

# Imagine Your Life

A Discovery & Exploration  
Guide

GRADE 4, 5 AND 6 TEACHER





## TEACHER GUIDE

The activities in the guide will help you

- support outcomes for the Grade 4, 5 and 6 Wellness Education Curriculum
- help your students to explore the world of learning and work
- encourage your students to keep exploring opportunities as they continue through school

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

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



—Richard Paul Evans

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# introduction: welcome to the teacher guide!

*Planning for Post-Secondary Studies for Grade 4, 5 and 6 Students: Teacher Guide* offers background information, lesson ideas and resources for using *Imagine Your Life! A Discovery and Exploration Guide for Students* in your classroom.

*Imagine Your Life!* is an age-appropriate introduction to career and education planning, aimed at supporting several specific learning outcomes in the Grades 4, 5 and 6 of the Kindergarten to Grade 9 Health and Life Skills Program of Studies.

The *Planning for Post-Secondary Studies for Grade 4, 5 and 6 Students* series also includes a parent guide that supports and enhances classroom activities at home.

## SUPPORTING GRADE 4, 5 AND 6 STUDENTS

The information and activities in *Imagine Your Life!* aligns with the general outcome: Life Learning Choices found in Grade 4, 5 and 6 of the Kindergarten to Grade 9 Health and Life Skills Program of Studies<sup>1</sup>

*The general outcome of Life Learning Choices states that students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

*Imagine Your Life!* also supports specific outcomes, especially those in the *Life Roles and Career Development* area:

### Grade 4

L-4.5 relate personal interests to various occupations

L-4.6 recognize that personal roles will change over time and circumstances

### Grade 5

L-5.5 relate personal skills to various occupations

L-5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

### Grade 6

L-6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers

L-6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

Activities in *Imagine Your Life!* also support several core competencies identified in the Ministerial Order on Student Learning (#001/2013)<sup>2</sup>, including, **identify and apply career and life skills through personal growth and well-being.**

1 Alberta Education. *Health and Life Skills Kindergarten to Grade 9*. (2002). Accessed from <http://education.alberta.ca/media/313382/health.pdf>

2 Ministerial Order on Student Learning (#001/2013). Accessed from <http://www.education.alberta.ca/departement/policy/standards/goals.aspx>

# WHY INTRODUCE CAREER AND EDUCATION PLANNING IN ELEMENTARY SCHOOL?

While Grade 4, 5 and 6 students are too young to begin choosing occupations or a path through post-secondary education (PSE), they are at an ideal stage to begin a key step in the career and education planning process—**exploration**.

## RESEARCH BASIS FOR ELEMENTARY CAREER AND EDUCATION PLANNING

Research supports introducing PSE and career planning awareness and activities in elementary school.

The *MESA Longitudinal Survey of Low-Income Students*<sup>3</sup>, created to measure the effects of the Canada Millennium Scholarship Foundation, found the following:

- Almost half of students make their decision about whether or not to pursue PSE **before they reach grade nine**.
- Late deciders are much more likely than early deciders to leave PSE without graduating.
- Early deciders are more likely than late deciders to have savings for PSE.
- Early deciders spend comparatively less time in paid work and more time studying while in PSE.

The Canada Millennium Scholarship Foundation 2009 report<sup>4</sup> identifies barriers to PSE and notes the following:

- *Low income students*  
It hasn't been determined whether lower PSE participation rates among low income youth are the result of financial issues or family environment. However if **“family environment is the key, then policies aimed at supporting youth from a younger age would be needed.”**
- *Parents' education*  
Both family context and parents' education could affect PSE participation rates. As a result, it should be possible “to effect [positive] changes indirectly: for example, by **finding a way to equip parents who have lower levels of education with the tools they need to help their children make informed choices about their future.**”

The *Planning for Post-Secondary Studies for Grade 4, 5 and 6 Students* series addresses these gaps:

- *Imagine Your Life!* offers experiences and resources to encourage students to keep exploring career and education opportunities throughout junior and senior high school.
- The parent guide introduces parents to the career and education planning process, including ways to support their children's exploration, and information about financial planning and supports for PSE.

3 Finnie, R. et.al. *Measuring Effectiveness of Student Aid. MESA Longitudinal Survey of Low-Income Students: Research Briefs #6*. 2010. Accessed March 2013 from <http://higheredstrategy.com/mesa/students.php#LSLIS-reports>

4 Berger, Joseph. et.al. *The Price of Knowledge: Access and Student Finance in Canada — Fourth Edition*. The Canada Millennium Scholarship Foundation 2009. Accessed August 2014 from [http://www.yorku.ca/pathways/literature/Aspirations/090212\\_Persistence\\_EN.pdf](http://www.yorku.ca/pathways/literature/Aspirations/090212_Persistence_EN.pdf)

## CAREER THEORY SUPPORTS CAREER AND EDUCATION EXPLORATION IN ELEMENTARY GRADES

A frequently cited article notes that “**child development theory and career development theory are interrelated**”<sup>5</sup> and supports an emphasis on exploration at the elementary level. The article states that effective career planning in elementary grades

- is developmental
- emphasizes reflection as much as experience itself
- begins with what students know
- follows the students’ lead.

