



**Series:**  
**M<sup>3</sup>: Making My Move**  
**Lesson #1:**  
**Moving**

*Remote Learning Edition*

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Converted to Format by Karen Aldworth  
Current Phase of Lesson: Phase 3 of 5



**Illinois**  
**State Board of**  
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The School Career Resources (SCR) “Making My Move” is a series of five lessons developed for 5<sup>th</sup> to 8<sup>th</sup> grade students based on career pathways to help them begin to think about career opportunities. Each lesson utilizes the construction of an aircraft-related project to engage the students in career decision making. Each of the five lessons build off one another, so it is important to do them in sequence. However, if time is only available for one lesson, the first lesson is the most important. Each lesson can be taught by any teacher or school counselor; no prior knowledge is needed to successfully deliver the content. Lessons could be taught in transitional classes, classes where students are introduced to careers, homeroom sessions, classes that would involve students conducting self-reflection, social studies classes, etc. Honestly, this series of lessons could be taught in any upper elementary or middle school class, at any time. Each lesson was designed for one class period, but since they provide a rich context for elaboration, you may want to consider planning for two or more hours.

**SCR 1:** This lesson uses the construction of a hot air balloon as the vehicle for instruction and as a visual representation of student potential. In this lesson, students will explore their abilities and interests in the context of where they can go.

**SCR 2:** This lesson uses a dirigible or blimp as the vehicle for instruction and as a visual representation that careers can be selected and guided. In this lesson, students will explore how their abilities and interests can help them consider career areas; it is not intended that students will pick a career at this time. Rather, students will see how a plan is valuable for achieving goals.

**SCR 3:** This lesson uses the construction of a model of an antique airplane as the vehicle for instruction and as an example of skills and interests. In this lesson, students build a model airplane and plan an imaginary trip in it, drawing their flight path on a road map or an aeronautical sectional chart. Students “fly” the airplane on a string to experience that it can be controlled. The activities in this lesson provide a context to identify likes, dislikes, and skills, so students see how their personal beliefs lead to the identification of an appropriate career cluster.

**SCR 4:** This lesson uses a jet as the vehicle for instruction and as a visual representation of going fast, high, and far. This lesson was designed to help students in grades 5-8 expand their thinking about what is possible. Students build a model jet aircraft and decorate it to reflect their interests and values. Students fly the jet using a rubber band-powered launcher and adjust the control surfaces for a successful flight path. The activities in this lesson lay the foundation for a focus on matching careers to personal values, interests and goals. When an occupation/job is chosen based upon one’s interests and values, passion, enthusiasm, and resiliency will be there for developing a successful, fulfilling career.

**SCR 5:** This lesson uses a rocket as the vehicle for instruction and as a visual representation of doing extraordinary things. Students design and build the rocket and then test it for stability before launching. Students also build a tracking device and use it to calculate the apogee (highest altitude). Students compare the tasks they completed in this activity to characteristics they feel employers need. Finally, students match employability skills with career clusters consistent with their interests.

Completing the lessons in the SCR “Making My Move” series will help to meet two Illinois PaCE (Postsecondary Career Expectations) requirements in the 8<sup>th</sup> grade individual learning plan:

1. complete a career cluster survey
2. complete a unit on education planning

See <https://www.isac.org/pace/documents/pace-framework.pdf> for additional information. In

addition to helping meet the PaCE requirements, the SCR lessons address several Illinois Priority Learning Standards in English Language Arts, Mathematics, Physical Science, and Social Emotional Learning areas.

## **Lesson Overview:**

The “M<sup>3</sup>: Making My Move” series consists of five lessons that can be conducted by your classroom teacher requiring approximately one class period. The lesson will help you identify your abilities and interests and begin to understand how they can guide your career decisions. This lesson uses the construction of a hot air balloon as the vehicle for instruction and as a visual representation of your potential.

In this lesson, you will explore your abilities and interests in the context of where you can go with them. You will also see how education contributes to attaining your goals.

