

Lesson Plan: Lifelong Portfolio 2—Ages and Stages

Core www.cfnc.org Area:

Lifelong Portfolio

Total Time:

Two to three 55-60 minute class periods

Target Grades:

Grades 9-12

Suggested Timeline:

Close to the beginning of the school year

ASCA Correlation

(Which of the ASCA Standards does this lesson address?)

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
X		X	X		X	X		

Lesson Objectives

Students will be able to:

1. Identify the relationship between the four ages and stages of life and creating a lifelong portfolio
2. Name and distinguish between the four ages and stages of life
3. Determine what a person would typically include in a Career Portfolio at each age and stage of life after childhood
4. Explain the importance of understanding and respecting people in each of the ages and stages of life; also, explain how important understanding and respect are when building relationships as they create their own personal career portfolios now and in years to come

Materials Needed

- A copy of the **Ages and Stages Activity 1 Handout Answer Key** for the teacher
- A copy of the **Ages and Stages Activity 1 Handout** for each student
- A copy of the **Ages and Stages Activity 2 Worksheet** for each student (Note: Activity 2 is designed as a supplemental activity.)

Advance Preparation

Become familiar with Shakespeare's quote, "All the world's a stage"

Meaning: Life is like a play - we merely go through the stages of our life acting it out

Origin: From Shakespeare's *As You Like It*, 1600

Review basic terms related to Lifelong Portfolio project lessons:

Personal portfolio = is any collection of items that conveys information about you and is stored to be used as a personal record of your life.

Personal career portfolio = is a collection of items that demonstrate your career awareness, your skills and abilities, and your achievements

Note: Social scientists categorize the ages and stages of life in a variety of ways. The four general stages in the handout in this lesson are "condensed" from many sources. There are many reputable resources available on the topic if more information is needed to expand upon along with the information in the handout.



Time required should be minimal—a review of the following: the concepts above, the Ages and Stages Activity 1 Handout along with the Answer Key, and Activity 2.

Activator (Typically 5-10 minutes)

Have the following quote visible for all students to see. Ask the students to read it with you or on their own, and ask them to think about what Shakespeare might have been thinking when he wrote this famous passage:

*All the world is a stage,
And all the men and women merely players.
They have their exits and entrances;
Each man in his time plays many parts.
--William Shakespeare, 1600*

Explain that this quote came from As You Like It, written by William Shakespeare in 1600. Ask students to share their opinions of what this quote means. (Provide more background about the play if you would like; however, it is not necessary in understanding the connection to the lesson.) In short, the meaning of the quote is that life is like a play; we go through the stages of our life acting it out. Say, “note that this was written in 1600. Is this quote still fitting for us today?” Guide student discussion so that the following points are made:

1. People go through stages of life today just as they did in 1600 (Infant, Child, Young Adult, Adult, and Elder).
2. Just as this monologue describes, our lives have common themes or characteristics related to each stage of life.
3. We each have our “parts” to play at various stages of life; and, we each will play out our “parts” as we progress through life.

The www.cfnc.org Portfolio will allow students to keep track of important events, documents, and artifacts from each stage of life. Ask students to brainstorm items that high school students might want to save in order to reflect this stage in their lives—especially as it relates to their career and academic planning or creating a portfolio. For example:

- Course Plans
- Work Samples from core education classes like science and math,
- Work Samples from Career and Technical Education or elective classes related to their career interests
- Documents, photos or artifacts related to activities such as sports or music
- Information about work at part-time jobs
- Certifications such as the Microsoft Office Specialist certification, which recognizes skills related to computers
- Drivers licenses
- Documents, photos or artifacts related to volunteering within the community

As ideas are mentioned, have the students raise their hands if the example given is true for them. Tell the students to notice how many hands are raised for each item mentioned.

Note that probably not all students raised their hands for each of the ideas that were mentioned. Of course, we are all unique individuals as well. However, there are common themes for people at this age and stage of life – academic, social, and career development progress. High school is typically a time of exploration and learning. Students at this age are just beginning to create personal career



portfolios. Contrast the portfolio items that a high school student would save with the items that someone might save in their 30's. (Answers could vary but should include things like diplomas from all the schools they attended, certifications, recognition awards, examples of work, etc.)

