

My Life Rainbow and Story

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students explore and use life roles to construct a diagram and life story based upon their aspired life roles.

Time: 100 minutes (across two days).

Essential Questions

- What roles will I play in my life and when?

Preparation

- Set up computer projector with classroom computer
- Establish CIS portfolios before this lesson
- Familiarize yourself with Donald Super's Life Roles Rainbow by reviewing the following resources:
 - <http://faculty.tamu-commerce.edu/crrobinson/512/super.htm>
 - <http://ezinearticles.com/?Life-Span-Life-Space-Considerations-in-Career-Choice---Donald-Super&id=3109272>
 - <http://www.grinnell.edu/files/downloads/Super.pdf>
 - "Donald Super: A Personal View of the Man and His Work," by William C. Bingham, published in *International Journal for Educational and Vocational Guidance* Volume 1 Numbers 1-2, January 2001, pages 21-29
- Print *My Life Rainbow and Story Worksheet*, one per student
- Gather colored pens and pencils for students to use to create their rainbows
- *Optional:* Complete the first page of *My Life Rainbow and Story Worksheet* with your own life roles and stages and make it into a PowerPoint slide to share

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to look at the many roles people play in their lives and then visualize the roles they will have in their own lives.
2. Ask students to define "role" and "life role."
3. Show PPT Slide 2. This slide contains the definitions of these two terms.
4. Ask students to list the roles people play or fulfill over their lifetimes. Encourage students to think about their family members and people they know well.
5. Write the students' suggestions on the board. Try to come up with six to eight different roles. Examples include parent, worker, citizen, student (learner), homemaker, child, leisurite. Students will use roles to create life role rainbows.
6. Show PPT Slide 3. Distribute the *My Life Rainbow and Story Worksheets*.
7. Explain Donald Super's life stage and age theory. Be sure to note that this rainbow portrays the developmental and overlapping role aspects of a person's career development.
8. Ask students to create their own rainbows, labeling each arc with one of the roles they expect to fill in the course of their lives. If there are extra arcs, students may add different roles as well.
9. Allow students to color each arc to indicate the times during their lives when they believe they will play the particular roles.
10. Discuss how roles often overlap and how having more than one role can affect you.
11. Ask students to begin page two of the worksheet, where they will draft their life stories using these roles.

12. Their stories should be roughly one page long, addressing each of the roles they identified on their rainbows.
13. Explain to students that visualizing the specifics of their future is a very good way to stay on track, recognizing good choices as they navigate through their high school years.
14. For homework, ask students to:
 - Complete the draft of their life stories
 - Share this draft and the rainbow with at least one adult or parent
 - Ask this adult how their own multiple life roles affect them and how they balance these roles
 - Take notes on this conversation and be prepared to share in a subsequent class

Day 2

1. Ask students to share their completed rainbows and draft life stories with a partner.
2. Encourage partners to give one another feedback and ideas to add more details and depth to these stories.
3. Allow time for students to revise stories and create final drafts.
4. Encourage those interested to share their life stories and rainbows.
5. Share as a class the information from parents or other adults regarding balancing their multiple life roles.
6. Hang the finished rainbows and stories around the classroom to remind students of their visions for their futures.
7. Show PPT Slide 4. Discuss techniques students might develop, even while in high school, to balance life roles and stay on track to achieve these roles and goals.

Variations and Accommodations

- Share your own Life Rainbow with students.
- Invite a panel of guests to talk about: their life roles, how these roles have changed during their lives, and how they balance their lives and roles.
- Students could add pictures from magazines or their own artwork to depict their anticipated roles and create a rainbow collage.
- Discuss with students how roles are interdependent.
- Discuss what happens when people do not fulfill their responsibilities or meet the expectations others have of them in a given role.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *My Life Rainbow and Story Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Set Goals section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[My Life Rainbow and Story \(PPTX\)](#)

[My Life Rainbow and Story Worksheet \(PDF\)](#)

[My Life Rainbow and Story Worksheet \(DOCX\)](#)

[My Life Rainbow and Story Scoring Guide \(PDF\)](#)

[My Life Rainbow and Story Scoring Guide \(DOCX\)](#)

Colored pens and pencils

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text

- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS3 Integrate growth and change into your career development.
- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.
- GOAL CM1 Create and manage a career plan that meets your career goals.

American School Counselor Association

- Personal Development, Career Development

Bloom's Taxonomy: Understanding, Applying, Analyzing, Synthesizing

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Create Relationships with Adults that Support Success
- Use Effective Collaboration and Cooperation Skills