## **Classes or Discipline:**

- Transitional classes
- Career based classes (i.e. Intro to Careers)
- Any class or subject involving self-reflection or planning for the future
- Social Science, Math, ELA, Science

## **Career Cluster:**

- This lesson is applicable to all [CTE Career Clusters](#)

## **Illinois CTE Endorsement Area:**

- This lesson is applicable to all [CTE Endorsement Areas](#)

## **Grade Level(s):**

- 5th-8th grades

**Anticipated Days/Minutes:** Approximately 50 minutes

## **Learning Objectives:**

At the conclusion of this lesson and activities, students will be able to:

- Identify their interest and abilities.

## **Standards Addressed:**

- [Priority Learning Standards](#)
  - English Language Arts Priority
    - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
    - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

## **Enduring Understandings:**

- Students will know how to apply their personal interests while building a potential list of career ideas.

## Resources and References:

1. Access to show video
2. Video:  
[Oh, the Places You'll Go!](#)
3. Various colors of construction paper (Each student will need 8 sheets)
4. Scissors
5. Colored pencils/markers
6. Glue stick
7. Small paper or plastic cups
8. Tape

## Essential Employability Skills

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on perseverance, positive attitude, and critical thinking.

Skill	How it is addressed:
Perseverance	Self-pride and self-advocacy are challenging attributes for student at this age. It may make some students uncomfortable. Students will work on perseverance as they identify their own abilities. Elaborate: Step 2
Positive Attitude	Listening to their peers and identifying skills and career interests they might not have thought of for themselves will require them to maintain positivity and support for each other. Explore: Step 15 Explain: Step 3 Elaborate: Step 2
Critical Thinking	Moving forward from identifying your likes and dislikes, as well as, your talents and skills, to applying those concepts as actual job skills takes critical thinking. Explain: Steps 1, 2, 4 Elaborate: Step 6

### **Suggested Differentiation Strategies:**

- Provide ideas about skills - pictures of skills and/or jobs
- Word bank of potential interests
- Using partners or working in small groups
- Writing notes, paraphrasing, or using pictures are all acceptable.
- Some students may need help drawing, folding, and cutting. Be careful, however, that they need help, are not acting helpless.

Throughout this lesson, suggested teacher notes and comments are in red.

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Throughout the lesson , online suggestions are in green text.

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## **1. Engage: (10 minutes)**

1. Watch "[Oh, the Places You'll Go!](#)" by Dr. Seuss  
Be certain the link is accessible at your school. You can also read the book aloud.
2. Why do you think your teacher wanted you to hear this story?  
Students may begin with some very simple ideas, encourage them to explore the meaning of various places that the character visits along their journey.  
The Dr. Seuss story is an introduction to the entire series of lessons, although the idea of life as a journey is continued through the entire series.

## **2. Explore: (20 minutes)**

This project utilizes the proper terms to identify the parts of the balloon. It may be necessary to discuss the parts with them. The "envelope" is the main, top, inflated part of the balloon. The "basket" hangs below the envelope and holds the pilot/passengers, burner, and fuel.

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Online you may wish to allow students to find photos or instructions for making a hot air balloon. They do not have to use the instructions here. They could also design their own. A couple of requirements, however:

- a. They must be able to write on the envelope.
- b. They must be able to insert small strips of paper into the basket, although they could be taped to it.

Options include using a plastic garbage bag, flat sheet of paper, paper bag, or other ideas. It does not have a minimum or maximum size. Their construction is limited only by their imagination and available supplies. The teacher can provide lots of ideas and photos.

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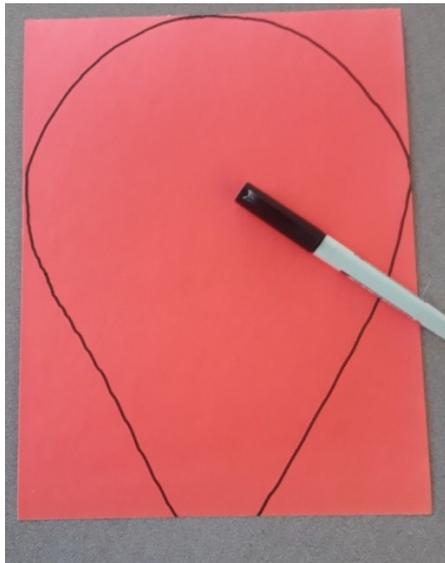
Make the Envelope:

1. You will be designing and making your own hot air balloon.  
Students will be making their own hot air balloon that will represent them and list their interests. It will later be filled with notes identifying their abilities.
2. Get 1 piece of construction paper and a pencil.  
Standard sized paper is fine but provide a variety of colors.
3. Draw the side view of a hot air balloon on the paper. It should be as large as possible. Your teacher will put up some photos of hot air balloons, so you know what they look like.  
Google Images should provide several photos of hot air balloons. They only need to draw the top, not the gondola hanging from the bottom. Encourage them to fill the entire paper with their balloon.