Explain to the students that www.cfnc.org will help them with many of the activities that they will engage in during their current life stage (high school) and as they transition into the next stage of their life (post-secondary education or the workforce). www.cfnc.org can be used to schedule classes, record participation in activities, organize information about certificates, licensures or diplomas, store artifacts related to activities and class work. www.cfnc.org can also be used to prepare for the transition to life after high school by assisting with post-secondary and college planning. These are just a few examples of how students can use www.cfnc.org -- you can expand on this list with other relevant ideas.

Say, "as you think about where you are in life presently and where you want to be in the future, it is a good idea to have an understanding of what all of the life ages and stages are. In this lesson, we are going to concentrate on learning about four general ages and stages after childhood and how each relates to creating lifelong portfolios. (That is why we call our portfolios lifelong portfolios; they should "grow" with you your whole life long!) Also, understand that it is important to respect the fact that people of different ages and stages have different priorities in life in general and in relationship to their careers. Keep that in mind as you get to know and work with people of all ages."

Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)

Activity: **Ages and Stages Activity 1 Handout**

1. Using the **Ages and Stages Activity 1 Handout Answer Key**, lead discussion about the Life Ages and Stages. Provide a handout for each student, and tell them that they are to fill in the blanks in the table as you discuss each life stage.
2. For an introduction to the handout, say "many social scientists have conducted research and identified specific developmental stages through which most people pass in their life journey. These stages can be categorized in many ways. Today, we're going to choose four life stages of our own. We'll decide what to call these stages and what ages they include."
3. Ask the student to give a name to the stage of life they think they are in right now. (Example answers could be: Late Childhood, Young Adulthood, Teenage Years, etc.) Ask students to write this age and stage in the row one/column one on the handout. Notice that on the left-hand side of the paper are the topics we are going to be talking about for each stage. (Read the topics aloud.)
4. Ask students to fill in the remaining stages. Use the answer key to guide the discussion.
5. Ask students to fill in the information in each of the remaining categories. Use the answer key to guide the discussion and assist students with developing answers.
6. Say, "as we talk about each of the Ages and Stages, I am going to pause and give you time to write down at least two items you think a person in that stage of life would include in his/her portfolio based upon what you learned about that stage of life. I also want you to write down names of people you know who fit into that stage." (Review the definition of a career portfolio, if needed.)
7. Discuss each of the Ages and Stages, reminding students to fill in the blanks in the handout as you go. When done, ask the students to think about and discuss the following questions as time allows:
 - Was there anything about any of the stages that surprised you?
 - Do you think that every person follows these stages in the same way? (No. These stages carry us from our teens to post-retirement. People may pass through the stages



several years earlier or later than the estimates shown. Individuals vary widely in their progression through the stages.)

- What do you think might prevent a person from moving easily from one stage to another? *(People may face unpredicted events, traumas, and fluctuating career or family situations. Examples could include: experiencing a disabling health condition or accident, a death of a parent or spouse at a young age, or a natural disaster like a flood, hurricane, or tornado. In each case, a person might have to re-evaluate their abilities and life plans.)*
- At what stage or stages does a person typically contemplate, revisit, or re-evaluate his or her life? *(Answers may vary; however, one could argue that people re-evaluate and/or reflect on where they are in life at every stage. It's important to remember that when we do pause to reflect, that is the time that there is the most growth or maturity as a person.)*
- Referring to your handout, what kinds of items could be included in someone's career portfolio at each stage? *(Answers will vary.)*
- Referring to your handout, look at who you have listed as people who you know in each stage of life. How do you know these people? Are they family members? Did you think of someone you admire who has survived adversity in his/her life? *(Answers may vary.)*
- Why do you think it is important to respect people at each age and stage of life? *(Answers will vary; however, lead discussion so that they conclude with the idea that, since they are high school students, they are beginning their life journey and will want others to respect them as they grow older and go through the ages and stages of life.)*

Activity: Ages and Stages Activity 2 Worksheet

8. Provide a handout for each student. Tell students that the purpose of this activity is to reflect upon what is important to them in their lives now and to think about what they hope will be important in their lives as they grow older.
9. Tell the students to write their age in the top box where it says, "My Life at Age ____."
10. Review the directions together. Stress to the students that they should think of all aspects of their lives when they are thinking about what should be included. (Provide specific examples, and include examples that would be career related such as enrolling in a Building Trades class if interested in the Architecture and Construction career cluster or teaching church school to 1st graders if interested in being a teacher, etc.)
11. When students have completed both boxes, have them share their ideas with a neighbor or in small groups.
12. At the end of the activity, remind the students that, no matter what age a person is, we need to respect that person.
13. If additional time is available, have students use highlighters in different colors to highlight the categories of the ideas they wrote in their boxes. (For example, career could be blue, family could be yellow, activities/hobbies could be green, etc.) Not only would this be good for the visual and kinesthetic students in the class, but all students could benefit from seeing the variety of aspects to their lives both now and in the future.