A review of literature related to K-8 career awareness programs, prepared for administrators of US private and independent schools, concluded that “an essential component of the career awareness phase often taught in elementary schools is the **development of self-awareness.**”<sup>6</sup>

## CURRENT CAREER DEVELOPMENT PRACTICE

Current career development practice recognizes that career planning isn’t a one-time decision but an ongoing process repeated many times over a lifetime.

Current practice also emphasizes that

- work life is connected to the rest of life
- life events continue to affect a person’s career path
- career transitions continue throughout life.

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5 Magnuson, C. and Starr, M. “How Early is Too Early to Begin Life Career Planning? The Importance of the Elementary School Years.” *Journal of Career Development*, 27:2. Winter 2000.

6 Hanover Research. “Effective Career Awareness and Development Programs for K-8 Students: March 2012.” Prepared for Independent School Management. [www.isminc.com](http://www.isminc.com).

## The Four Steps of Career and Education Planning

1. Know yourself.
2. Explore options.
3. Choose a direction.
4. Make it happen.



*Imagine Your Life!* focuses on Steps 1 and 2 of the career and education planning process—**know yourself** and **explore options**.

Competencies and attitudes related to exploring self and world, such as “finding out,” short-term goal setting, self-awareness and research skills, are developmentally appropriate for upper elementary students who are typically curious, open and unconcerned about what’s realistic and practical.

**Exploration is a set of competencies and attitudes** that will continue to serve these students on their journey through the rapidly changing landscape of the 21st century.

### CAREER AND EDUCATION PLANNING FOR STUDENTS IN GRADE 4, 5 AND 6

Grade 4, 5 and 6 students range in age from 9 to 12, from typically enthusiastic Grade 4 students to pre-adolescent Grade sixers. Socially and emotionally, students in the middle childhood age group<sup>7</sup>

- learn best if they’re active while learning
- can develop a plan to meet a goal
- begin to build self-image as “workers”
- begin to think about their own behavior and see consequences for actions.

*Imagine Your Life!* provides career and education planning activities in areas that are usually engaging for students across the age range, such as<sup>8</sup>

- group adventures, team games, role play and cooperative play
- celebrity heroes in sports, entertainment and music
- real life heroes—adults they admire in the community
- money—its value, how to earn it
- talking and sharing about themselves, their interests and preferences
- discussions about “real-life” issues.

7 DeBord, K. *The Childhood Years*. North Carolina Cooperative Extension. Accessed March 2013 from [www.ces.ncsu.edu/depts/fcs/pdfs/fcs465.pdf](http://www.ces.ncsu.edu/depts/fcs/pdfs/fcs465.pdf). Conversation with experienced teachers M. Cohn and L. Twa.

8 Developmental information compiled from Child Development Guides. Education.com. Washington State Department of Social & Health Services: Foster Parenting Training: Child Development and Alberta Advanced Education and Technology. Teen Mentoring Handbook (2010) Accessed March 2013 . Conversation with experienced teachers M. Cohn and L. Twa, March 2013.



## CAREER AND EDUCATION PLANNING FOR GEN Z

Grade 4, 5 and 6 students are part of a generation born between the mid-1990s and 2010, known as Gen Z or Digital Natives. As you know, many of your students are<sup>9</sup>

- born into a world where digital devices are everywhere
- “plugged in”
- digital-based learners
- always connecting with their friends using phones, messaging and social networking, across the room and around the world
- able to adopt the newest technology easily
- multi-taskers
- socially conscious and very aware of challenges like climate change and terrorism
- growing up in a world where major media voices are changing, for example, broadcast TV and radio
- growing up in a world where social patterns are changing rapidly, such as family structures, gender roles, and cultural diversity.

Many Gen Z students use networked devices to meet their developmental need to explore, learn about the adult world and social roles.<sup>10</sup> Activities in *Imagine Your Life!* are designed to take advantage of their comfort with digital learning, since the Internet offers many opportunities to explore career and education planning.

Recognizing that not all Alberta classrooms have high speed Internet access, *Imagine Your Life!* provides non-digital alternatives for all core content and most activities. Throughout the *Teacher Guide*, the icons below identify two versions of the same activity:



Icon for classrooms with online access



Icon for classrooms without online access

## LESSON PLANS

The *Teacher Guide* provides lesson plans for four activities to support each of the four steps for career and education planning in *Imagine Your Life!* (IYL), as well as activities to introduce and conclude the unit. An icon identifies activities in every step that can be used for assessment.



### A Note About Lesson Plans

The activities in *Imagine Your Life!* (IYL) range in length from one class period to several periods over several weeks. Chances are your class won't be able to complete all the activities in the time available for Wellness Education.