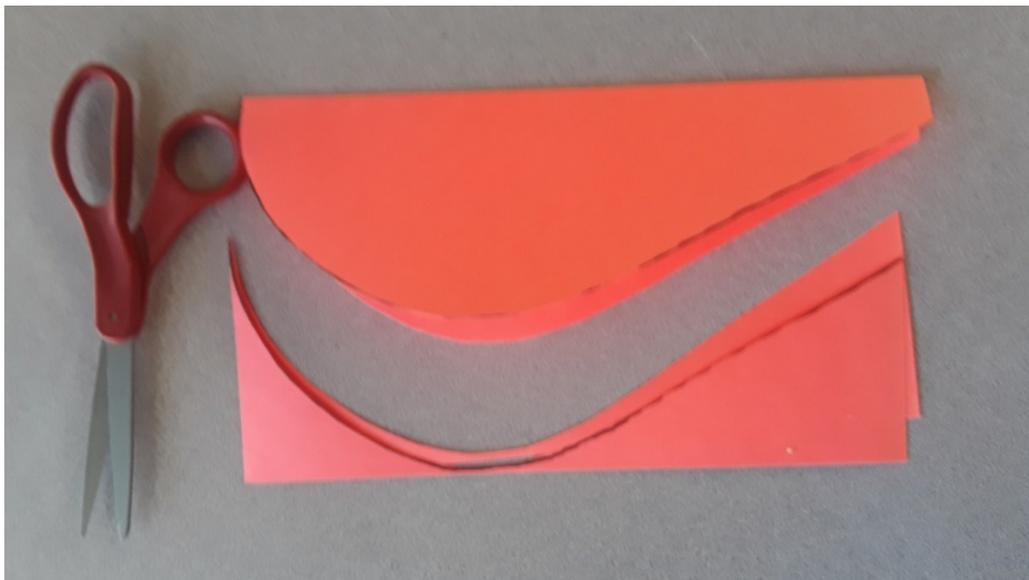
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Set up some why to share photos of balloons in progress. Allowing students to see others will create a certain amount of peer pressure that will "move it up to another gear." Consider FB, video, class website, etc.