Summarizer/Informal Assessment (Typically 5-10 minutes)

After completing this lesson, the students should be able to:

1. Identify the relationship between the four ages and stages of life and creating a lifelong portfolio
2. Name and distinguish between the four stages of life after childhood
3. Determine what a person would typically include in a personal career portfolio at each stage of life after childhood
4. Explain the importance of understanding and respecting people in each of the stages of life

Review the objectives listed above by asking students to reflect on the following questions in their www.cfnc.org Portfolio Journal:

1. What are the four ages and stages of life after childhood? (Some students may need to refer to the Activity 1 Handout.)
2. What life and career concerns do people typically have at each age and stage of life?
3. What would a person typically include in a career portfolio as they get older?
4. Why is it important to understand and respect people in each of the ages and stages of life?

Students should scan and attach a copy of all completed worksheets to the Profile section of their www.cfnc.org Portfolio.

Follow-Up

Create a display of the students' work completed in Activity 2. Point out to the students the variety of ideas they mentioned, and encourage them to read their classmates' ideas on display when they have an opportunity to do so.

Opportunities for additional learning could include the additional lessons provided related to Lifelong Portfolios. This lesson provides the foundation for students as they interview other people about their lifelong portfolios in the subsequent lessons.



Ages and Stages Activity 1 Handout

Student Name: _____

LIFE AGES & STAGES				
	STAGE 1	STAGE 2	STAGE 3	STAGE 4
Common Name & Ages:	Stage _____ Ages _____	Stage _____ Ages _____	Stage _____ Ages _____	Stage _____ Ages _____
Characteristics:				
Life Focus:				
Career Focus:				
Personal Career Portfolios?				
Who Do I Know?				



Ages and Stages Activity 1 Handout (Answer Key)

LIFE AGES & STAGES				
	STAGE 1	STAGE 2	STAGE 3	STAGE 4
Common Name and Ages:	<i>Adolescence/High School Ages 14-18</i>	<i>Young Adulthood/Post-Secondary Training Ages 18-25</i>	<i>Middle Adulthood/Career and Family Ages 26-59</i>	<i>Later Adulthood/Retirement Ages 60+</i>
Characteristics:	<i>Career and Academic Decision Making/Establishing Life Goals Self-Discovery</i>	<i>Education Career Preparation</i>	<i>Career Building Family Planning</i>	<i>Leaving a Legacy Enjoying Retirement</i>
Life Focus:	<i>Learning about ourselves as an individual Preparing for post-secondary education Decision Making</i>	<i>Completing Education Leaving the family to establish an independent home, finances, etc separate from our parents and childhood peer groups</i>	<i>Establishing a career Deciding what type of family to have Continuing Education revision of priorities and values</i>	<i>Accomplishing values related to true meaning in the overall scheme of life (helping youth and community, leaving personal legacy)</i>
Career Focus:	<i>Learning about ourselves in relationship to careers Achieving High School Academic Goals Preparing for Post-Secondary Education</i>	<i>Completing Education needed to succeed In chosen career Developing skills Developing a network</i>	<i>Entering into the world of work in chosen career Continuing Education Earning Promotions Changing Career Goals</i>	<i>“Tying things up” related to career (retirement) and/or sometimes working in a whole new career at a slower pace; stage could go on for many years</i>
Personal Career Portfolios?	Have students write down their ideas as to what would might be included in someone’s personal career portfolio based upon what life stage that person is in. (Answers will vary.)			
Who Do I Know?	Have students write down a name of at least two people they know who fit in each of the Ages & Stages. Encourage them to think of people who fit the characteristics of the life stage rather than the numerical age.			



Ages and Stages Activity 2 Worksheet

Student Name: _____

Directions: Write your current age on the line in the top box. Write the age as instructed by your teacher in the bottom box. Think about what is important in your life right now. Draw lines from the stick person in the box, and map out your ideas. (You may need to write small!) Move to the bottom box and think ahead to what you would **like** your life to be at that age. Think about what you think would be important to you in your life at that time. Again, draw lines from the stick person in the box, and map out your ideas. Be prepared to share your ideas.

My Life at Age _____:



My Life at Age _____:

