Series:
M³: Making My Move
Lesson #2:
How Do I Steer This Thing?

Teacher and Student Editions

Original Lesson Developers: Leah Brock & Brad Christensen
ILCTE Leader, Leah Brock
April, 2020
Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5

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The School Career Resources (SCR) "Making My Move" is a series of five lessons developed for 5th to 8th 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 8th 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 "M³: Making My Move" series consists of five lessons that can be conducted by the classroom teacher requiring approximately one class period. The lesson will help students identify their abilities and interests and begin to understand how they can guide career decisions. This lesson uses the construction of a dirigible as the vehicle for instruction and as a visual representation of their potential.

In this lesson, students will explore how their abilities and interests can help them consider career areas. It is not intended that they will pick a career at this time, however. The students will see how a plan is valuable for achieving 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. The lesson can easily be broken up over two class periods as well.

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

- Use their abilities and interests to identify a few career areas.
- Explain how a detailed plan is necessary for success.

Standards Addressed: dependent upon the subject in which the lesson is immersed.

- **Priority Learning Standards**
  - **English Language Arts** (LA) Grades 5-8: Written Expression -
    - W 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **Mathematics**
    - 5.NF.5a Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
    - 5.NF.6 - 1 Solve real world problems involving multiplication of fractions, e.g., by using visual fraction models or equations to represent the problem.
  - **Social Emotional Learning** (Illinois Early Learning and Development Standards - IELDS 32)

        - Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. Critical Concepts 3A: Consider ethical, safety, and societal factors in making decisions.
    - **Social Emotional Learning** (IELDS 31)
        - Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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

Resources and References:

1. Each student will need an empty, clean, and dry soda bottle. Smaller bottles will be easier, but larger bottles (2 liter or 3 liter) will probably look better.
2. Aluminum foil
3. Scissors
4. Colored pencils/markers
5. Double stick tape (optional)
6. Foam board or poster board for fins
7. Colored paper
8. Foil/paper/foamboard/cardboard fragments for engine/turbine
9. Transparent tape
10. Map of the United States with scale distance
11. Ruler
12. Calculator
13. Access to the Illinois Career Information System

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 integrity, positive attitude, and active listening.

Skill	How it is addressed:
Integrity	Completing the survey should be done with integrity. They shouldn't rush through the process or fear getting an answer wrong as that is not possible. Students should be honest and do the best that they can to answer all questions truthfully.
Positive Attitude	This activity is about self-exploration. Adolescents can struggle with their identity and this is a good way to allow them to understand that everyone has a talent and a skill they can be proud of.

Active Listening	The building of the machine as well as the engage activity focus on good listening skills.

Suggested Differentiation Strategies:

- Using partners or working in small groups.
- Writing notes, paraphrasing, or using pictures are all acceptable.
- Some students may need help cutting and taping. Be careful, however, that they need help, and are not acting helpless.
- The zeppelin project allows room for creativity. Some students will be uncomfortable with choice and claim to not know what they are supposed to do. In many cases, exactly what to do is rather flexible and many options will all work out fine. Provide support as necessary but avoid telling them what to do.
- Working with the map requires scale measurement. Some students will understand this quickly and do it accurately. Others will not. Watch for students allowing others to do it for them and intervene as necessary.

  The following 3 bullet points will be referencing the Illinois Career Information System

  - The only way to not succeed in this activity is to not do it. There is an online version, as well as, of two different levels of the picture version of the assessment. The online version can be read out loud for readers who struggle with vocabulary.
  - The simple vocabulary with the pictorial version can be printed and used with students who have a variety of language challenges. That model can be found here: Career Interest Inventory -- Pictorial Version
  - The picture only version is also available. These would need to be scored by hand but the information is all located here. Pictorial Interest Inventory

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

1. Engage: (10 minutes)

1. Make a list of 3 or 4 things you want to see, places you want to go, and/or things you want to do within the continental United States. Sorry, you cannot go to Alaska or Hawaii.
   Students must stay within the 48 states due to the measuring by scale that will be used later.

