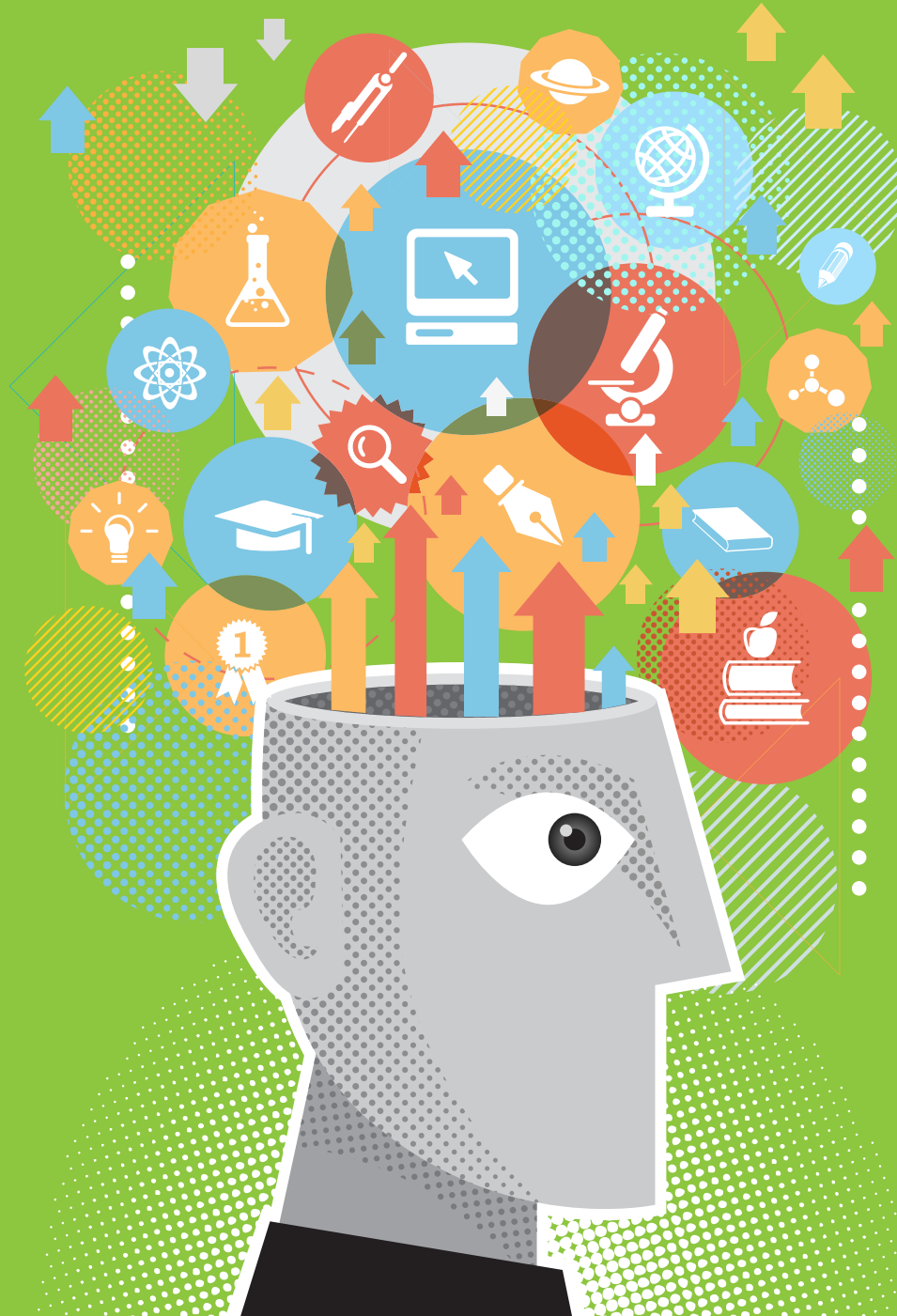
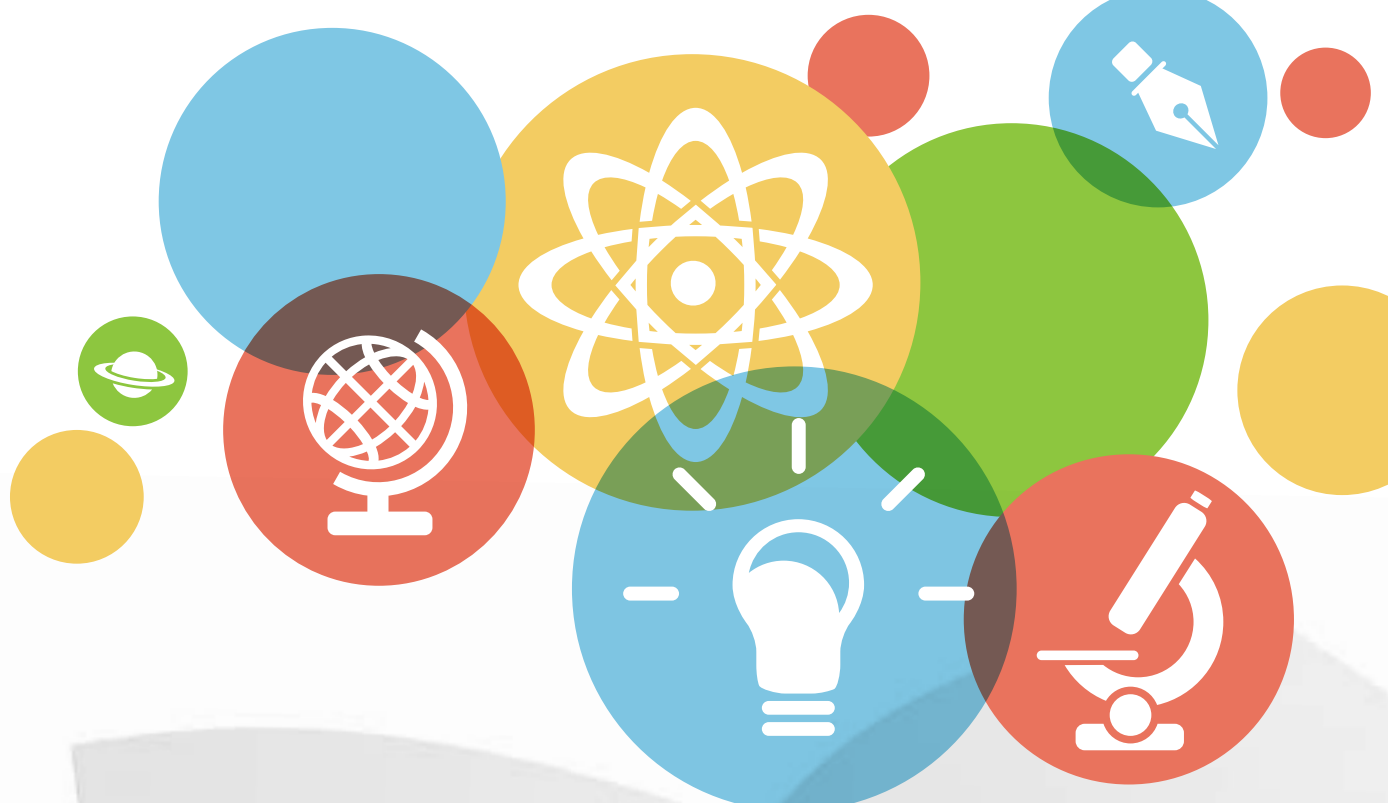


Imagine Your Life

A Discovery & Exploration
Guide

GRADE 4, 5 AND 6 STUDENT





STUDENT GUIDE

If you're a Grade 4, 5 or 6 student,
this guide is for you!

As you do the activities in the guide,
you'll be exploring the world of learning
and work. You'll also be learning skills to
help you keep exploring opportunities, all
the way through school and into the future.

