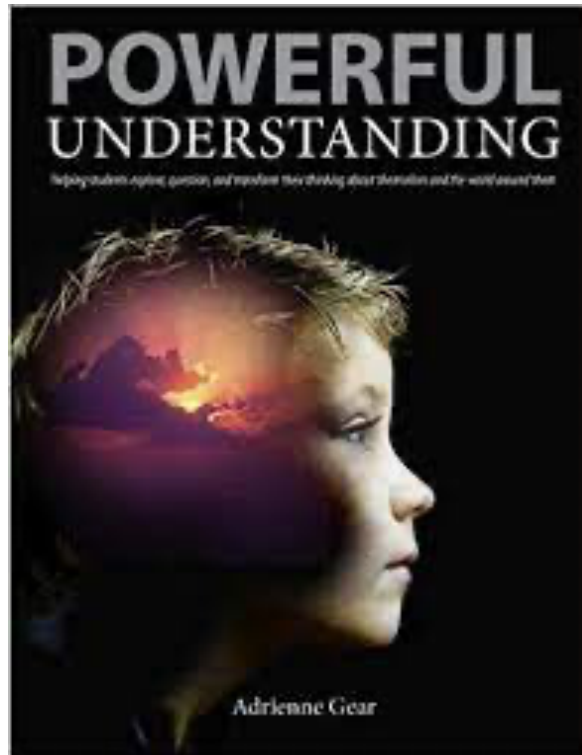


Resource Sharing: A Career Education Resource Worth Talking About



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EDUC 401: Career Education

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May 12, 2022

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About the Author: Adrienne Gear

I want to start by acknowledging my appreciation for Adrienne Gear and the wonderful resources she has created for teachers and students. Gear is the author of *Reading Power* (2003), *Writing Power* (2011) and *Powerful Understanding* (2018). I had the privilege of meeting Gear in 2019, a short two months after I started teaching, at a Professional Development seminar hosted by School District 28. I vividly remember walking into a packed room at the Helen Dixon Centre—feeling out of place as a newly hired “non-cert”—trying to find an empty seat among a group of teachers who were anxiously awaiting ADRIENNE GEAR. The only seat left was the one next to where Gear would sit, so I took it and waited. All around me, I could hear teachers chatting about how Gear’s ideas and resources had changed their approach to literacy; how she had transformed the way they structured their lessons; and how her focus on student engagement and the learning-thinking process had boosted both student confidence and achievement. At the time, I did not understand what the hype was all about. But that soon changed. Within minutes, I knew that this lady—and her resources—were worth talking about!

Gear’s book, *Powerful Understanding: Helping students explore, question, and transform their thinking about themselves and the world around them*, is a resource I have drawn upon many, many times in my teaching career thus far. In the preface, Gear asks us (teachers) a very important question: “How do we encourage students to participate more in their own learning, to think about rather than simply accept ideas?” (p. 5). Gear cites Albert Einstein in saying, “Education is not learning the facts, but training the mind to think” (p. 5). This metacognitive approach is what Gear’s work is all about and is what makes her resources such a great addition to Career (Life) Education. Gear’s focus on social-emotional learning and deepening the understanding of self, others, and the world, helps guide teachers in the building of student self-awareness, community awareness, and global awareness; in the development of a growth mindset; and, in the ability to set goals for the future (to name just a few).

The Resource: *My Hopes and Dreams*

As noted above, the entire *Powerful Understanding* book could be used as a Career (Life) Education resource. I, however, will focus on one lesson: *My Hopes and Dreams*. This lesson can be found on page 53 to 56 of *Powerful Understanding* (attached below for easy referencing). The lesson's activities—"Find Your Passion" (p. 79), "My Hopes and Dreams" (p. 80), and "The Hopes and Dreams of..." (p. 81)—are also attached below (after the lesson outline). Looking at this "literacy" lesson, one might ask: what exactly makes it a good Career Education resource?

First, it gets children thinking about themselves: there is no "career education" without self. Second, it helps students distinguish the difference between "wishes" (something controlled by someone or something else) and "hopes" (something controlled by the individual), which is imperative to career development. Third, it leads to many important Career (Life) Education take-aways, or understandings, which students must begin to think about in the late primary/early intermediate years, including the fact that reaching dreams requires hard work, effort, the identification of future goals, and mapping out how goals can be reached.