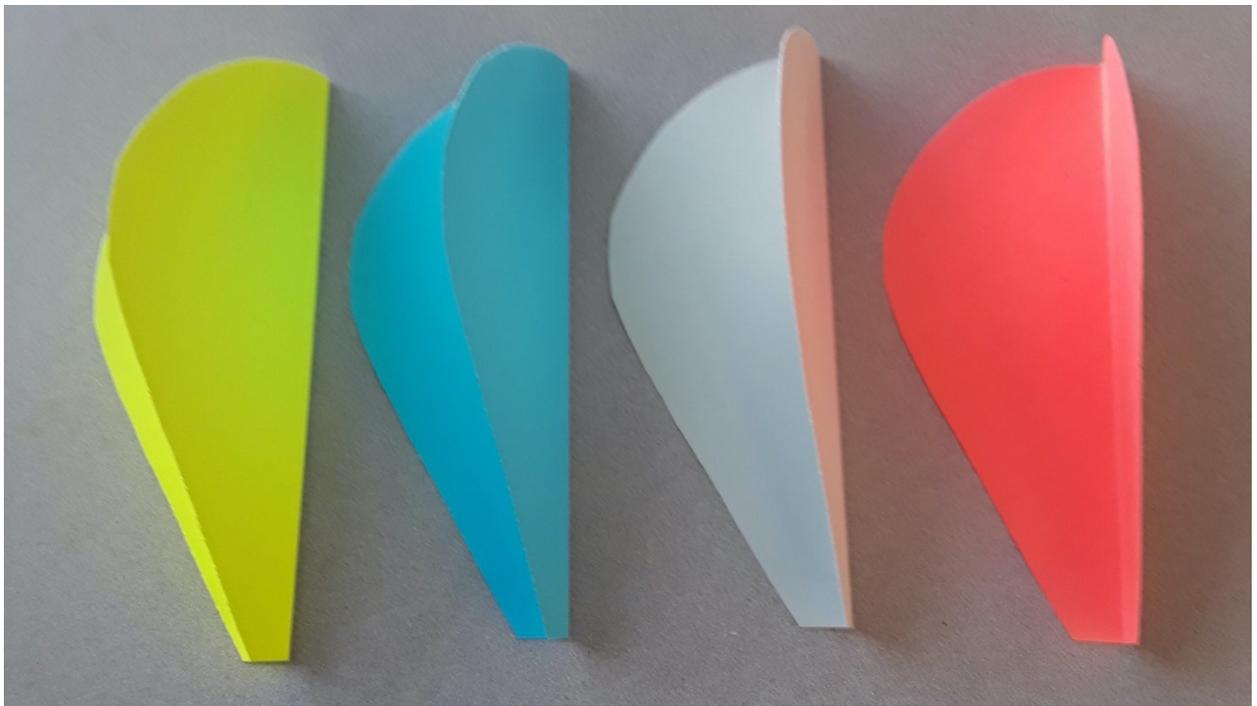
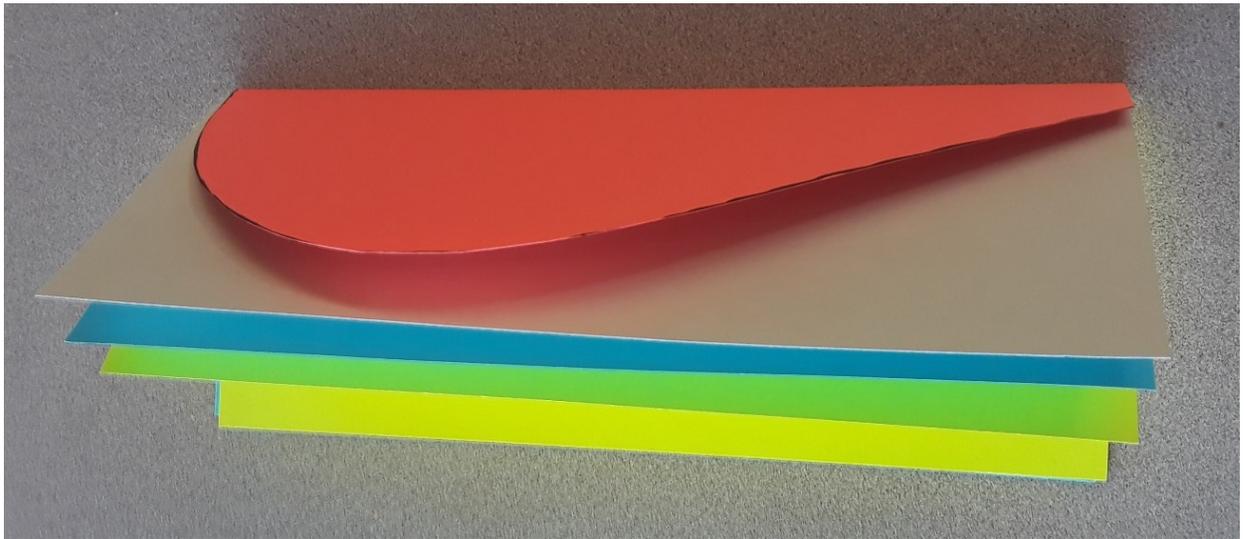
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4. Fold your paper in half (hot dog, long-ways) so the drawing of the balloon is on the outside. Look at both halves. Which one is better?  
They drew both halves so that they could see the entire balloon, but only one half is necessary. They can adjust their lines.
5. Keeping the paper folded, cut out the balloon following the line on the better side. Unfold it to make a complete balloon. Don't worry that you cut on one line but not the other.  
It should be easy enough to keep it held together while cutting, if not, put a few staples in the scrap around the edges.



6. Fold 3 additional pieces of construction paper in half. Put the pattern over them all and cut them all at the same time. If the paper is too thick, cut them one at a time. Pick nice colors.  
Cutting all at the same time speeds up the process but may be too difficult if the paper is thick. Another option is to draw around the pattern on each sheet and cut them separately.



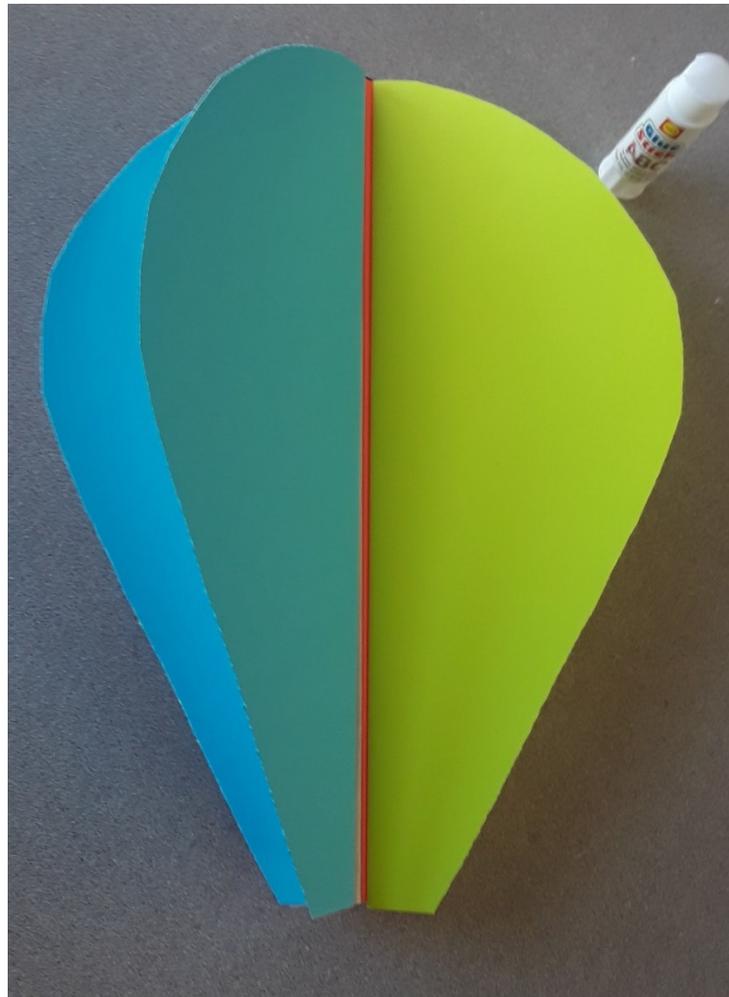
7. Keeping them folded, set one on the table and put glue around the edges.  
A glue stick will work great for this task. Glue is only necessary an inch or so around the edges.



8. Put the next paper on top and stick them together.  
They should stack neatly with the straight line of the fold and the curved edge lining up nicely.



9. Put glue around the edges of this piece and stick the next one on top of it. It should start looking like pages in a book.
10. Keep going until all 8 balloons are stacked and glued.
11. Now glue the top of the top page to the bottom of the bottom page.  
**This step might be a bit confusing because it is here that the 2-dimensional shape becomes 3 dimensional.**



12. It should now look like a hot air balloon.  
**It will look like a balloon from a distance, but up close it probably looks like a book with pages.**



