

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 Career Education	School:	Intermediate
Date:	November 2022 (Practicum)	Allotted Time:	30 minutes x 6
Topic/Title:	Present Me to Future Me		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this set of lessons is to help me get to know the students in my practicum classroom, while having the students work toward getting to know themselves better in the present—what they are good at, what they like, and what is important to them. Students can then use these discoveries to make predictions about their future selves.

First, students will complete an “About Me” wheel, where they draw, collage, and write about their favourite things (people, television shows, movies, books, music, websites, games, activities, hobbies, and school subjects), as well as things they do well (strengths), things they want to try, and things that are important to them (values/things they like). This activity gives students a *window into self*. As the creator of the resource from which I adapted this lesson states: “Finding out about yourself is like looking in a mirror, only you get to see you on the inside. The more you know about who you are, the better you’ll be at making choices that feel good to you.” (Government of Alberta, 2014a, p. 5). I anticipate that this will take two 30-minute blocks to complete.

Second, students will complete a “Paper Me” activity, wherein they depict themselves twenty years in the future, working at their dream job. Using what they discovered during the wheel activity, students will draw, colour, and stick images onto a life-size paper cutout of themselves. Students will be asked to think about what they are doing at this dream job, what they are wearing, what they look like, and what types of tools/gadgets/devices they would likely have. I anticipate that this will take two 30-minute blocks to complete.

Third, students will participate in a Think-Pair-Share activity wherein they reflect on why they chose the kind of work they did. They will be encouraged to refer back to their wheels and think critically about the impact they had on their choices and consider any other reasonings that impacted their decisions before pairing up with a fellow peer to discuss and share their thoughts. I anticipate that this will take one 30-minute block to complete.

Fourth, and finally, students will conclude this series of lessons by discussing, as a class, the main take-away of the lessons—that is, “Self-knowledge is the foundation of effective career and education planning” (Government of Alberta, 2014b, p. 10)—and will provide their personal thoughts, by way of an *Exit Ticket*, to the following question: *Is it better to be practical and realistic about your future or to listen to your hopes and dreams? Why? Why not?* I anticipate that this will take one 30-minute block to complete.

This approach to career development is age appropriate and aligns with several current (and popular) career development theories/frameworks, including: (1) the “High Five” model of career development (Careers in Theory), which stresses the importance of self-awareness, adaptability, having passions, following one’s heart, focusing on the journey, life-long learning, and interdependence; (2) the “Career Pathways” and “Career Wheel” frameworks, which focus on an individual’s skills, interests, values, personal style, significant others, learning experiences, work/life experiences, and career opportunities, as well as answers to the questions: “Who are you?” and “What can you do?” (Amundson and Poehnell, Quick Trip, 2nd Edition); and (3) the “Guiding Circles” framework, which focuses on the world, one’s part in it, and “crafting the life you really want to live on your journey in this world” (Hope-filled Engagement, 2019). This set of lessons also highlight several of CERIC’s 8 Guiding Principles, specifically: (1) Career Development entails determining interests, beliefs, values, skills, and competencies; (2) Career Development should be self-directed: an individual is responsible for his or her own career, but is not alone—we all influence and are influenced by our environment; and (3) Career Development means making the most of talent and potential (CERIC, Guiding Principles of Career Development).

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>C Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding by their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> • Students will communicate with intentional impact, in well-constructed forms that are effective in terms of their audience and in relation to their purpose (i.e., in the “About Me” wheel activity and the “Paper Me” collage activity). <p>T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.</p> <ul style="list-style-type: none"> • Students will think critically and reflectively about what makes them different from others. • Students will think critically and reflectively about the different aspects of themselves and their identity. • Students will think critically and reflectively as they identify the people, places, and things that are important to them. • Students will think critically and reflectively as they define what they value and why. • Students will think critically and reflectively about who they see themselves being in twenty years (based on their completed wheels and other reasonings). <p>PS Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who</p>

are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions, and manages stress, and recognizes and advocates for their own rights.

- Students will accept themselves.
- Students will advocate for themselves and their ideas.
- Students will recognize and celebrate their preferences, strengths, values, accomplishments, and aspirations.
- Students will recognize and explain their role in learning activities and explorations and give evidence of their learning.
- Students will describe how their specific choices affect their future and well-being.
- Students will engage with ideas or information that is challenging for them, all the while being focused and determined.