2. Locate these places on a map.
   Most students will know roughly where certain attractions are located (Disneyland is in California, for example) but may not know the exact locations. This can be a good exercise in geography.

3. Draw a straight line between them to make the most efficient route.
   They will be traveling by airship so they do not need to follow roads. The most efficient route is probably a loop, avoiding zig-zag paths across the country. This task can be aligned to geometry standards.

4. You now have a "dream trip." What is stopping you from doing it?
   Addressing this question will require them to identify barriers to them pursuing a dream. Lead them to the conclusion that barriers can be overcome with time and effort.

2. Explore: (20 minutes)

You are going to build your own dirigible. Dirigibles are like balloons and blimps but since they have a frame, they can be very large and powered by several large engines. They were very popular 100 years ago for air travel. One of the most successful was the Graf Zeppelin. From 1928 to 1937 it crossed the ocean 144 times, flying a total of over 1 million miles and carried over 13,000 passengers. It had a top speed of 80 mph.

You may wish to take this opportunity to explore the history of the dirigible. Of course, the Hindenburg disaster is what most often comes to mind, but prior to that tragic event, airships were quite successful. Your students may be familiar with blimps that they see at major sporting events. They probably do not think of them as being the forerunner of commercial passenger and mail transportation.

1. Start with an empty, clean, and dry plastic soda bottle. It can be any size, but smaller bottles will be easier.
   A few days before this lesson is to be completed, ask students to bring in a plastic bottle.

2. Look at several photos of dirigibles and study the shape of the envelope. Compare the shape of your bottle to a photo of a dirigible or blimp that you are using as an example.
   a. Which end should be the front?
   b. Would taping a plastic cup or paper cone to the ends make it more realistic?

3. Once you have the shape correct, you can put strips of double-stick tape on the outside of the bottle.
   The more strips of tape, the better, but there is a logical limit. Six or eight strips lengthwise on the bottle should be sufficient. If the bottles are small and the foils cooperates, you may be able to omit this tape.

4. Wrap the bottle with foil. You can decide if you want it shiny or dull. Be sure it sticks around the bottle and does not slip. Use some clear tape on the outside to help hold the foil in place. Some students will be more careful and more successful with this task than others. Other than how the final model looks; it really doesn't matter. The foil makes everything a uniform color and can be shaped to make the bottle look more like a dirigible envelope.

5. Study the photo of the dirigible or blimp again to figure out the shape and size of the fins. Draw a fin on cardboard or poster board and modify it until it looks right.

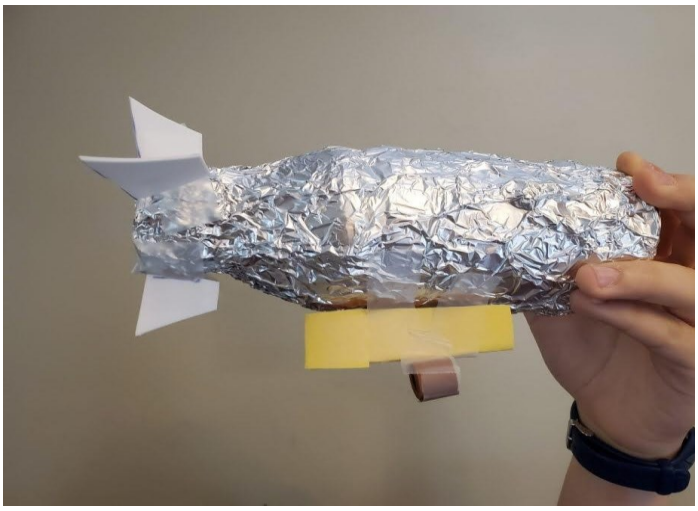
6. Trace around the fin to make three more. Most zeppelins have 4 fins, but they might not all be the same size.

7. Tape or glue the fins to the bottle.
Most students will make the fins too large. Help them to cut the fins to the right shape and proportional in size to the rest of the airship.