You may decide to do one or two activities for each step. Or you may, for example, complete all the activities for Step 1 with Grade 4 students. Your colleagues could complete the other steps with the same students when they reach Grades 5 and 6.

Selecting activities in IYL that are a good fit your students, your teaching approach and your available classroom time will help you make the most of this resource.

9 Gen Z information compiled from Grail Research. Consumers of Tomorrow: Insights and Observations About Generation Z. 2011 and MacKenzie, J., McGuire, R. and Hartwell, S. *The First Generation of the 21st Century: The Pluralist Generation*. Frank N. Magid Associates, Inc. 2012.

10 Media Smarts: Canada's Centre for Digital and Media Literacy. *Young Canadians in a Wired World: Talking to Youth and Parents About Life Online*. 2012.

# introduction: have you ever wondered?

Imagine Your Life!  
pages 2-4

## LEARNING OBJECTIVES

Activities in the introduction encourage students to

- experience a sense of possibility and choice
- give themselves permission to explore
- become familiar with “not knowing”
- learn about a four-step career and education planning process.

## BACKGROUND

The following quote from IYL captures the key concept of the introduction: **“You have plenty of time to think about and explore what you want your future to be like.”**

The activities are built around a fill-in-the-blank word game that creates a recipe for **Future Stew**. The Mad Libs-style activity encourages students to take a creative, open approach to thinking about their future. This reinforces the idea that there are many ways for students to approach—“cook up”—their future.

There are two versions of the activity:

- using the fill-in-the-blank word game in IYL
- having students create a found poem, either individually or as a class

## PREP FOR THE FOUND POEM VERSION OF THE ACTIVITY

- For individual work, copy a class set of the found poem resource on p.35.
- For class or group work, print the questions from IYL p.2 on poster board or other large-size paper.
- Provide or have students create images, either in hard copy or from the Internet, and materials for collaging.

## PROCEDURE

1. Introduce the activity before handing out IYL:
  - Brainstorm ideas about what the future will be like.
  - Or, share stories about exploring somewhere for the first time.
2. Hand out IYL to the class. Read aloud the “Have you ever wondered...” section
3. Assign the word game **Future Stew**.
  - Encourage students to use their imaginations to fill in the blanks. Remind them there are no right or wrong answers.

- Point out the **Future Stew Word List** to use if they're stuck.
- 4. Share the completed activity in groups or with the whole class.
- 5. Go through the **Future Stew Word List** using one of the following:
  - Have students identify any words they recognize. Read through the list and definitions.
  - Or, have students close their IYL. Read out a word or a definition and ask for the corresponding definition or word.

## REFLECTION/CLOSURE

- Explore the **Check It Out** features in the introduction section.
- Read **Your Future Starts Here** on p.3 of IYL, emphasizing the four steps of career and education planning.
  - Ask for suggestions to expand the definition of **career** in **Future Stew Word List**.
  - A more complete definition is: "A career is made up of all the roles that an individual has throughout life. It is a lifetime journey that includes all paid work, volunteer activity, hobbies, leisure activity and education."

# STEP 1: WHO ARE YOU?

Imagine Your Life!  
pages 5-10

## LEARNING OBJECTIVES

Activities in Step 1 encourage students to

- explore the self-assessment process
- discover what career planning concepts, such as preferences, skills and abilities, mean to them in age-appropriate terms, e.g., things they like, things they're good at
- explore how personal vision affects career and education planning
- try age-appropriate formalized self-assessment testing, e.g., personality code quiz
- explore the role of values in career and education planning.

## BACKGROUND

The Step 1 key concept is: **“The more you know about who you are, the better you’ll be at making choices that feel good to you.”** Self-knowledge is the foundation of effective career and education planning.

Activities 1.1, 1.2 and 1.3 explore personal concerns. Decide whether or not it’s appropriate to ask students to share the results of their personal exploration with the whole class.

Activity 1.2 is a role-play. Activity 1.3 is a similar activity that less outgoing students might prefer.

## INTRODUCTION

Introduce Step 1 with a guessing game exploring how we know ourselves better than anyone else knows us:

- Have students write out one piece of information about themselves that no one in the class knows.
- Gather the answers and read them out one by one.
- Have students write down their best guess at matching information with the right person.
- Did anyone connect every piece of information with the right person? Did anyone make any correct connections at all?
- Ask the question: Who knows you best?

Read the introduction to Step 1.