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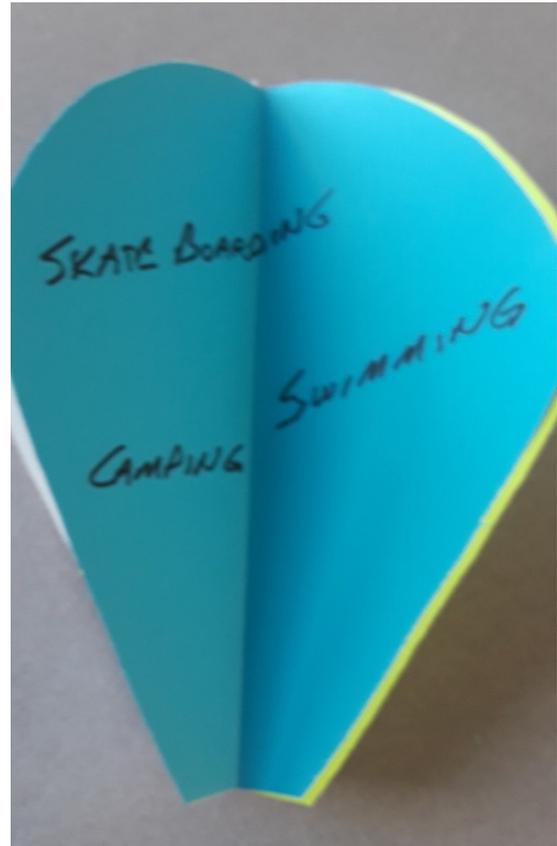
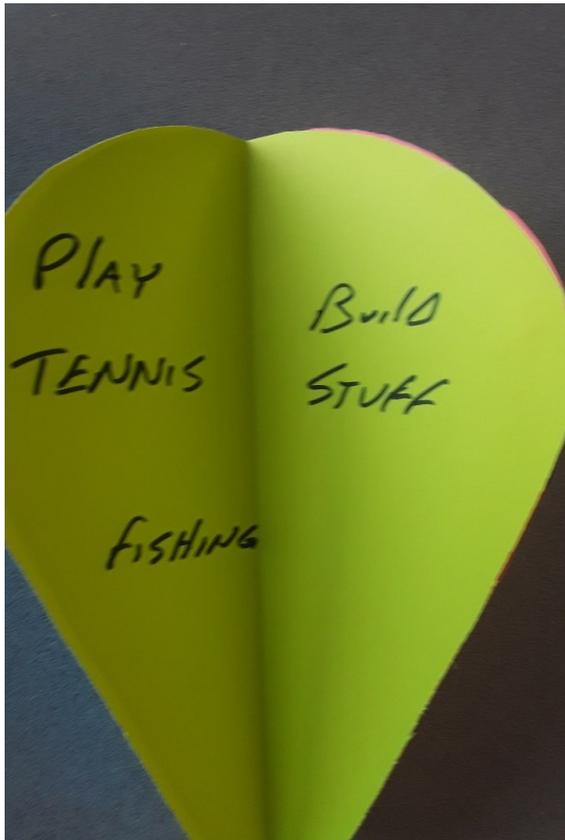
Host a Zoom meeting where all students can “show and tell” their balloon design. As they present different ideas, encourage them in the diversity of their work. Employers need people with a variety of skills including technical work, aesthetics (look good), communication skills, collaboration with parents and/or siblings, etc. Allow students to compliment and celebrate the accomplishments of their classmates. This discussion can help them discern their skills.

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Write your interests:

1. Be sure to write your name on at least 1 of the sections of the balloon.  
**Some students will want to write their name large on every page. That is not the point here. They must leave room for writing their interests on the balloon.**
2. On every section, write at least two things that you like to do or something that interests you. For example, maybe you like to play video games, so gaming interests you. Maybe you like to ride a bicycle. Perhaps you are interested in airplanes, cars or boats. Maybe you are very interested in hair styles, fashion, or make-up. Write them all on the pages of your balloon.

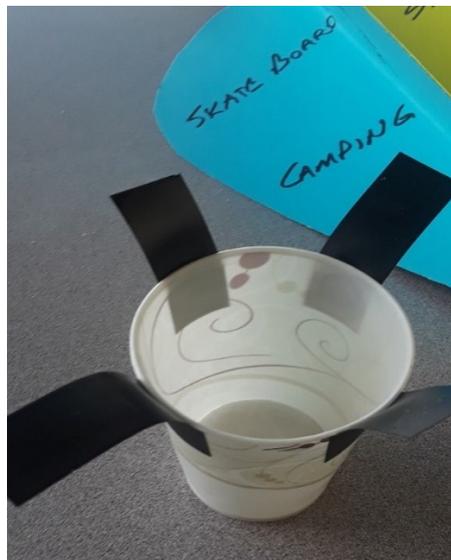
If they struggle with figuring out their interests, ask them to think about what they spend their time doing. Many will say "playing video games" or "watching movies" or perhaps, "hanging out with my friends." All are fine for now. They should write something different on every page (at least 8 things) and encourage them to write more.