PS **Positive Personal and Cultural Identity** involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. People who have a positive personal and cultural identity value their personal and cultural narratives and understand how this shapes their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

- Students will be aware of what makes them different from others and of the different aspects of themselves and their identity.
- Students will acknowledge their strengths and abilities, and intentionally consider these as assets that will help them in all aspects of their lives.
- Students will identify people, places, and things that are important to them.
- Students will understand that they are unique and are a part of larger, and often multiple, communities.
- Students will define what they value and understand that their values are influenced by their life experiences. They will understand that their values shape their choices in life (past/present/future).
- Students will understand that their relationships and cultural contexts help to shape who they are (i.e., ethnicity, nationality, language(s), abilities, sexual

	<p>orientation, gender identity, age, geographic region, and religious or spiritual beliefs).</p> <ul style="list-style-type: none"> • Students will understand that they will continue to develop new skills, abilities, and strengths into the future, • Students will understand that their learning is continuous; that their concept of self and identity will continue to evolve; and that their life experiences may lead them to identify with new communities of people and/or place.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Students are encouraged to be patient and kind to themselves and their peers at all times.</p> <p>These lessons will be delivered via open, non-judgmental group discussion, posited on positive student/self, teacher/student and student/student relationships and connections.</p> <p>Ideas and concepts will be learned experientially, predominantly through a mixture of self-discovery, introspection, reflection, and student-doing; and, to a lesser extent, through scaffolded support and modelling.</p> <p>Student understanding will be dependent upon their participation and willingness to engage in self-discovery and reflection, as well as upon their attentiveness to class and group discussions and to the assigned tasks (done in class, with support).</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>(1) Exploring our strengths and abilities can help us identify our goals.</p> <p>(2) Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>Students are expected to DO the following:</p> <ul style="list-style-type: none"> • Identify and appreciate their personal attributes, skills, interests, and accomplishments. • Recognize the importance of positive personal relationships in their lives. • Share ideas, information, personal feelings, and knowledge with others. • Recognize the importance of learning in their lives and future careers. • Demonstrate effective work habits and organizational skills appropriate to their level of development. • Recognize their personal preferences, skills, strengths, and abilities connect them to possible career choices. • Recognize the influence of peers, family, and communities on career choices and attitudes toward work. 	<p>Students are expected to KNOW the following:</p> <p>Personal Development:</p> <ul style="list-style-type: none"> • Goal-setting strategies (i.e., identify steps required to go from “present me” to “future me”; identify sources of support and people important to them along the journey). • Risk-taking and its role in self-exploration (both activities in this lesson require a level of risk, vulnerability, and openness). • Self-assessment (i.e., inventories of preferences, skills, personal attitudes, values, and interests). <p>Connections to Community:</p> <ul style="list-style-type: none"> • Cultural and social awareness (achieved by exploring self-identity). <p>Life and Career Plan:</p> <ul style="list-style-type: none"> • Role of mentors, family, community, school, and personal network in decision making.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g., Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>Students will achieve the learning intention by participating in six separate lessons and four distinct activities:</p> <p>First, students will complete an “About Me” wheel, where they draw, collage, and write about their favourite things (people, television shows, movies, books, music, websites, games, activities, hobbies, and school subjects), as well as things they do well (strengths), things they want to try, and things that are important to them (values/things they like). This activity serves as a self-assessment tool, one that students can personalize.</p> <p>Second, students will complete a “Paper Me” activity, wherein they depict themselves twenty years in the future, working at their dream job. Using what they discovered during the wheel activity, students will draw, colour, and stick images onto a life-size paper cutout of themselves. Students will be asked to think about what they are doing at this dream job, what they are wearing, what they look like, and what types of tools/gadgets/devices they would likely have to perform the job.</p> <p>Third, students will participate in a Think-Pair-Share activity wherein they reflect on why they chose the kind of work they did. They will be encouraged to refer back to their wheels and think critically about the impact they had on their choices and consider any other reasonings that impacted their decisions before pairing up with a peer to discuss & share thoughts.</p> <p>Fourth, and finally, the class will discuss the main take-away—that is, “<u>Self-knowledge is the foundation of effective career and education planning</u>” (Government of Alberta, 2014b, p. 10)—and students will be asked to provide their personal thoughts, by way of an <i>Exit Ticket</i>, to the following question: <i>Is it better to be practical and realistic about your future or to listen to your hopes and dreams? Why? Why not?</i></p>

ASSESSMENT OF & FOR LEARNING: During lessons, the teacher will engage with students to promote inquiry and invoke thinking and reflection. Students will receive **formative feedback** during the first two activities (on thoughts, ideas, and approaches), **peer feedback** during the third activity, and **summative feedback** on Exit Slips that allow them to demonstrate their understanding of the career development concepts covered in the lesson. Exit Slip responses will be discussed at the beginning of the next Careers class and will help the teacher determine where students are and where they need to go in their learning progression.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety, and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g., cross-curricular connections, organization, or management strategies you plan to use, extensions for students that need or want a challenge.

This series of lessons is a starting point and will be used to guide further lessons on career development and exploration. As previously mentioned, this lesson is important because it approaches career development in an age-appropriate way and aligns with several current (and popular) career development theories and frameworks.

Every effort will be made to ensure that ALL students feel safe to participate in this lesson. There will be zero-tolerance of discrimination based on gender, race, ethnicity, nationality, language(s), religious or spiritual belief(s), sexual orientation, ability, or status. Prior to this lesson, a classroom culture of inclusivity and respect will have been put in place to ensure everyone feels secure and comfortable exploring and communicating their present and future selves.

Exceptions should be made to ensure that ALL students are able to participate in the activities: read/repeat the instructions for those who struggle with reading (i.e., decoding and/or comprehension); scribe for those who struggle with written output; cut/paste for those with fine-motor challenges; provide emotional or behavioural support for those finding it difficult to self-regulate; ensure additional prompting and support for neuro-divergent students who may find it challenging to get started and/or stay on task, etc.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g., rearrange desks, book a room or equipment.*

I will need to do the following:

- (1) In the days leading up to the lesson, a note, followed up with reminders, will go home in student planners to notify parents and guardians of the activities and to let them know that students are encouraged to bring pictures, images, drawings, magazines, clippings, etc., to be used to help them complete the “About Me” and “Paper Me” activities. Reinforce that everything must be school appropriate and is aimed to help students represent their true, authentic selves (i.e., their identity). Stress that photocopies of “originals” are preferred and can be made at school, by the teacher, so that important pictures or documents do not get damaged.
- (2) Gather relevant magazines and other clippings for collaging (extras are always good, especially for those that forget or have nothing to bring).
- (3) Leading up to the activities, print off (if feasible) any student requests for images.
- (4) Enlarge the “About Me” wheel (Activity 1.1.) to Tabloid size (11 x 17) and make sufficient copies.
- (5) Ensure the class has sufficient glue sticks, tape, scissors, pencils, and coloured pencils.
- (6) Sign out Chromebooks or book the computer lab so that students can search “Dream Jobs.”
- (7) Obtain the paper-roll trolley for the “Paper Me” activity (Activity 1.3 – Version 2 – Life Size outline).
- (8) Rearrange desks so that there is space for life-size tracing and crafting.
- (9) Photocopy Exit Ticket response (attached).
- (10) Make space in the classroom or hallway to display students’ “About Me” and “Paper Me” masterpieces 😊

8. LESSON OUTLINE #1 – “ABOUT ME” - Activity 1/Lesson 1

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</i></p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule, and let them know that they will be utilizing all the “About Me” materials they’ve been gathering over the past week or so.</p> <p>Tell students that they will need to get out a pencil and pencil crayons, a pair of scissors and a glue stick, as well as their collage materials, and then show they are ready by sitting quietly at their desk or table with all materials out.</p> <p>Stress that if they weren’t able to bring anything, or forgot, no worries—there is plenty of extra materials to use.</p> <p>When everyone is showing that they are ready, say: “Today, we are doing an <i>About Me</i> activity. Everyone will get a large piece of paper with something that resembles a wheel on the front (hold up for everyone to see); this wheel is going to help each of you take a journey into self and discover more about who you are—what you are good at, what you like, and what’s important to you. Exploring who you are is like looking into a mirror, only you get to see you on the inside! It helps you come to know yourself better, and the better you know yourself, the better you will be at making choices that feel good to you. And, we all want to make good choices, right?”</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions.</i> • <i>Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback.</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling.</i> • <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations.</i> 	<p>I DO: Listen to, and engage with, student responses. Then, explain and go over the wheel: pointing out the 8 triangular sections of the wheel, what each section is about, what is intended to go in each, and what to do in the outer rim of the wheel (i.e., write 8 positive words that describe them and four things that people should know about them). Tell students that if they are stuck on positive words, there will be a list of positive character traits displayed on the Smart Board for them to reference. Remind students that this is about them, and them alone, and that their peers should not influence what they share in their wheels. They should be kind to themselves and celebrate their true, authentic selves. Stress that this is a classroom of acceptance, kindness, and respect and that discrimination or “making fun” will not be tolerated.</p> <p>I DO: Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Ask questions and/or raise concerns.</p> <p>I DO: Answer questions and address concerns. Stress that I will be there to help if they get stuck and will be circulating the room to provide feedback and look forward to seeing and hearing all the cool things they have to share.</p> <p>I DO: Have a student helper hand out the Tabloid size “About Me” activity.</p> <p>STUDENTS DO: Spend remainder of block working on the wheel—drawing, collaging, and writing about their favourites in each section of the wheel and completing the outer rim with 8 positive words and 4 things people should know about them.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (10 min of instruction, followed by 15-20 min to start the activity).</p>

<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen, or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g., due dates, next day requirements) 	<p>With 5 minutes remaining in class, tell students that it is time to tidy up and that they have two minutes to recycle scraps, put away supplies, and store their wheels and collage materials in a safe space to be completed next Career Education block.</p> <p>Set class timer for two minutes.</p> <p>When timer goes, and the classroom is tidied, praise students on their efforts and tell them that they will have time next block to finish and share their wheels.</p> <p>Cue students to move on to the next activity/scheduled task.</p>	<p>5 minutes to wrap up.</p>
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9. LESSON OUTLINE #2 – “ABOUT ME” - Activity 1/Lesson 2

Instructional Steps	Student Does/Teacher Does (learning activities to target learning intentions)	Pacing
<p>OPENING: e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule, and let them know that they will be completing their “About Me” wheels that they started last block.</p> <p>Tell students that they will need to get out a pencil, pencil crayons, a pair of scissors, a glue stick, and their wheels.</p> <p>Then, they need to show that they are ready by sitting quietly at their desk or table with all materials out.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • Best order of activities to maximize learning -- each task moves students towards learning intentions. • Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback. • Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling. • Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations. 	<p>I DO: Remind students that this is about them, and them alone, and that their peers should not influence what they share in their wheels. They should be kind to themselves and celebrate their true, authentic selves. Stress that this is a classroom of acceptance, kindness, and respect and that discrimination or “making fun” will not be tolerated.</p> <p>STUDENTS DO: Spend remainder of block working toward completing the wheel—drawing, collaging, and writing about their favourites in each section of the wheel and completing the outer rim with 8 positive words and 4 things people should know about them.</p> <p>I DO: Circulate to offer support, guidance, and formative feedback.</p> <p>I DO: With 5 minutes remaining, tell students that they have 2 more minutes to complete their wheels before it is time to tidy up (recycle scraps, put away supplies, and store the rest of their collage materials for our next Careers activity – i.e., “Paper Me”). When the timer goes, they will need to clean their workspace and sit back at their desk/table with their wheels.</p> <p>I DO: Set class timer for two minutes. When the 2 minutes has elapsed, tell students to tidy their workspaces and sit down with their wheels.</p> <p>STUDENTS DO: Tidy workspaces and sit at their spots with their wheels.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (15 min to complete the activity).</p>

<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen, or reflect on the learning • review or summary if applicable • anticipate what's next in learning • “housekeeping” items (e.g., due dates, next day requirements) 	<p>When everyone has settled, invite students to share parts of their wheel with the class, probing them with the question: what did you discover about yourself?</p> <p>Allow time to share. When everyone who wanted to share has shared, let students know that their wheels will be displayed in the classroom or hallway. If anyone is uncomfortable with that, please let me know in private. They will eventually go home, and they are encouraged to share and celebrate them with their families.</p> <p>Praise students on their efforts and tell them that their willingness to engage in self-discovery is important and valuable—now and into the future—and will help them complete the “Paper Me” activity in our next Career’s class.</p> <p>Cue students to move on to the next activity/scheduled task.</p>	<p>10 minutes to wrap up.</p>
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10. LESSON OUTLINE #3 – “PAPER ME” - Activity 2/Lesson 1