## 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](http://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.

## PROCEDURE

- Introduce the activity with an imagination exercise:
  - Explain that students are going to imagine their future.
  - Invite them to close their eyes. Lead them through taking five deep breaths, encouraging them to relax with each one.
  - Read the script below, pausing between prompts:

*Now, I'd like you to let your imagination take you wherever you want to go... You can be anything and do anything you dream of doing... Don't worry about being realistic or practical. Let yourself have fun... dream big if you want to...*

*Imagine it's 20 years in the future. You've just had a good sleep and you're getting ready to go to work. In your imagination, with your eyes still closed, look around you.*

*Where are you living? What are you wearing? Who are you living with? What is your home like?*

*Now, imagine you go to work. Where are you working? What are you doing?*

*Remember, you're free to imagine whatever dream job you'd like.*

*What are you looking forward to? What have you got planned? When you go home, what hobbies or activities will you do? Who are the important people in your life? What else is important to you? What are you proud of?*

*If Future You could give advice to Today You, what would it be? Give yourself a few moments to imagine any other details about Future You that you'd like. Now, when I count backwards from five, bring yourself back to today... 5, 4, 3, 2, 1.*

- Have students start the questions in IYL p. 6 based on what they've just imagined, and then research to complete the questions.
- Give students time to explore their dream job through research online or in the library using **the name of their dream job** as a search term. Encourage them to find out about the education they may need to do their dream job, where they might work, etc.
- Organize students in pairs. Explain that they will take turns role-playing themselves in an interview, and then they will interview their partners.
- Provide time for students to rehearse the interviews and plan their costumes and props.
- Schedule one or more class periods for partners to present their interviews to the class. Consider inviting family members or other students to the presentations.

## REFLECTION/CLOSURE

- The wrap-up activity could be a class discussion as well as a written reflection.
- 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?



possible  
assessment

## ACTIVITY 1.3 - PAPER YOU

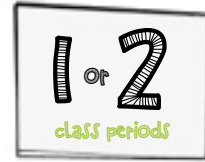
### BACKGROUND

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: newsprint 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?

Imagine Your Life!  
pages 8

## ACTIVITY 1.4-GET TO KNOW YOURSELF

### BACKGROUND

In this activity students experience self-assessment quizzes and exercises from CAREERinsite.

Students can use their results in Activity 2.3, Search Light.

### PROCEDURE

- Introduce self-assessment testing. Ask the students to comment on why quizzes are popular. Pose the question: Can quizzes help us get to know ourselves better?
- Read aloud the first eight steps in Activity 1.4 in IYL p.8. Have students complete the exercise and record three careers they are interested in.



### REFLECTION/CLOSURE

Ask students to discuss the following:

- Are your interests and abilities true to who you are?
- A really good exercise would be able to tell you what kind of education, occupation and/or work you should do. True or false?

Imagine Your Life!  
page 9

## ACTIVITY 1.5 - VALUES AUCTION

### BACKGROUND

This auction game encourages students to become aware of their values—the principles, standards and qualities that are important to them. Two versions are provided: a group activity and a partner activity.

### PREP—VERSION 1: GROUP

- Download and print
  - Values Summary Sheet p. 3 and Values Auction Cards, p. 4-11 of [High School Teen Mentoring Resources](http://alis.alberta.ca/teen_mentoring_resources) at [alis.alberta.ca/teen\\_mentoring\\_resources](http://alis.alberta.ca/teen_mentoring_resources)
  - **play money**—\$100 (5 x \$20) per student at <http://www.tertul.xyz/printable-play-money-canadian/>.
- Print Auctioneer Rules Sheet from p.37.



### PROCEDURE—VERSION 1: GROUP

- Introduce the activity:
  - Ask the class to discuss what we mean by the term values.
  - Read through the list of values in IYL p.9. Define and discuss any that may not be familiar.
  - Ask students to identify their top three values but not tell anyone what they are.
- Choose an auctioneer: yourself or a student, a parent or a guest.
- Choose a scorekeeper to keep track of who buys what value for what amount.
- Have the auctioneer read the rules aloud. Note that the auctioneer may choose not go through the values in alphabetical order, so students need to be listening for their favourites.



- Hand out \$100 of play money to each student.
- Remind students that they should bid on the values they feel strongly about.
- Start and complete the auction. Watch the clock and allow about 15 minutes at the end of the class to debrief the activity. You may not get through all the values.

### PREP — VERSION 2: PAIRS

- Download and print or collect
  - A set of Values Auction Cards for each pair of students, p. 4-11 of [High School Teen Mentoring Resources](http://alis.alberta.ca/teen_mentoring_resources) at [http://alis.alberta.ca/teen\\_mentoring\\_resources](http://alis.alberta.ca/teen_mentoring_resources)
  - **Play money**—\$100 (5 x \$20) per student at <http://www.tertul.xyz/printable-play-money-canadian/>
  - Coin for coin toss

### PROCEDURE — VERSION 2: PAIRS

- Introduce the activity:
  - Ask the class to discuss what we mean by the term values.
  - Read through the list of values in IYL p.9. Define and discuss any that may not be familiar.
- Divide the class into pairs.
- Give each student \$100 in play money.
- Hand out a set of Values Cards to each pair of students. Explain that each value is worth \$20 and each player can only choose five.
- Tell students to take turns choosing values with the younger student going first. Have students tell you if both want the same value. Decide the issue by a coin toss.
- Play continues until students have purchased five values each.