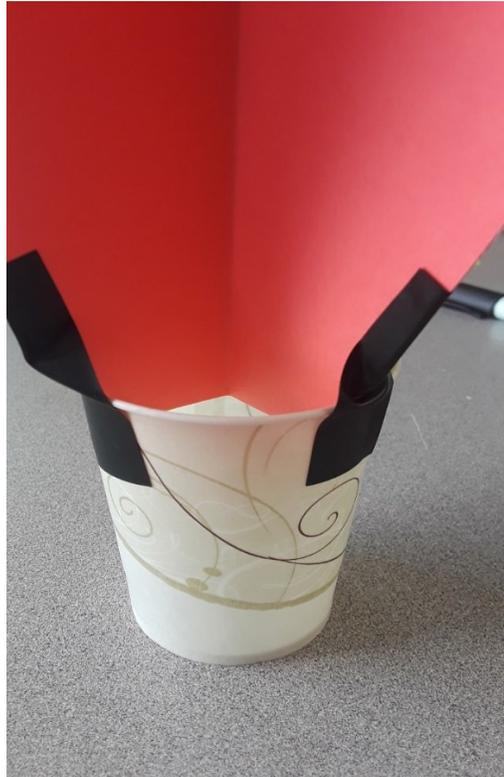
Make the basket:



1. The basket is made from a small paper cup.
2. Cut 4 pieces of tape about 3 inches long.
3. Stick the tape to the top edge of the basket.



4. Set the balloon on top of the basket.
5. Fold the tape over the edges of the balloon envelope.



Throughout this process students have been interacting with each other and have probably shared what interests they have been writing down. In some cases, they may have used peer interaction (either appropriately or as “group think”) to identify their interests. You may wish to allow several students to share what they have written, but personal disclosure can be terrifying to some students.

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The basket will vary based on their chosen design. Also, their ability to write on the balloon will vary based on their materials.

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### **3. Explain: (10 minutes)**

1. How did you get both halves of the balloon the same even though your drawing was probably not the same on both sides?

By folding and cutting both halves at the same time, the balloon is symmetrical. This is a good opportunity to address the geometry concept of symmetry.

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This question is only pertinent if they built the balloon in the instructions. A more general question would be:

1. Explain the design and construction of your balloon.
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2. How did you decide what interests you?

Often young students have never really thought about their interests. Some will make this list based on what they spend their time doing. Others may base this on what books they like to read or movies they like to watch.

3. What is the purpose of the envelope on the hot air balloon?

The envelope provides the lift. It causes the aircraft to go up.

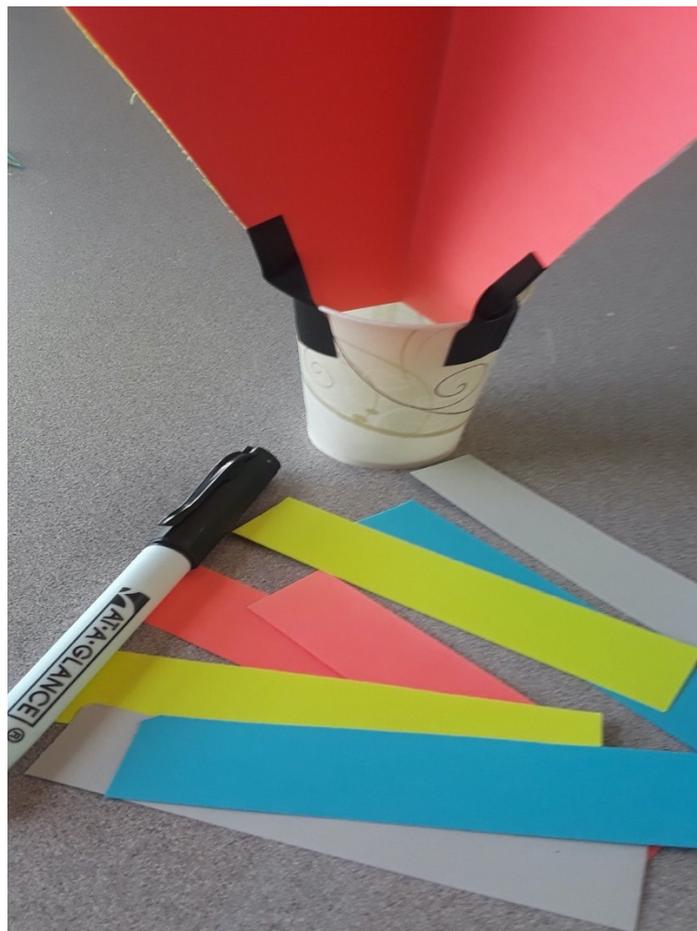
4. In what ways are your interests like the envelope of the balloon?