This publication can be ordered
online or downloaded at
alis.alberta.ca/publications

ISBN 978-1-4601-1427-8 (Print)
ISBN 978-1-4601-1428-5 (PDF)

For copyright information, contact:
Innovation and Advanced Education
Campus Alberta Awareness
Phone: 780-644-7206
Fax: 780-422-3688
Email: caap@gov.ab.ca

© 2014 Government of Alberta,
Innovation and Advanced Education

This material may be used, reproduced,
stored or transmitted for non-commercial
purposes. However, Crown copyright
is to be acknowledged. It is not to be
used, reproduced, stored or transmitted
for commercial purposes without written
permission from the Government of Alberta,
Innovation and Advanced Education. This
publication is not for resale unless licensed
with Government of Alberta, Innovation and
Advanced Education

Every reasonable effort has been made to
identify the owners of copyright material
reproduced in this publication and to
comply with Canadian copyright law.

The publisher would welcome any
information regarding errors or omissions.

Government of Alberta, Innovation
and Advanced Education publications
may contain or reference publications,
trademark, patent or copyright held by third
parties ("third party material") identified with
a credit to the source. This does not grant
the user a licence or right to that third party
material. Users who wish to reproduce any
third party material in this publication should
seek permission from that third party.

This information was accurate, to the best
of our knowledge, at the time of printing.

“Everyone who got to where they
are had to begin where they were.”

—Richard Paul Evans

Table of Contents

Have You Ever Wondered...

- 02 | **Activity—Cook Up Your Future**
—Future Stew
- 03 | **Your Future Starts Here...**
—Future Stew Word List

STEP 1: Who Are You?

- 05 | **Activity 1.1—About Me**
- 06 | **Activity 1.2—Interview Future You**
—In the Future
- 07 | **Activity 1.3—Paper You**
- 08 | **Activity 1.4—De-Code Your “Me” Code**
—Personality Decoder
- 11 | **Activity 1.5—Values Auction**

STEP 2: What’s Out There?

- 13 | **Activity 2.1—Like the Subject, Find the Job**
—My Top Occupations—School Subjects
- 15 | **Activity 2.2—Star Jobs, Hero Jobs**
—My Top Occupations—Heroes
—My Hero...
- 17 | **Activity 2.3—Search Light**
—Occupations—Search Light
—My Top Occupation...
- 18 | **Activity 2.4—School After School Scavenger Hunt**
—Post-Secondary Options
—What’s Out There? Criss-Cross

STEP 3: How Do You Get Ready for the Future?

- 21 | **Activity 3.1—My People Tree**
- 23 | **Activity 3.2—Work It**
—My Work It Interview
—To say “thank you” to the person I interviewed, I will...
- 25 | **Activity 3.3—Celebrity CSI**
—My Celebrity CSI
- 26 | **Activity 3.4—Fun(d) Factoids**

STEP 4: What Can You Do Right Now?

- 27 | **Activity 4.1—Get a Jump on Junior High**
—Junior High Interview Questions
—Presenting our Junior High Interviews to the Class
- 29 | **Activity 4.2—Time Bandits, Time Boosters**
—Time Bandits, Time Boosters Playing Board
- 32 | **Activity 4.3—Score That Goal**
—My Goal
—Goal Posts—1
—Goal Posts—2
—Goal Posts—3
- 34 | **Activity 4.4—Money SMART**
—Money SMART Notes

Keep Exploring!

- 36 | **Activity—Keeper**

have you ever wondered?

- what the future will be like?
- what *your* future will be like?
- what you'll "be" when you grow up?



No one knows what the future will be like—nobody has ever been there! Which is great, because it means the future—your future—is wide open, and **you** get to create it.

You have plenty of time to think about and explore what you want your future to be like.

You've learned and experienced a lot in your life so far, so you've already started making your own future "stew."

ACTIVITY: COOK UP YOUR FUTURE

You make stew by cooking different kinds of food together in a liquid, like water. Some people put only vegetables in their stew; other people like lots of meat. Everything that goes into the pot adds flavour and makes the stew special.

Just like when you make a stew, there's no right or wrong way to come up with your future!

future stew

Try this activity to make up a fun recipe for Future Stew. To fill in the blanks, use some words or images from

- the Future Stew word list on page 3
- your imagination
- magazines or online.

This stew serves one student, one or more families and often a whole community!

1. Take one Grade 4, 5 or 6 student. Place in a _____ pot.
2. Add a dash of _____ and a splash of _____.
3. Chop and add some _____, _____ and _____.
4. Slice and add a _____.
5. Add a pinch of _____ and dash of _____.
6. Stir everything together with a _____.
7. Turn the heat to _____ and cook for _____, checking often to see how it tastes to **you**.
8. Serve with _____, a _____ and a side of **pride**. Enjoy!

future Stew word List

For your Future Stew, use words from this list
—or come up with your own:

strength—something you're naturally good at, e.g., singing, running
interest—something you do because you enjoy it, e.g., playing sports, reading

skill—something you've learned to do, e.g., counting, researching online, being a friend

value—something you believe in or is important to you, e.g., sharing, doing your best

vision—an image of your future

secondary education—learning and training in junior high and high school

post-secondary education—learning and training after secondary school

credential—proof that you have learning and training, e.g., certificate, diploma, degree (BSc, MA)

apprenticeship—post-secondary education that combines on-the-job and classroom learning, e.g., hair stylist, pipe fitter, electrician

work—paid and unpaid activities, e.g., managing a home, managing a bank

job—a set of tasks, e.g. teaching at ABC School

occupation—a group of similar jobs, e.g., teaching

career— a lifelong mix of learning, working and personal experiences

YOUR FUTURE STARTS HERE

Were you serious or silly while you cooked up Future Stew?
Either way, you were probably thinking about your future.

Exploring your future starts with these steps:

1. Find out about yourself.
2. Discover what's out there for you to try.
3. Gather resources and information you may need.
4. Look at what comes next.

This guide takes you through each step, with activities for you to try in class and on your own.

Have fun exploring! And remember that there are people—your parents, teachers, elders, family, friends—resources and information to help you every step of the way.



Check it Out!

STEW

- Ask family members for their favourite stew recipe. Will they help you make it?
 - From South Asian *daal* to Irish *stobhach*, it's a world of stew.
GO TO: en.wikipedia.org/wiki/Stew
 - Moose stew...
GO TO: iffculture.ca/recipe/moose-stew
-

THE FUTURE

- Visit the British Broadcasting Corporation's page about the future.
GO TO: bbc.com/future
 - Spend time in the future with the Association of Professional Futurists.
GO TO: profuturists.org
-

WORD GAME

- If you liked Future Stew, you'll love this website.
GO TO: theproblemsite.com

“People rarely succeed unless they have fun in what they are doing.”

— Dale Carnegie



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?