Students are asked to think about, and explore, what their hopes and dreams are; what they want to be when they grow up; what their future will be; why it is important to have hopes and dreams; what stops us from reaching our dreams; how the hopes and dreams of one person can affect the other; and how people achieve their dreams. Students are exposed to several books that help them "explore the notion of reaching for your dreams and inspiring readers to think about the possibilities for the future" (p. 53). The lesson is highly interactive, engaging, and collaborative—involving both class-wide discussions and brainstorms, as well as think/pair/share activities. It also provides space for independent thinking and reflection, as seen in the "Find Your Passion", "My Hopes and Dreams", and "The Hopes and Dreams of..." tasks. These tasks are personal and require self-awareness and self-analysis, introspection, critical and creative thinking, and an understanding of self in relation to family, community, and world.

Connections to Current Career Development Theory and Career Education

Clearly, from what we have learned thus far—in class and in the readings (*CERIC*'s “Guiding Principles of Career Development” poster and “The Early Years” infograph; and OECD's “Future of Education and Skills 2030” concept note)—this resource aligns nicely with current career development theory, which stresses “following one's passions” over “finding the perfect job” (as stressed in traditional career development models). This resource guides students toward thinking about careers (and life) in an age-appropriate way. The lesson is not daunting or overwhelming. It probes students to think about their interests, skills, and passions, and has them explore their hopes and dreams. This framework helps students consider possibilities, and career options, within our changing world.

With all that being said, how does this resource prove helpful to young students at my preferred grade level? According to our BC Curriculum, the “Big Ideas” (the **understand**) of Career Education Grade 4-5 are: (1) Public identity is influenced by personal choices and decisions; (2) Exploring our strengths and abilities can help us identify our goals; (3) Leadership requires listening to and respecting the ideas of others; (4) Family and community relationships can be a source of support and guidance when solving problems and making decisions; and (5) Good learning and work habits contribute to short and long-term personal career success.

Powerful Understanding, as a whole, touches upon all of these Big Ideas. *Hopes and Dreams* highlights Big Ideas 1, 2, and 5 (although a strong argument could be made that it supports all five, especially considering the additional lessons provided in the various “Anchor Books”—see page 53). As far as the “Curricular Competencies” go, *Hopes and Dreams* allows children to **do** the following: identify and appreciate personal attributes, skills, and interests; set realistic short- and longer-term goals and define a path toward those goals; and make connections between effective work habits and success. The lesson's “Content” ensures that children **know** effective goal-setting, problem-solving, and decision-making strategies. Considering all of this information, I hope that you agree: *Hopes and Dreams* is a powerful Career Education resource for our twenty-first century classrooms!!

References

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The Resource: *My Hopes and Dreams* (from *Powerful Understanding*, p. 53-56; 79-81)

My Hopes and Dreams

In this lesson, students will learn the difference between a wish and a hope. They will learn about at least one real person who pursued their hopes and dreams and will try to identify one hope for themselves.

- *I can understand the difference between a wish (something being controlled by someone or something else) and a hope (something I am in control of).*
- *I understand that reaching my dreams takes hard work.*
- *I can identify one goal for my future and how I might reach that goal.*

Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

The following books explore the notion of reaching for your dreams and inspiring readers to think about the possibilities for the future.

- | | |
|--|--|
| Andreae, Giles. <i>Giraffes Can't Dance</i> (P, I) | Fraze, Marla. <i>Walk On!: A Guide for Babies of All Ages</i> (P, I) |
| Beaty, Andrea. <i>Rosie Revere, Engineer</i> (P, I) | Jeffers, Oliver. <i>How to Catch a Star</i> (P, I) |
| Belloni, Giulia. <i>Anything Is Possible</i> (P) | Judge, Lita. <i>Flight School</i> (P, I) |
| Breen, Steve. <i>Violet the Pilot</i> (P, I) | Leoni, Leo. <i>Matthew's Dream</i> (P, I) |
| Brown, Peter. <i>The Curious Garden</i> (P, I) | Meschenmoser, Sebastian. <i>Learning to Fly</i> (P, I) |
| Clements, Andrew. <i>Big Al</i> (P, I) | Morris, Richard T. <i>This Is a Moose</i> (P, I) |
| Cooney, Barbara. <i>Miss Rumphius</i> (P, I) | Raschka, Chris. <i>Everyone Can Learn to Ride a Bicycle</i> (P, I) |
| Dyer, Wayne W. <i>Unstoppable Me!: 10 Ways to Soar Through Life</i> (P, I) | Reynolds, Peter H. <i>The North Star</i> (P, I) |
| Fosberry, Jennifer. <i>My Name Is Not Alexander: Just How Big Can A Little Kid Dream?</i> (P, I) | Reynolds, Peter H. <i>Happy Dreamer</i> (P, I) |
| Fosberry, Jennifer. <i>My Name Is Not Isabella: Just How Big Can a Little Girl Dream?</i> (P, I) | Spinelli, Eileen. <i>Someday</i> (P, I) |
| | Spinelli, Jerry. <i>I Can Be Anything!</i> (P) |
| | Yamaguchi, Kristi. <i>Dream Big, Little Pig</i> (P) |

Explore

- What is the difference between a wish and a hope?

