what you will do to work around, over, or under the pitfalls and stumbling blocks.