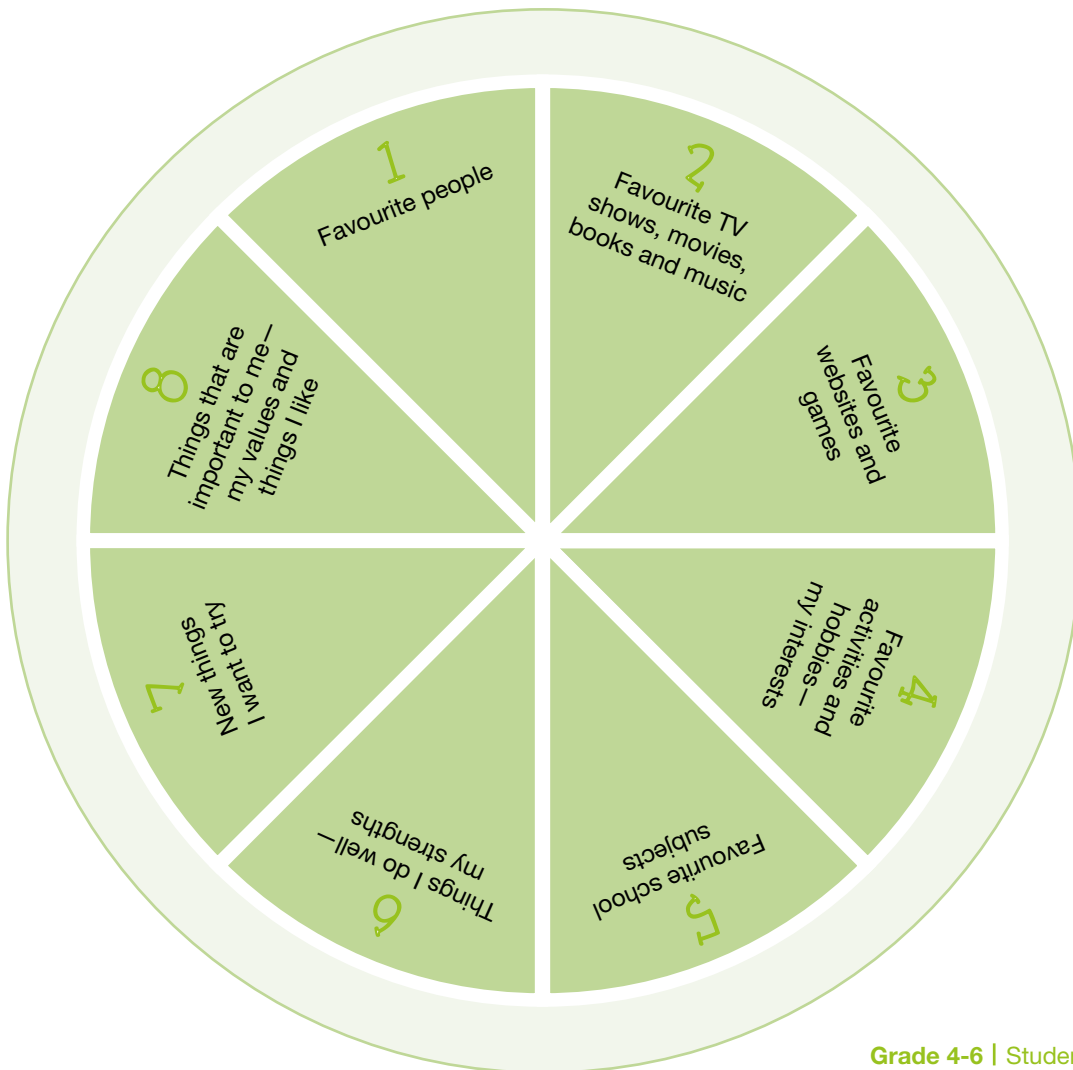
The activities in Step 1 will help you find some answers.

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 1.2 - INTERVIEW FUTURE YOU

What will your life be like 20 years from now? How old will you be? What will you be doing? Do you have a “dream” life that you want to explore? Imagine your future life, and then star in an interview as Future You!

1. Imagine, explore and research your future life:
 - Close your eyes and imagine that you can do or be anything you want. How many details about your life can you think of? Don't worry about being practical!
 - Go online or to the library and find out about the education and experience you might need to live your dream life. Use your **dream job + education** as a search term. For example, search for “police officer + education.”
2. Keep notes in the space provided about what you imagine and find out. This will help you get ready to star as Future You!
3. Plan a costume for Future You.
4. You and a partner will take turns interviewing each other. Follow your teacher's instructions.

In the future



You are **wearing** _____.

You are **living** in _____.

You look around your **home** and you see _____.

You are **living** with _____.

You **work** as _____.

Today when you go to work, **you will** _____.

You are looking **forward** to _____.

Your **hobbies** and interests are _____.

Your **lifestyle** is _____.

The most **important** people in your life are _____.

The things that are **really** important to you are _____.

The things you are **proud** of are _____.

This is what Future You would like to **say** to Today You: _____.

Any other **details** you may want to add: _____.

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?



ACTIVITY 1.4 - DE-CODE YOUR "ME" CODE

Take this quiz to discover your personality code.

A personality code is a quick way of describing some things about a person.

There are no right or wrong answers in this personality quiz, and there is no best personality code. Every kind of personality brings something special to the world.

1. There are five pairs of sentences in each step below. From each pair, choose the sentence in either the left or right column. Choose the sentence that
 - describes you most of the time
 - feels most natural for you
 - says what you think, not what your family, friends or teacher thinks of you.
2. For each step, add up the checks in each column.
3. Circle the letter with the highest number of checks.
4. Write the four circled letters in order in the My Personality Code box on page 9.
5. Find your four-letter code in the Personality De-Coder on page 10.

STEP 1: HOW I LIKE TO GET ENERGY

External: I get energy from being with other people.

Internal: I get energy from being by myself.

I like being with people.

I like spending time on my own.

I get lonely when it is too quiet around me.

I like it when it is quiet around me.

I like being with lots of different people.

I like being with a few good friends.

I like doing lots of things at once.

I like to focus on one thing at a time.

I find it easy to talk to people I don't know.

I find it hard to talk to people I don't know.

_____ Total - E

_____ Total - I

STEP 2: HOW I LIKE TO GET INFORMED

Sensing: I like to get information from reading and research.

iNtuition: I like to get information from experience and what I already know.

I like clear instructions when I do things.

I like changing the way things are done.

I like to organize things.

I like to experience things.

I like to do things in the right order.

I can get things done in any order.

I like it when I know what's going to happen.

I like it when I don't know what's going to happen.

I try to be accurate when I do something.

I try to be creative when I do something.

_____ Total - S

_____ Total - N

STEP 3: HOW I LIKE TO MAKE DECISIONS

Thinking: I like to use facts and information to make decisions.

Feeling: I like to use feelings to make decisions.

I do not like to show my feelings.

I show my feelings easily.

I can stay calm when things go wrong.

I get emotional when things go wrong.

I like math and science.

I like subjects that focus on people and creativity.

I am okay with conflict.

I am not okay with conflict.

I like to work by myself.

I like to work with people.

_____ Total - T

_____ Total - F

STEP 4: HOW I LIKE TO LIVE MY LIFE

Judging: I like to make a choice and do it.

Perceiving: I like to keep my options open.

I like following a plan or schedule.

I like to leave things unplanned.

I like to do things that are routine or the same.

I am bored by routine and like to do many different things.

I am often on time or early for things.

I am often late or just in time for things.

I don't like change and surprises.

I like change and surprises.

I tend to be serious.

I tend to be easy going.

_____ Total - J

_____ Total - P

My Personality Code

“Why fit in when you were born to stand out?”

—Dr. Seuss

Check out page 10 to find out what this means!

Personality decoder

<p>ESTJ: Getting Things Done “I like being responsible and working hard to make sure things happen.”</p>	<p>ESTP: Taking Action “I like finding out why things happen and solving problems quickly.”</p>	<p>ESEJ: Supporting “I like being responsible and giving advice to help people become happier.”</p>	<p>ESFP: Energizing “I like using my kindness and eagerness to help people in creative ways.”</p>
<p>ENTJ: Taking Charge “I like being a leader, improving things and solving problems.”</p>	<p>ENTP: Creating “I like challenging and inspiring people with my big ideas.”</p>	<p>ENEJ: Coaching “I like helping people and building good relationships by leading and supporting.”</p>	<p>ENFP: Helping to Improve “I like people, change and improving things around me with my creativity and big ideas.”</p>
<p>ISTJ: Doing It Right “I like being responsible and making things work better.”</p>	<p>ISTP: Troubleshooting “I like solving problems and making things right when they go wrong.”</p>	<p>ISEJ: Doing My Duty “I like being responsible and working hard to help my friends and classmates.”</p>	<p>ISFP: Hands-on Helping “I like working one-to-one with friends to help make things better for them.”</p>
<p>INTJ: Bringing New Ideas “I like thinking about and doing things in new and exciting ways.”</p>	<p>INTP: Bringing Solutions “I like thinking about problems and using creative thinking skills to solve them.”</p>	<p>INEJ: Bringing Positive Change “I like helping people by doing things that will improve their lives.”</p>	<p>INFP: Bringing Peace “I like helping people in a creative, thoughtful way.”</p>

“Use what talents you possess. The woods would be very silent if no birds sang there except those that sang best.”