Lessons on Understanding Self 53

Note: Another good Anchor Book = Johnson, Lonnie, *Whoosh!* (P, I)

"Wishes are false. Hope is true. Hope makes its own magic." —Laini Taylor, *Daughter of Smoke and Bone*

- What are your hopes and dreams? What do you want to be when you grow up?
- What will your future be?
- Why is it important to have hopes and dreams?
- What stops us from reaching our dreams?
- Can the hopes and dreams of one person affect others? How?
- How do people achieve their dreams?

Interact

- Write the word *Wish* on the board. Ask students if they have ever made a wish before. Brainstorm examples (when blowing out birthday candles; wishing on a star; throwing a penny into a fountain and making a wish; making a wish to the tooth fairy; blowing dandelion seeds and make a wish; a genie granting wishes).
- Ask students: *If a genie or a fairy godmother came to grant you a wish, what would you wish for?* Invite students to share their wish with a partner.
- Discuss that sometimes a wish might be something that is not actually possible but we like to think about it coming true; e.g., *I wish I had a million dollars* or *I wish I could fly*. Explain that a wish implies that someone or something else is going to grant the wish. You are not making the wish happen yourself.
- Write the words *hopes and dreams* on the board. Ask students what they think the difference is between wishes and hopes. Explain that sometimes a wish is something we wait to happen for us; a hope is more like a goal, something we try to do for ourselves. Give examples: *I wish I had a million dollars/My hope is to one day star on my own YouTube channel; My hope is to one day be an astronaut.*
- Explain that hopes and dreams are things we work toward and try to achieve ourselves, rather than things we just wish would happen.

Achieving your dream isn't always easy and sometimes takes a lot of time and a lot of work. Often things might go wrong along the way and sometimes you might feel like giving up.

(If possible, give a personal example.)

My dream was to write a book one day. It took along time to write and lots of people said no to me, but I never gave up. I kept writing and working hard and, finally, my book got published!

- Share one or more of the anchor books and discuss what the specific dream in it is. Explain that dreams don't always have to be big. Sometimes small dreams are easier to achieve.
- Discuss how hopes and dreams are often connected to your passion. A passion is something you love spending time doing and are really interested in; e.g., *My passion is reading books.*

Sometimes discovering your passion can lead you to your hopes and dreams.

If students are struggling to identify their hopes and dreams (and depending on the grade), you might have the complete the Find Your Passion page on page 79 to help them discover their hopes and dreams for the future.

You could take photos of each student reaching up as if holding on to an invisible rope. The photos can be cut and attached to the string on each student's balloon.

- Brainstorm big and small dreams (see chart below). Pass out the My Hopes and Dreams template on page 80 and invite students to write about one big and one small dream they have in the balloon shape. The balloon shapes can be cut out and displayed on a bulletin board.

DREAMS CHART SAMPLE

Big Dreams	Small Dreams
Travel around the world	Go to Disneyland
Win a gold medal in the Olympics	Get a puppy
Be a famous singer	Jump from the high diving board
World peace	Learn to do a flip on my skateboard
Win an Oscar	Get an A in Math
End world poverty	Score a goal in hockey
Become an astronaut	Be cast as the lead in the school play
	Have my own room

Extension: Biographies

If you wish to explore this topic in more depth, this is a wonderful opportunity to introduce students to picture-book biographies, featuring fascinating true stories of individuals who, through enormous adversity and determination, reached their dreams. Older students could choose a biography picture book as a starting point for a biography project *Real People-Real Dreams*, focusing on how often the hopes and dreams of one can make a difference to many.