### REFLECTION/CLOSURE

Have students list the specific values that they chose in the game and why those values are important to them.

Introduce the following questions in a circle meeting. Then divide the class into small groups and ask students to discuss the following:

- People should know what's important to them and live in a way that reflects this—in other words, live according to their values.
- A person's values change throughout his or her lifetime.

### STEP 1 CLOSURE

- Invite students to review Activity 1.1 About Me and add any discoveries they've made while working on Step 1.
- Preview Step 2 by telling students they'll be exploring the wide world of opportunities for the future.

# STEP 2: What's Out There?

Imagine Your Life!  
page 11-18

## LEARNING OBJECTIVES

Activities in Step 2 encourage students to

- explore occupations and educational choices without having to make choices
- look at the relationship between self-knowledge, occupations and educational choices, e.g. using interests as search terms
- explore the relationship between school subjects and occupations
- discover the relationship between interests, competencies, values, etc. and career and education paths
- find out about post-secondary terms, concepts and information sources.

## BACKGROUND

Step 2 takes the self-exploration of Step 1 out into the world, which is well-suited to this age group's natural curiosity. The ability to explore and proactively engage with the world is vital to managing change.

The key concept in Step 2: **“The things you learn about yourself and the world will help you go in the directions you want to go.”**

Activities in Step 2 provide plenty of opportunities to connect students with community members, including parents, family members, seniors groups and school staff as they explore school and work possibilities.

## INTRODUCTION

Introduce Step 2 and get your students into the spirit of exploring with a mini-scavenger hunt:

- Choose a search term (e.g., turquoise) and invite students to enter it into the search box on an exploration website, such as **Flickr**, **Stumble Upon** or **Tumblr**, or demonstrate this search for the whole class.
- Have students share with or show the class something they discovered that they didn't know about or hadn't seen before.
- Ask students to share other directions their search has taken them.
- Have students discuss: “If you'd known where you were going in this search and stopped when you got there, what would you have missed?”
- Read IYL introduction to Step 2 aloud.

## ACTIVITY 2.1 - LIKE THE SUBJECT, FIND THE JOB

### BACKGROUND

This activity encourages students to discover occupations related to their favourite school subjects. Students identify occupations they may want to explore further in Activity 2.3. Classroom visitors would enrich this activity.



If your classroom is without high-speed Internet access, download or order Subject That Job Category Answer Sheets from the **High School Teen Mentoring Resources** at [http://alis.alberta.ca/teen\\_mentoring\\_resources](http://alis.alberta.ca/teen_mentoring_resources).

### PREP

- Download or order subject posters from the **Why Study?** series. Go to [alis.alberta.ca/publications](http://alis.alberta.ca/publications) and search alphabetically under “W.”
- Download and print posters of subjects and their related occupations from at [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo). Click on Occupations and then Posters: High School.
- Gather additional resources about occupations and jobs from the school library and from businesses and organizations in the community, e.g., community newspaper or job board, band office.
- Organize collected information and resources in stations around the classroom.

### PROCEDURE

- Introduce the activity: finding out about occupations related to students’ favourite subjects.
- Read aloud or have students follow the steps outlined in IYL p.11.
- Have students write the names of their favourite subjects in the writing space provided in IYL p.11.
- Organize small groups and have the students move through the work stations in groups.
- Have students write down occupations that look interesting and read about them. Encourage them to find out the educational requirements.
- Tell students to record information for their top occupations in the space provided and repeat the steps for another favourite school subject.

### REFLECTION/CLOSURE

Ask students to discuss the following:

- What steps could you take today to do your best at subjects related to your top occupations?
- If you’re good at something, does that automatically mean you enjoy it?

If you have community visitors coming into the classroom, have students ask them questions about

- their favourite subjects and interests when they were in school
- why they chose their occupations
- how what they learned in school has helped them on the job
- how they found out about the occupations or jobs they’ve had
- other aspects of their work, education and career.

Imagine Your Life!  
pages 13-14

## ACTIVITY 2.2 - STAR JOBS. HERO JOBS

### BACKGROUND

To introduce the concept of a career path, students explore the occupations of their fictional heroes from books, movies, TV, etc. or heroes from real life, such as sports celebrities, musicians, movie and TV stars, people from the community, etc.

This activity could be a class project based on a classroom visit from a community role model, such as a police officer, first responder or member of the military. Students identify occupations they may want to explore.



### PREP

- Prep to demonstrate the activity for students using one of the following:
  - a character from a story or novel the class is studying
  - an historical figure being studied
  - a celebrity students are familiar with
  - the **Harry Potter** example on p.38.
- Arrange a visit from community members, if you're taking this approach.
- Provide materials for creating in a variety of media: collage or drawing, photo-collaging, making a video, props, etc.

### PROCEDURE

- Introduce the activity by having the class help you fill in the **My Hero** writing space using the **Harry Potter** example from p.38 or a demonstration character or person you've chosen.
- Assign heroes to students working individually or in pairs. Alternately, allow students to choose their own heroes to research.