— Henry Van Dyke

draw, write, say

A really good quiz would be able to tell you what kind of education, occupation and work you should do. Do you agree or disagree?

Is your code true to “you?”

ACTIVITY 1.5 - VALUES AUCTION

What's important to you? What means something to you? What are the standards you live up to? In other words, what are your **values**?

Check out the list of values below.

Adventure	honesty
Commitment	independence
Community	influencing others
Cooperation	knowledge
Creativity	leadership
Excellence	loyalty
Environment	money
family	Physical challenge
freedom	recognition
friendships	Spirituality
helping people	truth
helping society	wisdom

If you had to pay money to hold on to what's important to you, how much would you be willing to pay? Find out as you and your classmates take part in the Values Auction.

1. Your teacher will choose an auctioneer and a scorekeeper.
2. You will get \$100 in fake money to bid on the values you feel strongly about. The most you can spend on any one value is \$60.
3. Think about which values are most important to you. Would you pay more for "helping people" than you would for "freedom"?
4. Bid against your classmates to buy your top values.
5. When all the values are sold, be ready to share with the class or in pairs:
 - Which values are most important to you?
 - What do those values mean to you?
 - How do you live these values every day?

draw, write, Say

People should know what's important to them and live according to their values. Do you agree or disagree?

agree

Disagree

A person's values change throughout their lifetime. Do you agree or disagree?

agree

Disagree

Check it Out!

HOBBY LOBBY

Find out how these teens are connecting their favourite activities to learning and career paths.

GO TO: alis.alberta.ca/hobbyvideos

.....

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.”



— Albert Schweitzer

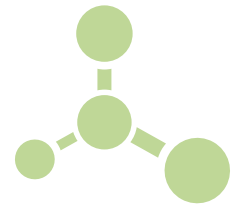
STEP 2: What's out there?

The future is an unknown country. There is no GPS, no road map – not even Google knows what your future will look like!

You create your own future with choices you make every day. When you explore, you learn about what's "out there" in the big, wide world. The things you learn about yourself and the world will help you go in the directions **you** want to go.

Discover what's out there!

ACTIVITY 2.1 - LIKE THE SUBJECT. FIND THE JOB



Start by exploring your favourite school subjects!

1. Write the names of your favourite subjects:

2. If your classroom has Internet access, skip to #3. If it doesn't, follow your teacher's directions.
3. Download High School Teen Mentoring Resources at alis.alberta.ca/teen. Go to the Subject That Job Category Answer Sheets that start on page 20.
4. Scroll down until you find your favourite subject. Check out all the occupations related to it.
5. Write your top occupations in the space below.
6. Can you name other occupations related to your favourite school subject? Brainstorm with your classmates.
7. Repeat these steps for another favourite school subject.
8. Can you name junior-high options related to your top occupations?

MY TOP OCCUPATIONS - SCHOOL SUBJECTS

<p>• Occupation 1</p> <hr/> <hr/> <p>• Related subject</p> <hr/> <hr/> <hr/> <hr/> <p>• Related junior-high options</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>• Occupation 2</p> <hr/> <hr/> <p>• Related subject</p> <hr/> <hr/> <hr/> <hr/> <p>• Related junior-high options</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>• Occupation 3</p> <hr/> <hr/> <p>• Related subject</p> <hr/> <hr/> <hr/> <hr/> <p>• Related junior-high options</p> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

draw, write, say

What could you do today and this year to do your best at subjects related to your top occupations? What could you do outside of school?



If you're good at something, does that always mean you enjoy it?

ACTIVITY 2.2 - STAR JOBS. HERO JOBS

From pop singers to wizards, even superstars and superheroes have jobs!

Dig into the work and life of your favourite hero from a story, or a star in real life, like a sports celebrity, musician or actor. Or chose someone you look up to in your community, like a coach, an artist or a politician.

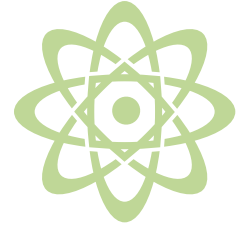
1. Work on your own or with a partner.
2. Choose a hero or pick one from a list you brainstorm with your class.
3. Research and use your memory to describe your hero's work life:
 - Review your hero's book, movie or TV series.
 - Check online or in the library for interviews and stories about your real life hero.
 - Interview your real life hero, if you know the person.
4. Use **My Hero** on page 16 to keep track of information about your hero.
5. Share what you find out about your hero with the class. Present a report, make a collage or other artwork, perform a play or song, create a video or demonstrate a sport.
6. Write occupations and skills you discover in the space below.



MY TOP OCCUPATIONS - HEROES

<p>• Occupation 1</p> <hr/> <hr/> <p>• Skills</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>• Occupation 2</p> <hr/> <hr/> <p>• Skills</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>• Occupation 3</p> <hr/> <hr/> <p>• Skills</p> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

my hero



My hero's **job/occupation** _____

My hero's **skills** _____

My hero's **strengths** _____

My hero's **weaknesses** _____

My hero's **role models** _____

My hero's **values** _____

My hero's post-secondary **education and training** _____

What my hero **likes** about the job _____

What my hero **doesn't like** about the job _____

Advice from my hero _____

My favourite **story** about my hero _____

Other important **information** about my hero _____

My plan for **sharing** about my hero _____

draw, write, say

If you admire your hero, does that mean you share similar skills, attitudes and values?



Should you choose a career path similar to that of your hero?

ACTIVITY 2.3 - SEARCH LIGHT

Use what you've learned about yourself to search for occupations that look interesting to you.

1. Use your interests from **Activity 1.0 About Me** as a search term to explore careers. In a search engine, type in **your interest + career**, e.g., animals + career. Explore some websites. If you see an interesting occupation, write it in the space provided.
2. Search **your personality code + careers**, e.g., IFTP + careers. Check out a few websites. If you find an occupation that looks interesting, write it in the space below.
3. Search **your values + careers**, e.g., "helping society" + careers. (HINT: put two-word values in quotations.) Explore the results. Can you find more occupations to add to your list?
4. Find out more about the occupations you found in **Activity 2.1 Subject That Job** and **2.2 Star Jobs, Hero Jobs**. Use **your top occupation + career**, e.g., physiotherapist + career, as a search term or use the library.
5. Record some details about at least one occupation. Use **My Top Occupation** on this page.
6. See if your top occupation is profiled in one of the videos at alis.alberta.ca/occvideo.
7. Check if your top occupation is one of the profiles that start on page 70 of High School Teen Mentoring Bin Resources at alis.alberta.ca/teen.
8. Are any of the occupations you've discovered the same as your dream job from **Activity 1.2 Interview Future You** or **Activity 1.3 Paper Me**?

Occupations - search light

Occupation 1	Occupation 2	Occupation 3
_____	_____	_____

My top occupation

- My top occupation _____
- Education or training I would need _____
- Skills I would need _____
- Things I would be doing on the job (duties) _____
- Where and how I would work _____
- The wage I would make _____

draw, write, Say

What kind of post-secondary school (school after high school) looks good to you? How is it different from the others?

draw, write, Say

When is a good time to stop exploring occupations?

How could you use what you've learned about exploring occupations to discover occupations five or even 10 years from now?

Some of the occupations you could explore in the future don't exist yet. Do you agree or disagree?



ACTIVITY 2.4 - SCHOOL AFTER SCHOOL SCAVENGER HUNT

On some scavenger hunts, you collect things. On this one, you're looking for information about post-secondary school.

1. Your teacher will assign partners or small groups and hand out a list of items for you to find in a set amount of time.
2. Pick one partner or group member to keep track of the information you collect.
3. Try to find as many items on the list as you can before the time is up.
4. Go through the scavenger hunt results with your classmates.
5. With your class, put together a list of post-secondary options you found in the scavenger hunt. Can you name any others?