Our interests determine (support) what we do. This question might require some additional explanation since students are not accustomed to thinking of objects representing cognition processes.

#### **4. Elaborate/Extend: (15 minutes)**

1. Cut at least 10 strips of paper from the scrap left over from your balloon. They should be about 2 cm wide and 10 cm long.

This can be a good opportunity to practice using metric measurements.



2. Write one of your abilities or skills on each piece of paper. This could be things like good reader, good basketball player, good cook, good skateboarder, good student, etc.  
Some students may have trouble thinking of anything that they are good at doing. You may need to get them started by asking them to remember what compliments you (or other adults) have given them over the past month.
3. Put your slips of paper in the basket of your balloon.  
They may wish to fold them. It does not matter.



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If their basket design does not hold these strips of paper, they can be taped to the outside.

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4. Help your teacher hang all the balloons from the ceiling of your classroom.  
It is valuable that students can see their balloons and remember what is in them for the duration of this series of lessons. Hanging them from the ceiling also gets them out of the way and protects them from harm.

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On-line the students can hang the balloon from the ceiling of their bedroom or other location.

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5. As you think of more things you are good at doing, write them on slips of paper and put them in the basket.

They may not be able to reach the basket based on the ceiling height of your room. Still, encouraging them to add to their list of abilities is never a bad thing.

6. Why do you think we did this project?

This project is a means to help students identify, record, and display (discretely) their interests and abilities. The balloon is an illustration of how the interests and abilities go together. An aspect of this analogy that you may wish to share with the students is the navigation of a hot air balloon. The pilot determines the altitude, but not the direction. A balloon goes wherever the wind blows it. Young students, (and probably far too many adults) believe this to be true of their lives. Up through middle school the students do not get much choice. They go where the “wind” blows them. As they mature, however, the direction they take becomes their decision, if they recognize it as such. Future projects in this series increase in the amount of control the

pilot has over the aircraft.

A fun way to use the balloons is to stretch strings all the way across your room near the ceiling. It would be best if every student had their own, but that is not really necessary. Hang each balloon on a paper clip that slides on the string. Allow students to “race” their balloons along the string based on some type of reward or motivational system. They can easily slide the balloons with a meter stick. This might be a good way to practice measurement. For example, “Betty, for turning in your assignment on time you can move your balloon 50 centimeters.”

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It is possible to design and build a hot air balloon that will actually fly. It is not necessary or even recommended for this lesson, but might be something that individual students want to do on their own. Encourage research and adherence to safety consideration.

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### **5. Evaluate:**

Your teacher may use the following rubric to evaluate your finished balloon project.

(3) Exceeds Expectations	(2) Meets Expectations	(1) Developing Toward Expectations
The student worked carefully and diligently to make the balloon, following all directions in the proper order and helped others as needed.	The student completed the project but did not follow directions carefully and was of little or no help to others.	The student did not complete the project due to not following directions and was a distraction to others.
He/she exceeded the number of required interests written on the balloon. He/she wrote several abilities that are accurate and precise.	He/she met the number of required interests written on the balloon. He/she wrote several abilities, but many are not accurate.	He/she had trouble identifying interests and only recorded a few. He/she wrote a few abilities, but many are not accurate.
He/she took this lesson very seriously, putting forth exceptional effort.	He/she did this lesson but did not put in much effort to make it valuable.	He/she did not take this lesson seriously, putting forth very little effort

Notes:

All ILCTE lessons are vetted by: Curriculum Leader, Dr. Brad Christensen.

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We would like to publish pictures/videos of your students using this lesson. Please send to Rod McQuality at: rdmcqua@ilstu.edu. By sending pictures, you have met all picture/video release for your school.

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