In classrooms without Internet access, assign heroes accessible to students, such as

- characters from fiction or film they've studied this year
  - people who can be researched in the library
  - people from the community.
- Assign the activity and read the steps outlined in IYL aloud.
  - Have students record their findings in space provided in IYL, including occupations they're interested in.
  - Students present their findings to the class as a report, collage or other artwork, performance, video, sport demonstration, etc.

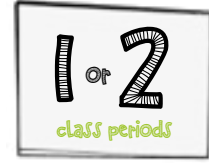
### REFLECTION/CLOSURE

- Ask students to discuss the following:
  - If you admire your hero, does that mean you share similar skills, attitudes and values?
  - Should you choose a career path similar to your hero's path?
- Invite students to discuss the similarities and differences between the "heroes" they've chosen, reminding them to be respectful of others' choices.
  - What makes someone worthy to be a hero?
  - Make hard copy or online "hero" posters, and display them, or post them on share sites.

## ACTIVITY 2.3 - SEARCH LIGHT

### BACKGROUND

This activity encourages students to research an occupation for important details beyond its title. Students explore occupations using a variety of different approaches based on the self-knowledge they have gained so far and occupations they've identified as interesting.



### **I** PROCEDURE—VERSION 1: WITH INTERNET ACCESS

- Introduce the activity by demonstrating it:
  - Ask students to pick a letter from the alphabet.
  - Go to **Occupational Videos on ALIS** at [alis.alberta.ca/occvideos](http://alis.alberta.ca/occvideos). Click to search Alphabetically under given letter.
  - Watch a video. Use the information to fill out the **My Top Occupation** in IYL p.15.
- Have students work through the steps as outlined in IYL p.15.
- Have students record their findings in space provided in IYL.



### **N** PREP—VERSION 2: WITHOUT INTERNET ACCESS

- Prepare, or work with the librarian to prepare, resources related to some occupations from subject areas in Activity 2.1 Like the Subject, Find the Job, IYL p.11 such as job ads including wage and duties information.
- Download or order and copy Subject That Job Category Answer Sheets from the **High School Teen Mentoring Resources** at [alis.alberta.ca/teen\\_mentoring\\_resources](http://alis.alberta.ca/teen_mentoring_resources).

### **N** PROCEDURE—VERSION 2: WITHOUT INTERNET ACCESS

- Make a list of occupations students have identified as interesting.
- Have students name their interests from Activity 1.1 About Me, IYL p.5. Brainstorm occupations related to their interests and add to the list.
- Refer to the values list from Activity 1.5 Values Auction, IYL p.9. Brainstorm occupations related to values and add them to occupations list.
- Assign occupations (for which you have resource material) for students to use to complete **My Top Occupation** exercise.
- Have students record their findings in the space provided in IYL.



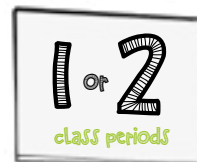
### REFLECTION/CLOSURE

Ask students to discuss: When is a good time to stop exploring occupations?

## ACTIVITY 2.4 - SCHOOL AFTER SCHOOL SCAVENGER HUNT

### BACKGROUND

Two versions of a scavenger hunt challenge students to explore aspects of post-secondary education.



#### PREP—VERSION 1: WITH INTERNET ACCESS

- Set up a community visit, either by inviting guests or by visiting a community facility, such as a seniors' centre, or check with other school staff about students approaching them with questions.
- Copy a class set of the **Scavenger Hunt Version 1** on p.39.

Answer to #5: education

Answer to #9: seeing the finished product



#### PREP—VERSION 2: WITHOUT INTERNET ACCESS

- Set up a community visit, either by inviting guests or by visiting a community facility, such as a seniors' centre.
- Check with other school staff about students approaching them with questions.
- Let students use the resources you gathered for Activity 2.1 Like the Subject, Find the Job, IYL p.11.
- Copy a class set of the **Scavenger Hunt Version 2**, p.41.

### PROCEDURE

- Introduce the activity by asking about scavenger hunts students may have taken part in.
- Read the introduction in IYL p.16 aloud. Let the students know which version of the activity they'll be using and describe the process.
- Organize the class in small groups or pairs.
- Hand out the scavenger hunt list and tell students how long they have to complete the hunt.
- When students have completed the list or when the time is up, go through the list with the class.
- Keep a record of all the post-secondary options that students mention. Invite the students to brainstorm other options if the list is incomplete.

### REFLECTION/CLOSURE

Invite students to discuss the following:

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

### STEP 2 CLOSURE

- Assign or complete in class the **What's Out There? Criss-Cross** on IYL p.17.
- Preview Step 3 by inviting students to brainstorm about how they would get ready for something in their future.



possible  
assessment

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

Imagine Your Life!  
pages 19-24

## LEARNING OBJECTIVES

Activities in Step 3 encourage students to

- connect choices they make today with possibilities for their future
- identify and explore the resources they will probably use to create their future, i.e., ingredients in their future stew:
  - knowing people they can rely on
  - developing specific skills
  - knowing more about their values
  - discovering the role financial resources can play in creating their future
- explore what the experience of “work” is like and how the resources listed above form the foundation of most peoples’ life and work choices
- explore how people manage change and challenge in their lives.