Anchor Books

Blue, Rose & Corinne J. Naden. <i>Ron's Big Mission</i>	Kerley, Barbara. <i>The Dinosaurs of Waterhouse Hawkins</i>
Burleigh, Robert. <i>Solving the Puzzle Under the Sea: Marie Sharp Maps the Ocean Floor</i>	Krull, Kathleen. <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>
Engle, Margarita. <i>Drum Dream Girl: How One Girl's Courage Changed Music</i>	Lawlor, Laurie. <i>Rachel Carson and Her Book That Changed the World</i>
Fern, Tracey. <i>Dare the Wind: The Record-breaking Voyage of Eleanor Prentiss and the Flying Cloud</i>	McCarthy, Meghan. <i>Pop! The Invention of Bubble Gum</i>
Gerstein, Mordicai. <i>The Man Who Walked Between the Towers</i>	Snyder, Laurel. <i>Swan: The Life and Dance of Anna Pavlova</i>
Hadfield, Chris. <i>The Darkest Dark</i>	Stone, Tanya Lee. <i>Who Says Women Can't Be Doctors?: The Story of Elizabeth Blackwell</i>
Heiligman, Deborah. <i>The Boy Who Loved Math: The Improbable Life of Paul Erdős</i>	Thompson, Laurie Ann. <i>Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah</i>
Hopkins, H. Joseph. <i>The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever</i>	Wallace, Ian. <i>The Slippers' Keeper</i>
Jordan, Deloris. <i>Salt in His Shoes: Michael Jordan in Pursuit of a Dream</i>	Winter, Jeannette. <i>The Watcher: Jane Goodall's Life with the Chimps</i>

Interact

Depending on the grade level you teach, students read one of the anchor books independently or in pairs and complete The Hopes and Dreams of... chart on page 81. Alternatively, over a few days you could share two or three of these

true stories and students can choose one they are interested in to complete the template.

Develop

After exploring hopes and dreams, invite students to reflect. Remind them that they are learning about who they are. Invite them to think about how hopes and dreams are connected to who they are. How has learning about their own hopes and dreams helped them understand themselves better? Now that they have read and thought about hopes and dreams, how has their thinking changed? Invite them to write their reflection in their Powerful Understanding Journal or on the Reflection page on page 23.

Student Reflection Sample, Grade 6

I had never thought that a wish was different from a hope but it's like you are in charge of your hopes and dreams but not really in charge of a wish. Like there aren't really fairy godmothers to grant your wishes so you have to figure it out yourself. Dream big and work hard – my dad says! I liked learning about Wilma Rudolph. She is very inspiring. Maybe one day I'll run like the wind, too.

Student Reflection Sample, Grade 7

Well I used to think that famous people started out wanting to be famous. But now I DON'T think it's about getting famous – it's about reaching your dream for yourself and nobody else. Then if you get famous it's like a bonus.

My Unique Self

In this two-part lesson, students will explore what makes them unique and different from others. They will reflect on the positive and negative feelings associated with feeling different from others.

- *I can identify some attributes that make me different from others (including physical, cognitive, learning differences).*
- *I can explain what "Be Yourself" means.*
- *I can identify positive and negative feelings associated with being different.*

Part 1: Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

These books focus on celebrating and liking who you are and on being proud of your individuality.

Beaumont, Karen. *I Like Myself!* (P)
Carr, Jennifer. *Be Who You ARE!* (P, I)
deGennaro, Sue. *The Pros & Cons of Being a Frog* (P, I)
Goeminne, Siska. *No One Else Like You* (P)
Hong, Jess. *Lovely* (P, I)
Kranz, Linda. *You Be You* (P)

Lovell, Patty. *Stand Tall, Molly Lou Melon* (P, I)
McAnulty, Stacy. *Beautiful* (EP, P)
Parr, Todd. *It's Okay to Be Different* (EP, P)
Parr, Todd. *Be Who You Are!* (EP, P)
Prelutsky, Jack. *Me I Am!* (P)
Simon, Norma. *Why Am I Different?* (P, I)

Find Your Passion

Name: _____

List the top 10 things you are really interested in or really enjoy doing.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

From your top 10, choose your top 5.

1. _____
2. _____
3. _____
4. _____
5. _____

From your top 5, choose your top 3.

1. _____
2. _____
3. _____

My #1 Passion is...

What are you currently doing related to this passion?

If you could do ANYTHING related to this passion, what would it be?



My Hopes and Dreams

Name: _____

My big dream

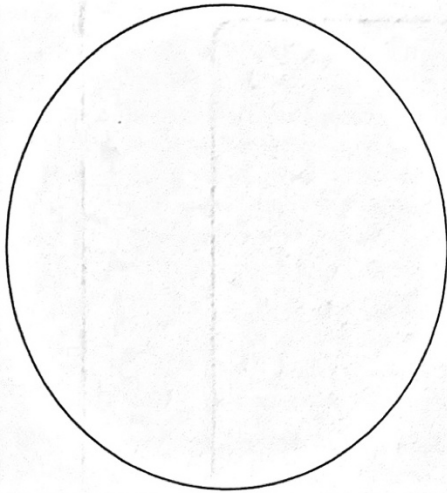
My small dream



The Hopes and Dreams of ... _____

(Character's Name)

Name: _____



When _____ was younger

_____ 's passion:

A problem _____ faced:

But _____

_____ is important because

One question I would ask: _____