Instructional Steps	Student Does/Teacher Does (learning activities to target learning intentions)	Pacing
<p>OPENING: e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule, and time for them to utilize the rest of the materials they have gathered to complete “Paper Me”.</p> <p>Tell students that they will need to get out a pencil and pencil crayons, a pair of scissors and a glue stick, as well as their collage materials, and then show they are ready by sitting quietly at their desk or table with all materials out.</p> <p>Stress that there is plenty of extra materials to borrow and use.</p> <p>When everyone is showing they are ready, say: “Today, we are starting a fun <i>Paper Me</i> activity. To begin, everyone will need a partner to help them trace their body onto a large piece of paper. If there is an odd number of students, there can be one group of three. I will help each pair get their paper from the paper-roll trolley (reference it in the room). You’ll notice that there are a number of different colours to choose from, so be ready to tell me what colour you want when you come up to get yours. Once everyone’s body has been traced, you will work independently to depict yourself twenty years into the future, working at your ‘Dream Job.’ You are encouraged to use what you discovered in the <i>About Me</i> wheel activity to help you decide (i.e., based on your favourite things, preferences, skills, interests, positive character traits, etc.). Once you have chosen your dream job, you will need to think about what you are doing at this dream job, what you are wearing, what you look like, and what types of tools/gadgets/devices you would likely have to perform the job. If you need help deciphering answers to these questions, you can use a Chrome book or laptop and search ‘Name of your dream job + image.’ With the time remaining, you can start to drawing, colouring, and sticking images onto ‘paper you’ to create a collage that gives everyone a clear depiction of your dream job!”</p> <p>Ensure students know that they are not expected to complete their ‘paper me’ today – they will have the next Career block to complete it.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions.</i> • <i>Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback.</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling.</i> • <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations.</i> 	<p>I DO: Remind students that all dream jobs must be school appropriate; that this is about them, and them alone; and that their peers should not influence their choices. Stress that this is a classroom of acceptance, kindness, and respect and that discrimination or “making fun” will not be tolerated.</p> <p>I DO: Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Ask questions and/or raise concerns.</p> <p>I DO: Answer questions and address concerns. Stress that I will be there to help if they get stuck and will be circulating the room to provide feedback and look forward to seeing and hearing all about their dream jobs.</p> <p>I DO: Tell students to get themselves into pairs and come to the paper trolley for their paper. If there is an odd number, there can be one group of three.</p> <p>STUDENTS DO: Get into pairs and come to the trolley to select their colour.</p> <p>I DO: Measure and cut a paper for each student, ensuring that each is large enough for the student to lay on and be traced.</p> <p>STUDENTS DO: In pairs, find space in the classroom or hallway to trace each other’s body. Once traced, individuals will carefully cut along the traced lines so that each has a “paper me” to work with.</p> <p>I DO: Circulate and make sure everyone has traced and cut out their silhouette. Tell students that, once they have theirs cut, they can begin their dream job collage. On the Smart Board, display the questions that students need to consider: what am I doing at this dream job?; what am I wearing?; what do I look like?; and what types of tools/gadgets/devices do I have?</p> <p>STUDENTS DO: Use their imaginations and <i>About Me</i> wheels to think about, and decide on, a dream job. Once decided, they will consider the questions on the board and use their answers to start completing their “paper me” collages – using images, clippings, magazine cutouts, coloured pens, pencils, etc. If needed, they can get ideas using a Chrome book or laptop (i.e., type in search bar: “name of dream job + images”).</p> <p>I DO: Circulate, making sure everyone is on task, has a dream job, and is making progress on their collages. Engage students in conversation about their choices and probe their thinking. Assist those who appear “stuck.”</p> <p>STUDENTS DO: Work diligently on collages.</p> <p>I DO: With 5 minutes left in the block, tell students that it is time to start cleaning up and rolling up their ‘paper me’ to be stored until next block.</p> <p>I DO: Set class timer for five minutes. STUDENTS DO: Start cleaning up/rolling up ‘paper me’.</p> <p>I DO: Hand out elastics and direct students to where they should store their ‘paper me.’</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (5 min Q&A followed by 15 min of research).</p>
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<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen, or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g., due dates, next day requirements) 	<p>Praise students on their efforts and tell them that they will have the next Career block to complete their "Paper Me".</p> <p>Cue students to move on to the next activity/scheduled task.</p>	<p>Less than 2 minutes to wrap up.</p>
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11. LESSON OUTLINE #4 – "PAPER ME" - Activity 2/Lesson 2

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule.</p> <p>Tell students that, once again, they will need to get out a pencil and pencil crayons, a pair of scissors and a glue stick, as well as their collage materials and "Paper Me" that they started last block. Then, they need to show me that they are ready by sitting quietly at their desk or table with all materials out.</p> <p>When everyone is showing they are ready, say: "Today, you will complete the <i>Paper Me</i> activity. Remember, you are working independently to depict yourself twenty years into the future, working at your 'Dream Job.' You are encouraged to use what you discovered in the <i>About Me</i> wheel activity as a guide (i.e., based on your favourite things, preferences, skills, interests, positive character traits, etc.). You chose your dream job last block and had time to think about what you would be doing at this dream job, what you would be wearing, what you would look like, and what types of tools/gadgets/devices you would likely have to perform the job. You will now spend this block finalizing – drawing, colouring, and sticking images onto 'paper you' to create a collage that gives everyone a clear depiction of your dream job!"</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • Best order of activities to maximize learning -- each task moves students towards learning intentions. • Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback. • Teacher uses learning resources and strategic opportunities for guided practice, direct 	<p>I DO: Remind students that all dream jobs must be school appropriate; that this is about them, and them alone; and that their peers should not influence their choices. Stress that this is a classroom of acceptance, kindness, and respect and that discrimination or "making fun" will not be tolerated.</p> <p>I DO: Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Ask questions and/or raise concerns.</p> <p>I DO: Answer questions and address concerns. Stress that I will be there to help if they get stuck and will be circulating the room to provide feedback and look forward to seeing and hearing all about their dream jobs.</p> <p>I DO: On the Smart Board, display the questions that students need to consider: what am I doing at this dream job?; what am I wearing?; what do I look like?; and what types of tools/gadgets/devices do I have?</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (5 min Q&A followed by 20 min to complete the collage).</p>