## BACKGROUND

Though their future as young adults and post-secondary students is years away, students can start exploring some general directions, without feeling any pressure to make choices at this point. The key Step 3 concept is: **“Even though you don’t know today what your future will look like, you’ll probably create it using some common items.”**

Step 3 offers a great opportunity to work with parent volunteers on a Career Day event where workers (parents) come to talk and answer questions about their occupations and jobs. Parent visitors would be excellent interview subjects for Activity 3.2 Work It!

## INTRODUCTION

Introduce Step 3 by inviting your students to imagine travelling to somewhere they have never been, have never seen and can’t preview on Google Earth or anywhere else.

One example could be the journey the non-profit group Mars One is planning to Mars in 2023. Search online for a current reference or show a [video of the project launch at youtube.com/watch?v=x4IUV0ypAps](https://www.youtube.com/watch?v=x4IUV0ypAps).

Spark discussion with the following questions:

- How would you pack for a trip like this?
- How would you figure out what to take or be ready for?
- Who would you rely on to help you prepare?
- How would preparing for a journey like this be similar or different from preparing for the future?

Read aloud the introduction to Step 3.

Imagine Your Life!  
pages 19-20

## ACTIVITY 3.1 - MY PEOPLE TREE

### BACKGROUND

Students use the symbol of a tree to identify people they can rely on.

Consider integrating this activity with the science curriculum, e.g., Grade 6 unit on Trees and Forests.



### PROCEDURE

- Introduce this activity with a brainstorm about the benefits trees provide.
- Ask student this question: How are people in our lives like trees?
- Read aloud the steps in IYL p.19.
- Suggest that students show the completed activity to their family.

### REFLECTION/CLOSURE

Ask students to discuss the following:

- Why is having a People Tree important?
- How do you feed and water a People Tree?

Imagine Your Life!  
pages 21-22

## ACTIVITY 3.2 - WORK IT

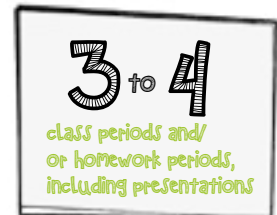
### BACKGROUND

Students explore what it's like to work every day by interviewing people about their work, including the competencies they need, post-secondary training/education, why they chose their work and what they like and dislike about it.

Three versions of this exercise allow for flexibility:

- Version 1: students interview a family member individually
- Version 2: partners or groups interview someone in the school community
- Version 3: partners or groups interview someone from the community.

Version 3 offers a great opportunity to involve parents, either formally in a Career Day event, or informally as classroom visitors.



### PREP — ALL VERSIONS

- Decide which version of the activity you will assign.
- For Versions 2 and 3, pre-arrange for interviews with staff in the school community or workers in the community at large, e.g., parent volunteers.
- Prepare permission forms for interview subjects for recording if your school or board requires this.
- Organize materials for collage, drawing, video or audio presentation.
- Prep a role for yourself so students can interview "you" (see Procedure).



## PROCEDURE—ALL VERSIONS

- Introduce the activity with a demonstration interview by having a student or group interview you as yourself, or in an assumed role, using questions in IYL, p.21.
- Discuss what it means to be polite.
- Discuss asking permission to record the interview and hand out forms, if required.
- Read aloud the steps in IYL p.21.
- Assign and discuss the version of the activity you plan to use.
- Organize students in groups or partners for Versions 2 and 3.
- Students complete **My Work It Interview** in IYL p.21.
- Discuss as a class what the students discover in their interviews.
- Assign the “thank you” portion of the activity.
  - Have students share their “thank you” items if appropriate.
  - Arrange to deliver or present the “thank you” items.



possible  
assessment

## REFLECTION/CLOSURE

Ask students to discuss the following:

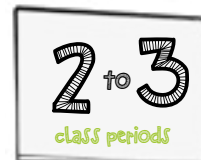
- How is school like having a job and how is it different?
- What knowledge, skills and attitudes can you work on right now at school that will help you at work in the future?

Imagine Your Life!  
page 23

## ACTIVITY 3.3 - CELEBRITY CSI BACKGROUND

Students investigate the lives of well-known people from history or the present day to find out about how they have faced challenges and transitions in their lives and reached goals.

You can choose to assign specific celebrities and historical figures, or allow students to choose their own.



## PREP

- Organize space and materials for posting celebrity quotes:
  - online at the school’s website or social networking sites
  - on the wall—poster board, pens, tape, etc.
- If your classroom doesn’t have Internet, you may want to have your students follow the lives of historical figures for whom research material is available in the library.
- Decide whether to have students do the activity individually, with partners or in small groups.
- If you plan to assign specific celebrities, draw up a list of possible subjects.