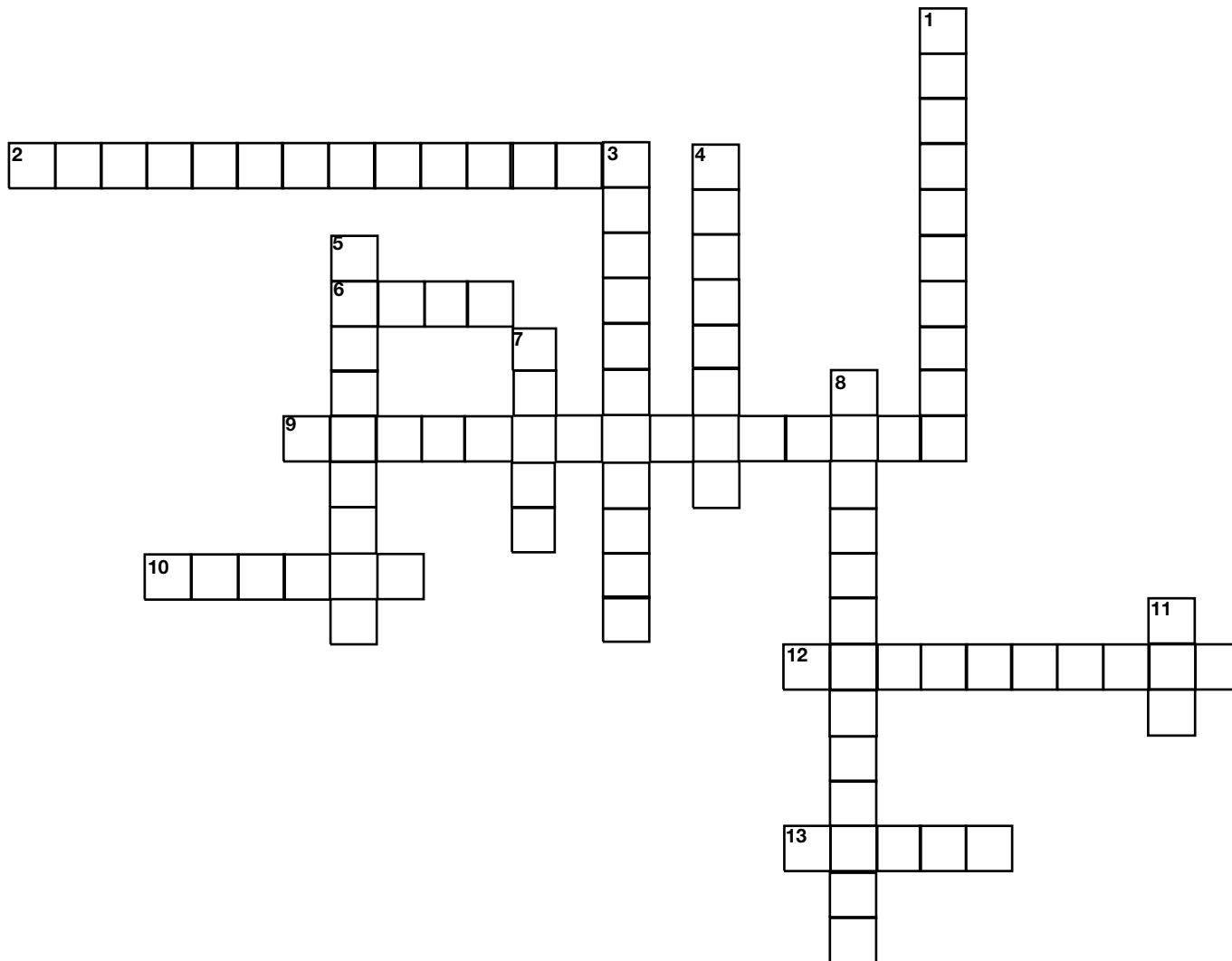


POST-SECONDARY
OPTIONS

WHAT'S OUT THERE? CRISS-CROSS

Fill in this criss-cross with words from **Step 2: What's Out There?**

Hint: Future Stew word list



DOWN

1. certificate, diploma, degree
3. _____code
4. activity you enjoy
5. _____hunt
Hint: game in Step 2
7. something you learn to do
8. school after school
11. set of specific tasks, for example, teacher at ABC school

ACROSS

2. earn while you learn
6. _____subject
9. NAIT, SAIT
10. BSc, MA
12. group of similar jobs
13. something important to you

Answers can be found on the inside back cover.

Check it Out!

REAL PEOPLE, REAL WORK

Explore more than 200 videos featuring real people at work.

GO TO: alis.alberta.ca/occupationalvideos

.....

NOW & FUTURE

Discover the world of jobs that barely existed five years ago.

GO TO: visual.ly/top-10-job-titles-didn%E2%80%99t-exist-5-years-ago

.....

BRAINSTORM

- What hobbies are related to your favourite subject? Check out how teens are connecting their hobbies to careers.

GO TO: alis.alberta.ca/hobbyvideos

- What volunteer opportunities reflect your interests?
 - What two new things will you try this week?
-

REAL STUDENTS, REAL LEARNING

Check out more than 50 videos featuring post-secondary students at lots of different schools.

GO TO: alis.alberta.ca/educationvideos

.....

LEARNING CLICKS

Want to find out what it's like to go to post-secondary school? Talk to your teacher about asking a post-secondary student to come and talk to your class.

GO TO: learningclicks.ca

STEP 3: how do you get ready for the future?

This guide started with a recipe for making stew because making stew and making your future have something in common.

Most stews have some of the same food items like fish, meat or beans, vegetables and so on.

Even though you don't know today what your future will look like, you'll probably create it using some common items. In Step 3, you explore what some of those items might be.

ACTIVITY 3.1 - MY PEOPLE TREE

Who are the people you can count on?

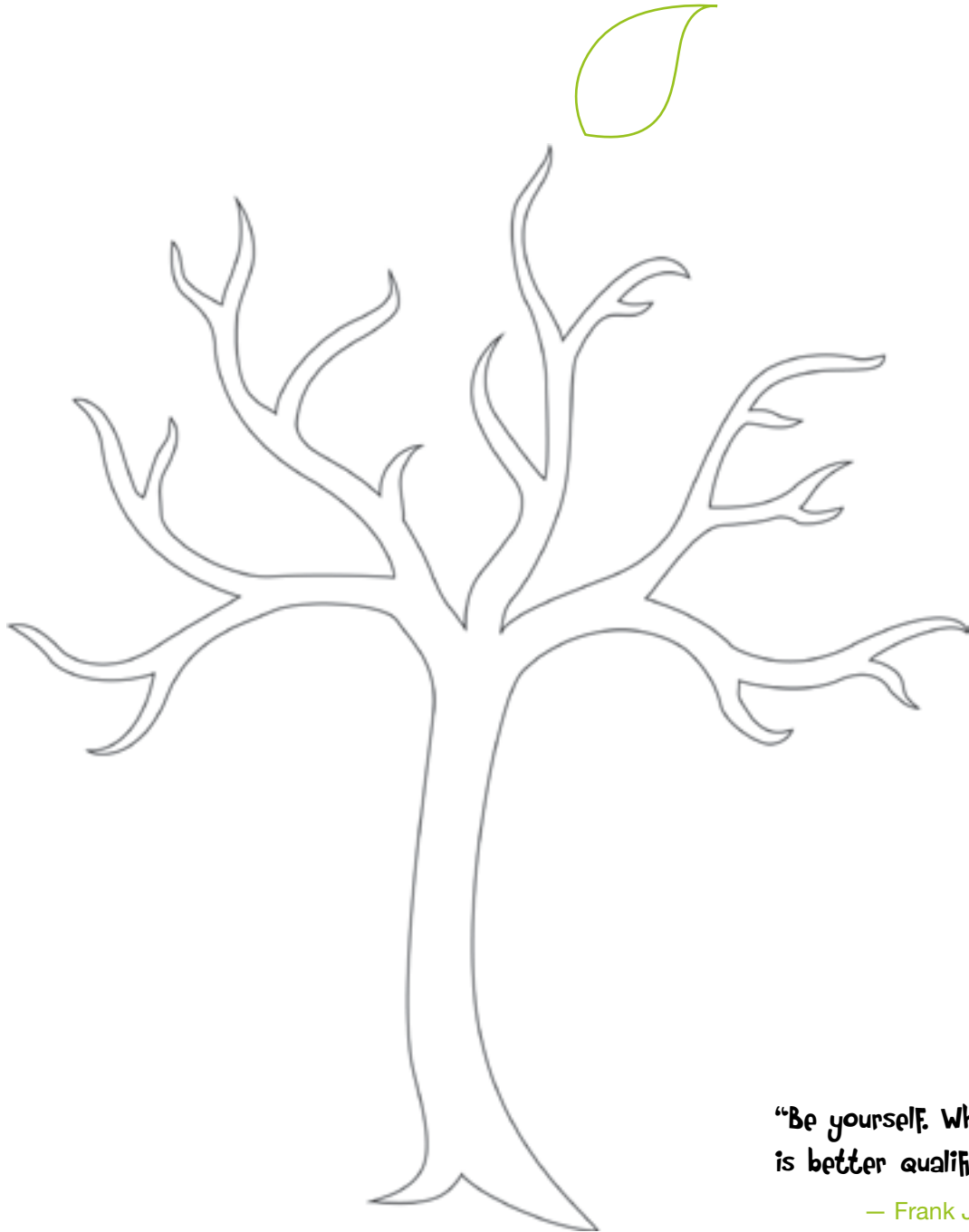
The important people in your life are like a tree, offering shade on a hot day or shelter in a storm.