8. Make a gondola from cardboard or colored paper or perhaps cut a paper cup to the right shape. You can draw windows on the sides. If you choose a cup, cover it in foil as well.
   Encourage students to study photos of several dirigibles to determine the size, shape, and location of the gondola. They can cut, fold, and/or tape it together and then draw windows on it with a black marker.

9. Tape or glue the gondola on the bottom of the envelope.
   It will be attached to the foil. If the foil is secure, it will hold together just fine.

10. Zeppelins usually had several engines sticking out from the sides. Each one had a propeller. Look closely at photos of zeppelins and make several engine nacelles from cardboard and foil. Tape them to the sides of the envelope or gondola.
    Zeppelin engines attached to the inside frame of the envelope. Since a blimp does not have a frame, the engines attach to the sides of the gondola. Allow students to be creative in their design and construction.



Travel by Airship:

1. Measure each leg of your dream trip using the scale provided on the map. Write the miles on each leg.
   If the map of the US is printed on a standard size sheet of paper, a centimeter will represent about 100 miles. Try to keep it simple.

2. Figure your dirigible will travel 100 miles per hour. Write your travel time between destinations beside the distance.
   This speed is a bit too fast for a dirigible, especially considering a possible headwind. All of that, however, makes this simulation unnecessarily complex. Keep it simple.

3. Write your trip itinerary. The itinerary lists the details about your trip:
   a. The location, date, and time of departure.
   b. Location and time of arrival.
   c. How long you plan to stay.
   d. What you plan to do.
   e. Repeat for each leg of the trip until you arrive home again.

   The itinerary can be as simple or detailed as time permits. The reason for the itinerary is to get students to experience the planning process, not to come up with an accurate plan.

4. Help your teacher hang the dirigibles from the ceiling.
   The balloons from Lesson 1 can now be replaced with the new technology and greater capabilities of zeppelins. A string or paper clip taped to the top of the bottle should work well. If it pulls loose, wrap a strip of clear tape all the way around the bottle. Be sure it is hung from the balance point so it stays level.

3. Explain: (10 minutes)

1. What was the very first step in planning your dream trip?
   Decide where they wanted to go.

2. What was the second step?
   Determine a route.

3. The third step was to build a vehicle that could take you on the trip. What makes a zeppelin a much better vehicle than a hot air balloon for long distance travel?
   Hot air balloons can only go where the wind blows them. Dirigibles have motors so they can be steered in any direction and go to any destination.

4. What was the fourth step of the trip planning process?
   Measuring and calculating the time.

5. What is a trip itinerary and why is it important?
   The itinerary is a detailed plan of the trip. It assures that the traveler arrives at their desired destinations as intended.

6. Your entire life is a trip. Look back at questions 1, 2, 4 and 5. What do they tell you about planning your life?
    a. The first thing I should do is: decide where I want to go
    b. The second thing I should do is: figure out a route to get there
    c. The third thing I should do is: calculate how long it will take to get there
    d. The fourth thing I should do is: make a plan

4. Elaborate/Extend: (15 minutes)

You now have a place you want to go and a way to get there. How does that apply to your life? How does this connect to the balloon activity we did not long ago?
Some students will see the analogy. They will "get it;" life, skills, direction, moving, growing, changing, heading somewhere. The key is that we can't move unless we have something that propels us. The balloon took us up-now we need to MOVE.

This next activity utilizes an online exploration where students will be able to tie in the idea of moving forward to their interests and careers they thought about when they assembled their balloon.
There are three different methods available for the use of the Illinois Career Information System.

They are:

1. Set up user names and passwords for your students. This allows them to save and edit their responses
2. Log in as a guest using the city and zip code.
3. Print and manually tabulate results

Methods 1 and 2 are explained for the students in numbered steps immediately following this description of the options.

PREFERRED METHOD:

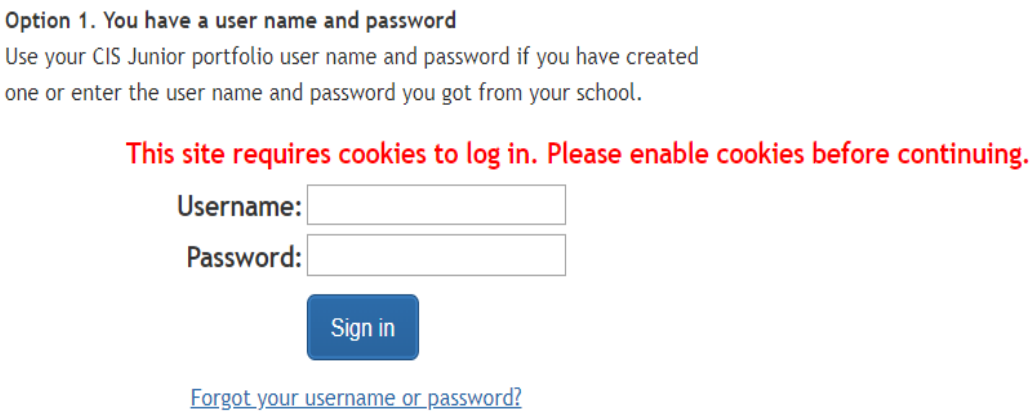
If you are going to use this for more than one class period, you should work with your counselor or administrator and contact the Career Information Systems team. They will set up usernames and passwords for your students.

Counselors can obtain a username and password for your school or organization that allows the administrative capabilities for portfolios. Send a request to des.cis@illinois.gov

By managing the portfolios, you will have this resource on hand if you are able to revisit the results later.

Be sure to involve your technology team to ensure the website is not blocked for student use.

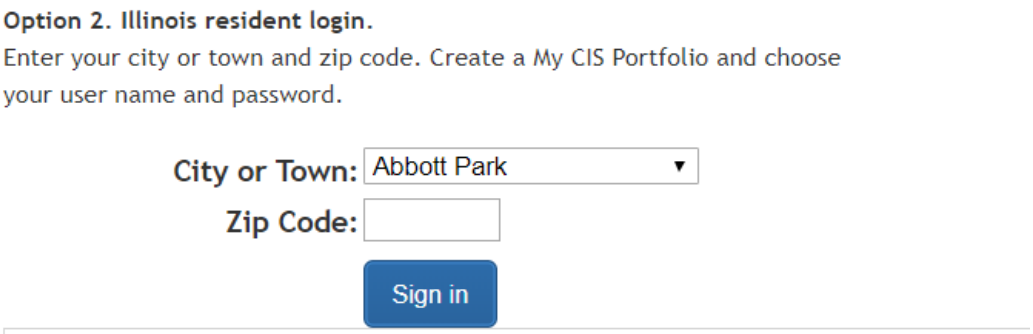
If used under the username feature, the tool can grow with them and be updated and modified as the student ages. Free full trainings are available for this tool if you want to learn more. This lesson targets the most popular survey available through the feature and gives examples of how to form a lesson around it.



OPTIONAL METHOD:

There is also a tool that allows students to complete the survey online by simply using a drop-down menu to determine their county or zip code. The same features are available in both formats but it will not save the results in the zip code option.

Involve your technology team to ensure the website is not blocked for student use
Students should know their zip code but if they don't, just use the school's zip code.



Least Preferred Option that can work with lack of technology:

The third option is to log on as an administrator and print the items you wish to use. This allows students to use the tool without reliable internet access. This method is not recommended for optimal results but useful for a quick lesson on self-awareness.

This link is for a PDF that can be printed for each student. IT MUST BE PRINTED IN COLOR.
Career Inventory

The following support information is for method 1 and 2

Career Cluster Inventory

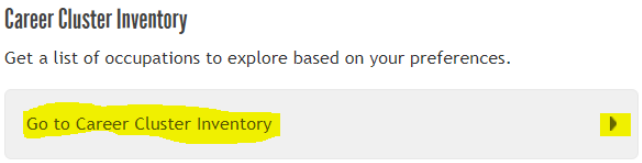
For anyone that would like to dig deeper into this model, support information is included here:

Career Cluster Inventory Counselor's Guide

METHOD ONE (Preferred) or TWO (OPTIONAL)

1. Sign-in to the Illinois Career Information System using the name and password provided by your teacher.
2. Select the tab at the top that says "WHO AM I" and mouse down to TOOLS and move your mouse to MORE and click…

3. You will see this:



4. Click on the inventory and the inventory will begin.

5. Answer each question as accurately as possible. Think about what you wrote on the balloon in Lesson 1. Don't worry, it is not timed or graded. There is no right or wrong answer. These questions will help you identify your interests and abilities and offer you some ideas for what careers may interest you.
   It is not timed. There are 80 questions. Students may need help with some of the vocabulary. TELL THEM TO DO THEIR BEST. There is no wrong answer. If some of the words in the sentence are familiar to them and they like anything associated with those words, tell them to use those context clues to help them choose the best answer. They can go back using the arrows if they think they want to change any of the answers. This is their first run through. If they signed in using their password, this will be saved until it is changed. If they are not using a password, they can print or screen shot the answers to share or take home.

6. When you are finished, think about how this survey can be used to help you chose a destination, determine a route, calculate how long it will take, and make a detailed plan for your life journey.

5. Evaluate:

Your teacher may use the following rubric to evaluate your project and assess your understanding of the material presented in the lesson.

(3) Exceeds Expectations	(2) Meets Expectations	(1) Developing Toward Expectations
The student worked carefully and diligently to make the zeppelin, following all directions in the proper order and helped others as needed. She/he exceeded the number of required locations on the map and accurately measured and calculated distances and times. The itinerary is accurate, reasonable, and detailed. This student made the connection between planning a trip and planning a life. He/she took this lesson very seriously, putting forth exceptional effort.	The student completed the project but did not follow directions carefully and was of little or no help to others. She/he met the number of required locations on the map, but struggled to figure out where some sites are located. Measurements and calculations are close, but not precise. The itinerary was written, but is not very accurate or detailed The connection between planning a trip and planning a life became apparent only after discussion. He/she did this lesson but did not put in much effort to make it valuable.	The student did not complete the project due to not following directions and was a distraction to others. She/he had trouble identifying locations on the map and could not figure out how to measure in scale. This caused problems with the calculations of time, making the itinerary far from accurate. This student struggled to see the connection between planning a trip and planning a life. He/she did not take this lesson seriously, putting forth very little effort.

Note to the Teacher:
One of the objectives of this series of lessons is that students see how their education leads to their goals. At this time, they probably do not have clearly defined goals and probably see school as required, but not necessarily personally helpful. Use the activities in this lesson as means to apply content in other disciplines. Here are a few ideas:

- Use the map of the United States to help students better understand geography and the location of various cities and attractions (not including Alaska and Hawaii, however).
- When determining the most efficient route, students can utilize geometry concepts.
- Measure in the metric system on the map
- Address the process of scale drawings and measuring to scale
- Allow research and reporting on zeppelins,
- Address the political environment of German technology in the 1920s and 30s.
- Discuss why the Hindenburg crash was the end of commercial air travel by dirigible. Also, it may be appropriate to discuss why Germany used flammable hydrogen instead of inert helium in their airships.

- Discuss the history of aviation
- Explore the science of hydrogen and helium gas
- Mathematics of time, distance, and speed
- Concept of headwinds and tailwinds and how they affect groundspeed.
- Impact of aviation on society

Notes:
All ILCTE lessons are vetted by: Curriculum Leader, Dr. Brad Christensen.
To see a review of this lesson by previous users, please click here.
We invite users of this lesson to click here to leave follow up information and rating.
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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M^3: Making My Move

Lesson:

#2 How Do I Steer This Thing?