<p><i>instruction, and/or modelling.</i></p> <ul style="list-style-type: none"> • <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations.</i> 	<p>STUDENTS DO: Work on completing their collages with their wheels, research, and questions as their guide.</p> <p>I DO: Circulate, making sure everyone is on task, has a dream job, and is making progress toward completing their collages. Engage students in conversation about their choices and probe their thinking. Assist those who appear “stuck.”</p> <p>STUDENTS DO: Work diligently on collages until complete.</p> <p>I DO: When there is 5 minutes left in the block, tell students that they have two minutes left to finish what they are working on before it is time to tidy up (i.e., recycle scraps, put away materials, etc.). When the two-minute timer goes, they will clean their workspace and safely store their completed ‘paper me’ for next block.</p> <p>I DO: Set class timer for two minutes.</p> <p>STUDENTS DO: Finish what they are working on until the timer goes. Then, tidy their workspace and re-store their “paper me.”</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen, or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g., due dates, next day requirements)</i> 	<p>Praise students on their efforts and tell them that they will have the next Career block to reflect on and share their “Paper Me”.</p> <p>Cue students to move on to the next activity/scheduled task.</p>	<p>Less than 2 minutes to wrap up.</p>

12. LESSON OUTLINE #5 – “PAPER ME” - Activity 3

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING:</p> <p><i>e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</i></p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule.</p> <p>When everyone is showing they are ready, say:</p> <p>“Today, you will be reflecting on and sharing the details of your ‘Paper Me’ with a partner. First, you will have 2-5 minutes to reflect on why you chose the kind of work/dream job that you did. You should refer back to your wheel and think critically about the impact it had on your choice and consider any other reasonings that impacted your decision. Then, you will have 2-5 minutes to discuss and share your thoughts with your partner.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions.</i> 	<p>I DO: Ask students if they have questions or concerns—answer/address them. Then say, “I am going to set the timer for the first two minutes. This is time for reflection, so it should be quiet. If, when the timer goes, you need more time, we can add more time.”</p>	<p>Interactive, Responsive and lively pace. Redirect</p>

<ul style="list-style-type: none"> • <i>Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback.</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling.</i> • <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations.</i> 	<p>I DO: Set timer.</p> <p>STUDENTS DO: Think/reflect.</p> <p>I DO: When timer goes, ask students if they need more time. If they do, set the timer for two more minutes. If not, say: “Ok, now that you have all had time to think and reflect upon why you chose the dream job that you did, it is time to share your conclusions with a partner. Again, I will set the timer for two minutes. This time it does not need to be quiet, but you should use your inside-voices and the noise-level should be conversational. If, when the timer goes, you need more time, we can add more time.”</p> <p>I DO: Set timer and circulate, observing conversations and discussions.</p> <p>STUDENTS DO: Pair and share.</p> <p>I DO: When timer goes, ask students if they need more time. If they do, set the timer for two more minutes. If not, say: “Ok, thank you so much for sharing! It sounded like some really great discussions and conversations were had. I really appreciate everyone’s willingness to share!”</p> <p>I DO: Let students know that their collages will be displayed in the classroom or hallway. If anyone is uncomfortable with that, they can let me know in private. Eventually, they will go home, and they are encouraged to share and celebrate them with their families.</p>	<p>students who go off-task as needed. (5 min Q&A 15 minutes of reflecting and sharing).</p>
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen, or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g., due dates, next day requirements)</i> 	<p>Ask students to tidy their workspace and re-store their “paper me” until we have found a space to display them.</p> <p>Once completed, cue students to move on to the next activity/scheduled task.</p>	<p>Less than 2 minutes to wrap up.</p>

13. LESSON OUTLINE #6 – “PAPER ME” - Activity 4

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge.</i></p>	<p>Cue students that it is time to start Career Education, referencing the visual schedule.</p> <p>When everyone is showing they are ready, say:</p> <p>“Today, we will be wrapping up our “Present Me to Future Me” activities, which we have been working on over the course of the past five Career Education blocks.”</p>	<p>Quick transition to lesson; interactive and lively pace. (2 min)</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions.</i> • <i>Students are interacting with new ideas, actively constructing knowledge, and understanding, and given opportunities to practice, apply, or share learning, ask questions, and get feedback.</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling.</i> • <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations.</i> 	<p>I DO: Write on the board the following quote: “Self-knowledge is the foundation of effective career and education planning” (Government of Alberta, 2014b, p. 10).</p> <p>I DO: Invite students to share what they think this quote means and to give their feedback on it (i.e., do they agree? disagree?).</p> <p>STUDENTS DO: Share their thoughts, ideas, and feelings.</p> <p>I DO: After the class discussion, tell students that they will now have the opportunity to provide their personal thoughts, by way of an Exit Ticket, to the following question:</p> <p><i>Is it better to be practical and realistic about your future or to listen to your hopes and dreams? Why? Why not?</i></p> <p>Tell students that they need to put their name on the Exit Ticket and that the responses will be discussed at the beginning of the next Careers class. Their names, however, will not be shared in the discussion (i.e., students can choose to remain unanimous).</p> <p>Hand out photocopied Exit Tickets and give time for students to complete them.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (10-15 min discussion followed by 10 min to complete Exit Ticket).</p>
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen, or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g., due dates, next day requirements)</i> 	<p>Once completed, cue students to move on to the next activity/scheduled task.</p>	<p>Less than two minutes to wrap up.</p>

14. REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g., that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>*To be completed at the end of the lesson.</p>

This lesson was adapted from the following sources:

Government of Alberta. (2014a). *Innovation and Advanced Education*. "Imagine Your Life: A Discovery & Exploration Guide Grade 4, 5, and 6 Student." Uploaded on May 26, 2022 from <https://alis.alberta.ca/media/3009/imagineyourlife-student.pdf>

Government of Alberta. (2014b). *Innovation and Advanced Education*. "Imagine Your Life: A Discovery & Exploration Guide Grade 4, 5, and 6 Teacher." Uploaded on May 26, 2022, from <https://alis.alberta.ca/media/3008/imagineyourlife-teacher.pdf>

Excerpts of each lesson are attached for your reference.

Exit Ticket

EXIT TICKET



Is it better to be practical and realistic about your future or to listen to your hopes and dreams?
Why?
Why not?

Name: _____



I think

EXIT TICKET



Is it better to be practical and realistic about your future or to listen to your hopes and dreams?
Why?
Why not?

Name: _____



I think

Note: This Exit Ticket is my design, but the question is adopted from the *Government of Alberta* resource.

ACTIVITY 1.1 - ABOUT ME

BACKGROUND

This activity has students complete a self-assessment in their own way, in a format that they may or may not want to share. It's a "paper and pen" activity that students can enhance using images and other art supplies.

The activity is completed individually using the space in IYL.

PREP

- Provide supplies and access to images for drawing, painting, colouring, gluing, collaging, etc.



PROCEDURE

- Have students read aloud the prompts in the eight quadrants of the **About Me** wheel.
- Point out the prompts on the rim of the wheel.
- Invite students to fill in spaces with words and images based on what they know about themselves. What their parents, friends or siblings think or know about them isn't important in this activity.

REFLECTION/CLOSURE

- Ask students to share one item from the activity with the class, depending on their comfort level.
- Invite students to show the completed activity to their parents and family.
- Depending on comfort level, ask what students may have discovered about themselves in this activity.
- Point out the links to the ALIS Youth Reflections Hobby Videos in **Check It Out!** IYL p.10. If there's time, watch one or two videos related to the interests your students have shared.

ACTIVITY 1.2 - INTERVIEW FUTURE YOU

BACKGROUND

This role-play, a favourite type of activity for many Grade 4, 5 and 6 students, encourages them to imagine their future, regardless of how realistic it may seem.

Practicality is not the point of this activity. The objective is to give students "permission" to dream about their future and to normalize the process of envisioning a goal.

This activity aims for the same outcomes as Activity 1.3. Students not comfortable with role-play and presentation could complete the **Paper Me** activity as an alternative, or both activities could be used.

PREP

- Copy a class set of interview questions from p.36.
- Identify online or print resources for researching "dream" jobs, e.g.,
 - using **dream job** as a search term. For example, search for "veterinarian."
 - visiting **Occupational Videos on ALIS** www.alis.alberta.ca/occvideos.
- Provide props and costume pieces or have students bring them from home.
- For presentations, set up a talk show interview set with chairs, microphones, etc. Video and post segments of the interviews, if appropriate.



STEP 1: who are you?



Does this seem like a funny question?
You know who you are!

This question asks you to explore some things about yourself:

- What are you good at?
- What do you like?
- What's important to you?