1. On the next page, draw leaves on the tree and write in the names of your important people.
2. You could include your parents, siblings, family, neighbours, teachers, friends, elders, spiritual leaders, coaches and others.
3. Include the people who are the “answers” to these questions:
 - Who makes you laugh?
 - Who helps you with homework?
 - Who listens to you?
 - Who is wise about life decisions?
 - Who knows how to fix things?
 - Who makes you feel better if you're down?
 - Who shows you how to do things?
 - Who can you talk to about your future?

“The young do not know enough to be prudent, and therefore they attempt the impossible—and achieve it, generation after generation.”

— Pearl S. Buck

MY PEOPLE TREE



“Be yourself. Who else is better qualified?”

— Frank J. Giblin

draw, write, say

Why is having a People Tree important?

How do you feed and water a People Tree?



ACTIVITY 3.2 - WORK IT

What is it like to work every day? You know people who work! Why not ask them?

1. Your task is to interview someone about the work they do.
2. You can do this activity on your own, with a partner or in a group. Your teacher will give you directions.
3. Choose a person to interview from your **People Tree**, your school or your community. Follow your teacher's directions.
4. Ask the person if you can interview them about their work. Tell them the interview will take about 15 minutes. Set up a time and place. Be polite and on time.
5. Ask the person if it's okay to record the interview before you start recording it.
6. Ask the person the questions below. Keep notes in the space provided.
7. Share what you find out with the class. What's similar and what's different between the skills this person uses at work and the skills you and your classmates use at school?
8. Create a card, drawing, video, photo collage or poem for the person you interviewed that shares something you learned in the interview. Give it to the person, along with your thanks!

MY WORK IT INTERVIEW

Name of the person I'm interviewing: _____

What is your occupation? _____

Where do you work? _____

What do you do in a typical day at work? _____

What education or training do you need for this work? _____

What skills do you need to do this work? _____

What personal qualities or traits would help someone succeed at this work?

What do you like about your work? _____

What do you dislike about your work? _____

Why did you choose this kind of work? _____

What advice do you have for someone interested in doing this kind of work?

What was your dream job when you were my age? _____

Thank You!!

To say “thank you” to the person I interviewed, I will...

draw, write, say

How is school like having a job, and how is it different?

Check it Out!

SAY WHAT?

Quotes from the wise and famous

GO TO: activityvillage.co.uk/quotes_for_kids.htm

Quotes to inspire you

GO TO: pinterest.com/InspireMyKids/inspiring-quotes-for-kids/

MONEY GAMES

Visit Practical Money Skills Canada’s games page.

GO TO: practicalmoneyskills.ca/games/index.php

“Everything you can imagine is real.”



—Pablo Picasso



ACTIVITY 3.3 - CELEBRITY CSI

CSI stands for Challenges and Successes Investigation.

Famous people from history and today have faced challenges and changes in their lives and still reached their goals. Find out how!

1. Do this activity on your own or in a group. Follow your teacher's directions.
2. Choose a famous person or research the person your teacher assigns.
3. Use online and library resources to learn about your celebrity. Find the person's own words if possible, from interviews, on fan websites, blogs or Twitter feeds or in books about that person.
4. Keep notes on your research in the space provided.
5. Make a poster or slide-show presentation about your famous person, or share their story with the class.
6. Add an inspiring quote from your celebrity to a page of quotes your class posts or shares.

MY CELEBRITY CSI



Famous person's name _____

Date of birth of famous person _____

This person is famous because _____

Education and training of famous person _____

Goals or dreams of famous person _____

Challenges in the famous person's life _____

Changes in the famous person's life _____

How the famous person handled challenges _____

How the famous person succeeded _____

What the famous person says _____

Does being famous make change, challenges and goals easier or more difficult to manage?



Does being famous automatically mean someone is a good role model? Why? Why not?

ACTIVITY 3.4 - FUN(D) FACTOIDS

Is money a mystery to you? The facts in this game will help you make cents—or sense (LOL!)—of the dollars in your future.

1. Play this game as a team or individually. Follow your teacher's directions.
2. Listen carefully to the money facts your teacher reads aloud. Choose the best answer for the true or false and multiple-choice questions.
3. When the game is finished, review the answers as a class. How many did you get right?
4. Stick the Fun(d) Factoids handout on the space provided on page 38.

draw, write, say

When you get a post-secondary education and you go to work, it's good for everyone. Do you agree or disagree?

Everyone helps students pay for their post-secondary education through the taxes they pay. Students and their families help to pay for post-secondary education, too. This is called a "shared responsibility." What are some of the ways you and your family could help pay for your education?

STEP 4: what can you do right now?

Right now, in the next hour, day or week, there are things you can do to keep learning about yourself and the world.

The things you learn will help you get ready for your future. In Step 4, you explore how to handle change, set goals and manage resources, like time and money.

ACTIVITY 4.1 - GET A JUMP ON JUNIOR HIGH

It's a safe bet you won't stay in Grade 4, 5 or 6 forever!
Sometime in your future, you'll be going to junior high.

Your junior high school may be down the hall or farther away. Finding out what junior high is like will help you get ready to go there.

1. Research junior high school.
 - Visit a junior high school and/or the website for a junior high school in your community. Follow your teacher's directions.
 - What options are available at the school?
 - Does the school have an open house? Can you go?
2. With a partner or in a group, interview a junior high student.
 - Follow your teacher's directions.
 - Decide how you'll share the interview with your class. Will you prepare a voice/video recording, a slide-show presentation, an article or a presentation? Make sure to get permission before you start.
 - Use the questions on page 28.
3. Present what you find out to the class. Use the space on the next page to plan.

draw, write, say

People say that change is good, that change is bad and that change is constant. Can all of these be true?



JUNIOR HIGH INTERVIEW QUESTIONS

What was one thing about junior high school that surprised you?

How is junior high different from Grade 4, 5 and 6? _____

What options are you taking? _____

What do you know now that you wish you had known in your first year of junior high school? _____

What would you do differently in your first year in junior high school, if you could do it over again? _____

What changes did you make to the way you do your homework and studying?

What advice would you give to someone going into junior high school?

Other questions? _____

PRESENTING OUR JUNIOR HIGH INTERVIEW TO THE CLASS

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

ACTIVITY 4.2 - TIME BANDITS, TIME BOOSTERS.

Who gets more of your time—the Bandits or the Boosters?
Play the game and see.