Student Edition

Lesson Overview:

The "M^3: Making My Move" series consists of five lessons that can be conducted by the classroom teacher requiring approximately one class period. The lesson will help students identify their abilities and interests and begin to understand how they can guide career decisions. This lesson uses the construction of a dirigible as the vehicle for instruction and as a visual representation of their potential.

In this lesson, students will explore how their abilities and interests can help them consider career areas. It is not intended that they will pick a career at this time, however. The students will see how a plan is valuable for achieving goals

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

- Use their abilities and interests to identify a few career areas.
- Explain how a detailed plan is necessary for success.

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

Resources and References:

1. Each student will need an empty, clean, and dry soda bottle. Smaller bottles will be easier, but larger bottles (2 liter or 3 liter) will probably look better.
2. Aluminum foil
3. Scissors
4. Colored pencils/markers
5. Double stick tape (optional)
6. Foam board or poster board for fins
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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 integrity, positive attitude, and active listening.

Skill	How it is addressed:
Integrity	Completing the survey should be done with integrity. They shouldn't rush through the process or fear getting an answer wrong as that is not possible. Students should be honest and do the best that they can to answer all questions truthfully.
Positive Attitude	This activity is about self-exploration. Adolescents can struggle with their identity and this is a good way to allow them to understand that everyone has a talent and a skill they can be proud of.
Active Listening	The building of the machine as well as the engage activity focus on good listening skills.

1. Engage:

1. Make a list of 3 or 4 things you want to see, places you want to go, and/or things you want to do within the continental United States. Sorry, you cannot go to Alaska or Hawaii.

2. Locate these places on a map.

3. Draw a straight line between them to make the most efficient route.

4. You now have a "dream trip." What is stopping you from doing it?

2. Explore:

You are going to build your own dirigible. Dirigibles are like balloons and blimps but since they have a frame, they can be very large and powered by several large engines. They were very popular 100 years ago for air travel. One of the most successful was the Graf Zeppelin. From 1928 to 1937 it crossed the ocean 144 times, flying a total of over 1 million miles and carried over 13,000 passengers. It had a top speed of 80 mph.

1. Start with an empty, clean, and dry plastic soda bottle. It can be any size, but smaller bottles will be easier.
2. Look at several photos of dirigibles and study the shape of the envelope. Compare the shape of your bottle to a photo of a dirigible or blimp that you are using as an example.
    a. Which end should be the front?
    b. Would taping a plastic cup or paper cone to the ends make it more realistic?
3. Once you have the shape correct, you can put strips of double-stick tape on the outside of the bottle.

4. Wrap the bottle with foil. You can decide if you want it shiny or dull. Be sure it sticks around the bottle and does not slip. Use some clear tape on the outside to help hold the foil in place.

5. Study the photo of the dirigible or blimp again to figure out the shape and size of the fins. Draw a fin on cardboard or poster board and modify it until it looks right.

6. Trace around the fin to make three more. Most zeppelins have 4 fins, but they might not all be the same size.

7. Tape or glue the fins to the bottle.

8. Make a gondola from cardboard or colored paper or perhaps cut a paper cup to the right shape. You can draw windows on the sides. If you choose a cup, cover it in foil as well.

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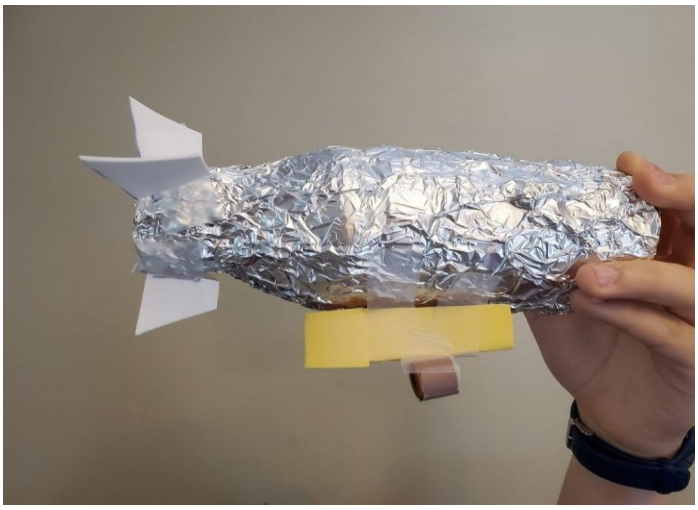
10. Zeppelins usually had several engines sticking out from the sides. Each one had a propeller. Look closely at photos of zeppelins and make several engine nacelles from cardboard and foil. Tape them to the sides of the envelope or gondola.