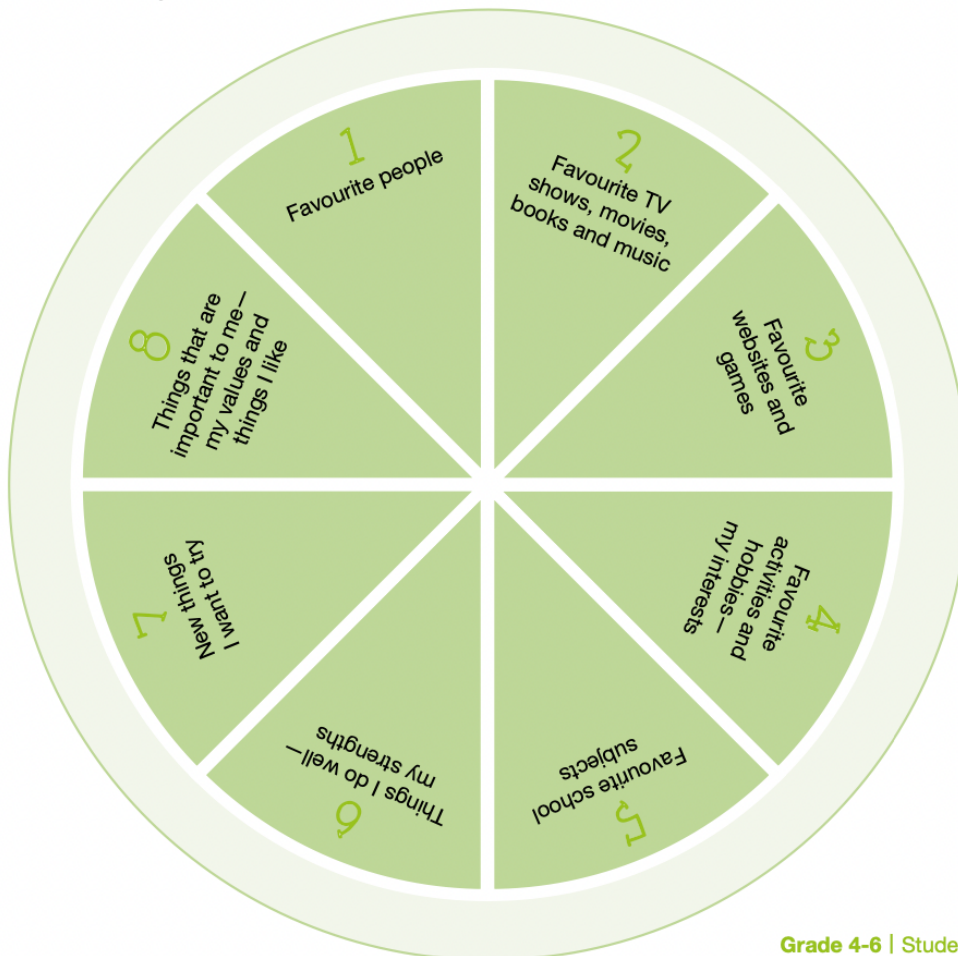
The activities in Step 1 will help you find some answers.

Finding out about yourself is like looking in a mirror, only you get to see you **on the inside**. The more you know about who you are, the better you'll be at making choices that feel good to you.

ACTIVITY 1.1 - ABOUT ME

Draw, collage and write about your favourites in each section.

In the outside rim, write eight positive words that describe you and four things people should know about you.

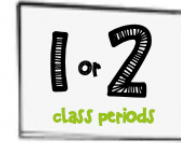


ACTIVITY 1.3 - PAPER YOU

BACKGROUND

The activity encourages students to imagine the future they'd like for themselves, regardless of how realistic it may seem. This activity is done individually or in pairs. Because it is less presentational than Activity 1.2, it may be more suitable for less out-going students or groups.

In this activity as in the previous one, practicality is not the point of the activity. The objective is to give students "permission" to dream about their future and normalize the process.



There are three versions of the activity:

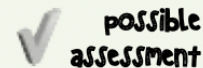
- Version 1: using the figure outline in IYL p.7
- Version 2: making and using a life-size figure outline
- Version 3: creating a collage using a program for posting images online

PREP

- Organize materials:
 - Versions 1 and 2: magazines, online images, coloured pens, pencils, glue, tape for collaging image
 - Version 2: newspaper or other body-size paper; space for tracing body outline
 - Version 3: online access, online images and photos.
- For all versions: Identify online or print resources for researching "dream" jobs. See Prep for Activity 1.2, p.11.

PROCEDURE

- Introduce the activity with the imagination exercise from Activity 1.2. Or, use the introduction from IYL p.7.
- Have students imagine and then explore online or in the library the kinds of clothes and equipment they would need for their work, using **the name of their dream job + image** as a search term. Have students remember, record, bookmark, etc. what they find.
 - Version 1: Figure outline in IYL
Working from their notes and using images they've collected, have students create a collage about their dream job.
 - Version 2: Life-size outline
Students work with a partner to trace life-size outlines of themselves on paper. Using their notes, imaginations and the images they've collected and made, students create a collage about their dream job.
 - Version 3: Online or photo collage
Students gather and create online images to make a collage about their dream job.
- Students use writing space in IYL p.7 to describe why they chose the job.
- Students present their collage to class.



REFLECTION/CLOSURE

Ask students to discuss: Is it better to be practical and realistic about your future or to listen to your hopes and dreams? Why? Why not?

**draw,
write,
Say**

Is it better to be practical and realistic about your future or to listen to your hopes and dreams? Why?



ACTIVITY 1.3 - PAPER YOU

Picture yourself in the future!

1. It's 20 years in the future and you're working at your dream job. What are you doing? What are you wearing? What do you look like?
2. Use your imagination, and explore online or in the library to discover the kinds of clothes and tools you would need for your work. Use the **name of your dream job + image** as a search term.
3. Draw, colour and stick images onto "paper you." Use the outline below or follow your teacher's instructions.
4. Why did you choose this kind of work?

WHO AM I?



draw, write, Say

When you are working at your dream job, what will you be proud of?