1. Play this game with a partner. (Game on next page!)
2. Choose a playing piece like an eraser, coin or other small object, or make one.
3. Each partner rolls the die. The highest roll goes first.
4. Follow the directions on the squares you land on.
5. The first player across the finish line wins the game.
6. With your class, talk about the issues the game raises.
7. Keep track of how you spend your time for one week.
 - Use your favourite calendar app or a printed calendar.
 - Record how you plan to use your time.
 - Record how you actually used your time.
8. After one week, check in with your class. Did anyone use their time like they planned?
9. Brainstorm ways to use time wisely.

“You have brains in your head and
feet in your shoes. You can steer
yourself any direction you choose.”

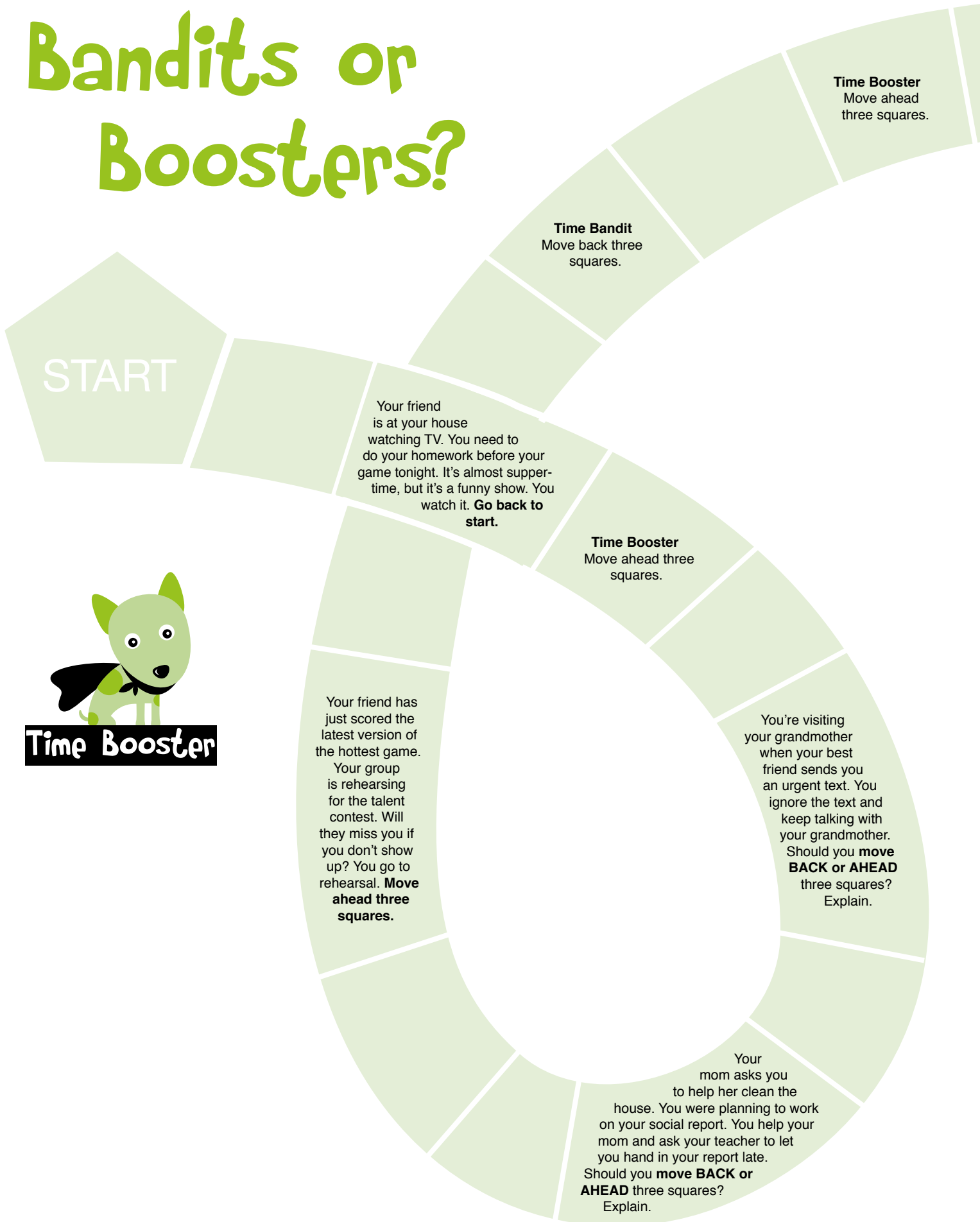
—Dr. Seuss

draw, write, say

Every hour has 60 minutes but some hours are longer than others.
Is this true? How is it possible?



Bandits or Boosters?



Time Booster

You had a whole hour to research your science project online. You meant to *quickly* check the fan site for your favourite singer, but you got distracted. It's 45 minutes later, and you have nothing to show for your time online. **Move back three squares.**

You've cleaned up your room like your mom asked. Now you can chat with friends! **Move ahead two squares.**

"It is our choices, Harry, that show what we truly are, far more than our abilities."



— Dumbledore

Time Bandit
Move back three squares.

Time Booster
Move ahead three squares.

It's a beautiful, sunny Saturday, but it's going to rain later. You want to go for a bike ride. Your three best friends are all online. You go for a bike ride. **Move ahead three squares.**

Time Bandit
Move back three squares.

At school, you're supposed to be working on math problems. You can check some of your favourite sites without anyone knowing—so you do. **Go back two squares.**

You're watching a Boy Meets World re-run and you realize nobody even has a cellphone, never mind a smart-phone... **Move ahead two squares.**

You promised to deliver community newsletters by today. Your friends are going to a movie. You've had the newsletters for a week. You skip the movie and deliver the newsletters. Should you **move BACK three squares or AHEAD one square.** Explain.

You're beating your older brother at a video game, and your friends are cheering you on. You have homework but you keep playing. Should you move **BACK or AHEAD** two squares?

Your friend goes offline to study and gets an A. You stay online, don't study and get a C. **Go back four squares.**

FINISH



Time Bandit

ACTIVITY 4.3 - SCORE THAT GOAL

Want to make your wish/dream/idea a reality? Set a goal!

This activity could take several class periods.

1. Your teacher may ask you to work on your own or with a partner.
2. Make a wish list of things you want to do in the next little while. Can't think of any ideas? See **Goal Posts - 1** on page 33.
3. Choose one item from your wish list and rethink it as a goal. See **Goal Posts - 2** on page 33.
4. Make it a SMART goal! See **Goal Posts - 3** on page 33.
5. Break down your goal into smaller steps. What's the first, second and third step you could take to reach your goal?
6. Can you see any challenges that might come between you and your goal? How will you handle them?
7. You are your partner's coach. What could you say or do to encourage your partner and help them try their best to reach their goal? What could you say or do to encourage yourself?
8. Review how your project is going often. Your teacher will give you direction.
9. Report back to class about how your project is going. Your teacher will tell you when.
10. Celebrate your success or your hard work! If you didn't reach the goal, explore why.

my goal

WHAT'S OUT THERE?

My wish list: _____

My SMART goal: _____

Steps to reach my goal

Step 1: _____

Step 2: _____

Step 3: _____

Other steps: _____

Challenges: _____

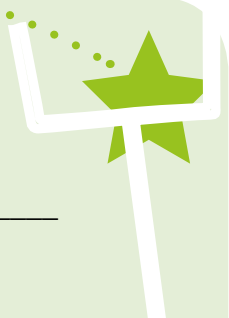
Ideas for handling challenges: _____

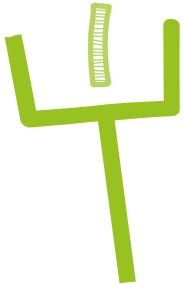
To encourage my partner, I will _____.

To encourage myself, I will _____.

Notes on how it's going: _____

Celebrate! I will _____.





goal Posts - 1

Wish list examples

- *I'd like to try new things, like activities I haven't done before.*
- *My wish is to get a better mark in _____.*
- *I want to learn how to _____.*
- *I want to buy a _____ with my own money.*
- *My wish is to be a music megastar.*



goal Posts - 2

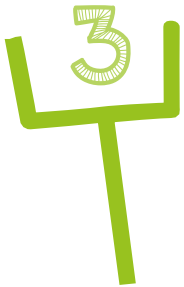
How do you turn a wish into a goal?