Travel by Airship:

1. Measure each leg of your dream trip using the scale provided on the map. Write the miles on each leg.

2. Figure your dirigible will travel 100 miles per hour. Write your travel time between destinations beside the distance. .

3. Write your trip itinerary. The itinerary lists the details about your trip:
    a. The location, date, and time of departure.
    b. Location and time of arrival.
    c. How long you plan to stay.
    d. What you plan to do.
    e. Repeat for each leg of the trip until you arrive home again.

4. Help your teacher hang the dirigibles from the ceiling.

3. Explain:

1. What was the very first step in planning your dream trip?

2. What was the second step?

3. The third step was to build a vehicle that could take you on the trip. What makes a zeppelin a much better vehicle than a hot air balloon for long distance travel?

4. What was the fourth step of the trip planning process?

5. What is a trip itinerary and why is it important?

6. Your entire life is a trip. Look back at questions 1, 2, 4 and 5. What do they tell you about planning your life?
    a. The first thing I should do is:
    b. The second thing I should do is:
    c. The third thing I should do is:
    d. The fourth thing I should do is:

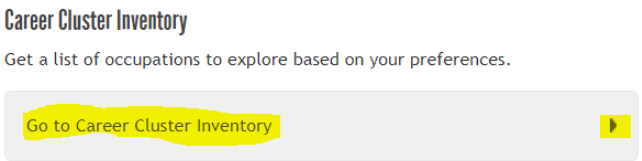
4. Elaborate/Extend:

You now have a place you want to go and a way to get there. How does that apply to your life? How does this connect to the balloon activity we did not long ago?

METHOD ONE (Preferred) or TWO (OPTIONAL)

1. Sign-in to the Illinois Career Information System using the name and password provided by your teacher.
2. Select the tab at the top that says "WHO AM I" and mouse down to TOOLS and move your mouse to MORE and click…

3. You will see this:



4. Click on the inventory and the inventory will begin.

5. Answer each question as accurately as possible. Think about what you wrote on the balloon in Lesson 1. Don't worry, it is not timed or graded. There is no right or wrong answer. These

questions will help you identify your interests and abilities and offer you some ideas for what careers may interest you.

6. When you are finished, think about how this survey can be used to help you chose a destination, determine a route, calculate how long it will take, and make a detailed plan for your life journey.

5. Evaluate:

Your teacher may use the following rubric to evaluate your project and assess your understanding of the material presented in the lesson.

(3) Exceeds Expectations	(2) Meets Expectations	(1) Developing Toward Expectations
The student worked carefully and diligently to make the zeppelin, following all directions in the proper order and helped others as needed. She/he exceeded the number of required locations on the map and accurately measured and calculated distances and times. The itinerary is accurate, reasonable, and detailed. This student made the connection between planning a trip and planning a life. He/she took this lesson very seriously, putting forth exceptional effort.	The student completed the project but did not follow directions carefully and was of little or no help to others. She/he met the number of required locations on the map, but struggled to figure out where some sites are located. Measurements and calculations are close, but not precise. The itinerary was written, but is not very accurate or detailed The connection between planning a trip and planning a life became apparent only after discussion. He/she did this lesson but did not put in much effort to make it valuable.	The student did not complete the project due to not following directions and was a distraction to others. She/he had trouble identifying locations on the map and could not figure out how to measure in scale. This caused problems with the calculations of time, making the itinerary far from accurate. This student struggled to see the connection between planning a trip and planning a life. He/she did not take this lesson seriously, putting forth very little effort.