Example:

My wish is to be a music megastar.

Good wish! You can't play stadium gigs yet, but you could start getting ready by

- *becoming a better singer/musician*
- *getting some performing experience*
- *learning how to record your own music*



goal Posts - 3

Turn your wish into a SMART goal!

Example 1

...becoming a better singer/musician

SMART goal: I will practise half an hour a day, six days a week.

Example 2

...getting some performing experience

SMART goal: I will be ready to perform in the school talent show in April.

Example 3

... learning how to write or record your own music

SMART goal: I will learn how to use the recording software in our home computer. Tomorrow, I will ask Cory's brother to help me get started.

The best goals are SMART

S specific

M measurable

A attainable

R relevant

T time-bound

draw, write, Say

People say that the journey is more important than the destination. If that's true, does that mean the steps are more important than the goal? Why? Why not?

“Success doesn't come to you. You go to it.”



—Marva Collins

ACTIVITY 4.4 - MONEY SMART

Raise, make, donate, save, spend—explore some of the things you can do with money.

This activity could take several class periods.

1. Think of a project for which you want to raise money. It could be your own project, like money to buy a concert ticket or video game, or a class project, like raising funds for a field trip or a charity. Your teacher will give you direction.
2. Find out what your project will cost. Research online or in the library or community. Is your idea doable? If it is, go on to #3. If it isn't, start again.
3. Make a SMART goal for your project.
4. Break down your goal into several small steps.
5. Explore all kinds of resources you could use to support your idea: trading services (for example, yard work for sewing), savings, allowance, chores and jobs, and so on. How close to your goal can you get without actually spending money?
6. Brainstorm ways to increase your resources, e.g., fund raising activities, saving or earning money.
7. Review how your project is going often, following your teacher's directions.
8. Celebrate your success or your hard work! If you didn't reach the goal, explore why.

money smart notes

Activity or project: _____

Cost: _____

Information about the cost: _____

Is it doable? _____

Money SMART goal: _____

Steps to reach the goal

Step 1: _____

Step 2: _____

Step 3: _____

Other steps: _____

Resources: _____

Ways to increase the resources: _____

Challenges: _____

Ideas for handling challenges: _____

Notes about how it's going: _____

Celebrate! I/we will _____.

draw, write, say

The choices you make for yourself can have an impact on your community. Do you agree or disagree?

Your community and where you live can have an impact on the kind of choices you make. Do you agree or disagree?

keep exploring!

Exploring is one of the best and most fun ways to get ready for your future.

Keep using the steps you learned about in this guide:

1. Find out about yourself.
2. Discover what's out there for you to try.
3. Gather resources you may need.
4. Look at what comes next.

These steps will move you towards the future you choose!

ACTIVITY KEEPER

Make and decorate a **keeper**—a box to inspire your future.

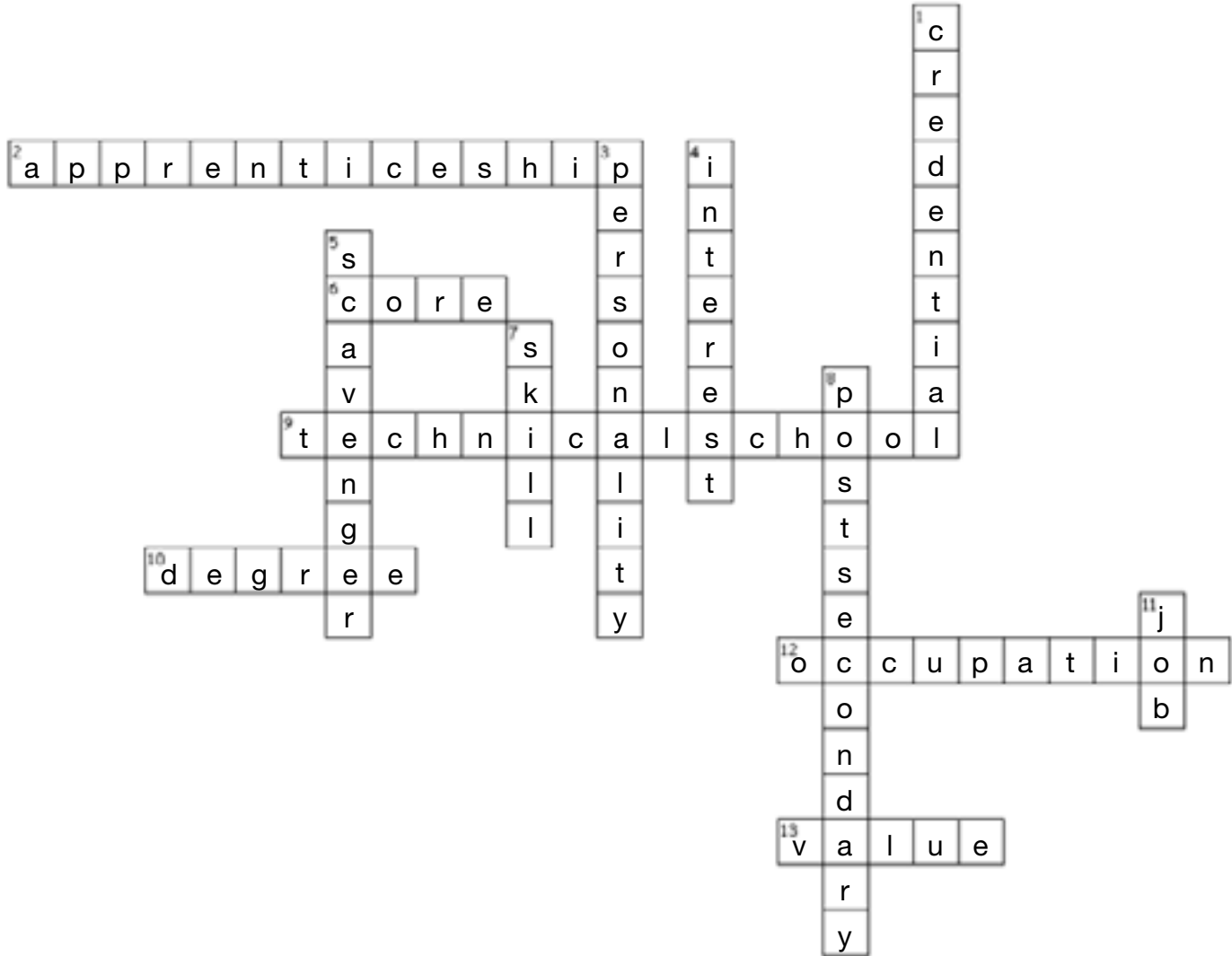
1. Your teacher will hand out a pattern for a cube-shaped box.
2. Write one of the four steps above on each side of the box.
3. Add quotes or thoughts that inspire you to the sides of the box.
4. Add images to your keeper—draw, paint, collage.
5. Cut out your keeper. Glue or tape the box together.
6. Write a message to yourself that you will read some time in the future. For example, remind yourself about an experience you had using this guide.
7. Choose a date to open your keeper and read the note. Write the date on the top of the box.
8. Put your note in the keeper and close the lid.
9. Go and create your future!

“Never let the odds keep you
from doing what you know in your
heart you were meant to do.”

— H. Jackson Brown, Jr.



WHAT'S OUT THERE? CRISS-CROSS SOLUTION



DOWN

1. certificate, diploma, degree
3. _____code
4. activity you enjoy
5. _____hunt
HINT: game in Step 2
7. something you learn to do
8. school after school
11. set of specific tasks,
e.g. teacher at ABC school

ACROSS

2. earn while you learn
6. _____subject
9. NAIT, SAIT
10. BSc, MA
12. group of similar jobs
13. something important to you

Discovery

Exploration

THE FUTURE



WHO AM I?



WHAT'S OUT THERE?



Have you ever wondered:

- ➔ What you'll "be" when you grow up?
- ➔ What your future will be like?
- ➔ How to explore what's "out there"?

Then this book is for you!

It's a Big World!