## PROCEDURE

- Introduce the activity with a multiple-choice question. Write the names of several celebrities who’ve overcome adversity on the board. Ask which of them had to overcome challenges to get where they are today. For example:
  - J.K. Rowling—*Harry Potter* author (single divorced mom living on social assistance)
  - Michael Jordan—NBA star (cut from his high school basketball team)
  - Steven Spielberg—Oscar-winning director (rejected three times by USC film school; returned in 2002 to complete his BA)
  - Oprah Winfrey—TV star and billionaire head of a media empire (abusive childhood; fired from a reporting job for being “unsuitable for TV.”)
- Read aloud the instructions in IYL p.23.
- Organize students in pairs or groups if using this option.

- Assign subjects for students to research if using this option.
- Allow class time for students to share their posters and quotes.
- Post the quotes to the school website, a social networking site and/or a bulletin board.



## REFLECTION/CLOSURE

Ask students to discuss the following:

- Does being famous make change, challenges and goals easier or more difficult to manage?
- Compare the positive and negative influences of celebrities while respecting individual opinions.
- Point out the **Check It Out: Say What?!** in IYL p.22 and encourage students to explore the websites.

Imagine Your Life!  
page 24

## ACTIVITY 3.4 –FUN(D) FACTOIDS

### BACKGROUND

This competitive game introduces students to some money facts related to the world of post-secondary education, adult life and work.

There are two versions of the game:

- Version 1: played by teams in the classroom
- Version 2: played by individuals as an active game in a large room.



### PREP — VERSION 1

- Copy
  - a class set of Fun(d) Factoids Answers sheets, p.45
  - two Fun(d) Factoids Questions sheets, p.43
- Organize
  - a smartphone with a timer app or a stop watch
  - two coloured markers for scoring teams, e.g., Green Team, Blue Team
  - a coin for coin toss
  - glue or tape

### PROCEDURE — VERSION 1: TEAMS

- Introduce the activity asking students to brainstorm “money” words, e.g., cash, coin, bucks, bills, dollars, wages, green, credit, etc. Explain that this activity is an opportunity for students to explore the world of money and finances.
- Emphasize that this is a **guessing** game. It’s very unlikely that any student will **know** any correct answers.
- Choose a scorekeeper and timekeeper.
- Divide the class into two teams. Have the teams choose a name.
- Tell the students you’re going to ask a series of multiple choice and true/false questions. Their team is to choose the best answer.
- Give the timekeeper the stop watch or smartphone with app. Tell the timekeeper to give each team 60 seconds (or another set time) to answer when you say, “go!”
- Give the scorekeeper a copy of the **Fun(d) Factoids Questions** sheet and the two coloured pens. Tell the scorekeeper to circle the right answer for each question on the sheet with the colour of the team that answered correctly.
- Flip a coin to choose the starting team.

- Ask the first question on the **Fun(d) Factoids Questions** sheet. Say “go!” The starting team has 60 seconds (or another set time) to answer. If they don’t answer or answer incorrectly, the other team gets to answer.
- Alternate between teams.
- The team with most correct answers wins.
- Hand out the **Fun(d) Factoids Answers** sheets and review answers with class.
- Have the students stick their **Fun(d) Factoids Answers** sheets in IYL, p.36.

## PREP — VERSION 2

- Copy
  - a class set of Fun(d) Factoids Answers sheets, p.45
  - four class lists, one per scorekeeper
- Make and post signs:
  - “A,” “B,” “C” and “D,” one on each of the four walls of a large room, e.g., gym
  - “True” and “False” on two opposite walls

## PROCEDURE — VERSION 2: INDIVIDUALS

- Choose four scorekeepers, one per wall, and give them each a class list and pen.
- Tell the students you’re going to ask a series of multiple choice and true/false questions. They choose the best answer by running to the wall where that answer is posted.
- Ask the questions on the **Fun(d) Factoids Questions** sheet. Students run to the wall that has the answer they think is best.
- The scorekeeper puts a check mark beside the names of students who go to the correct wall for each question, e.g. wall “D” when the answer is “d) all of the above.”
- Students with the most check marks win.
- Hand out the **Fun(d) Factoids Answers** sheets and review answers with the class.
- Have the students stick their **Fun(d) Factoids Answers** sheets in IYL, p.36.

## REFLECTION/CLOSURE

- Ask students to discuss the following:
  - When you get a post-secondary education and you go to work, society will benefit.
  - 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?
- Review with students the ways to pay for post-secondary education: **savings and earnings, scholarships and bursaries, grants and loans** at [alis.alberta.ca/payingforschool](http://alis.alberta.ca/payingforschool).

## STEP 3 CLOSURE

- Point out the **Check It Out: Money Games** feature in IYL p.22, and encourage students to explore the website.
- A Career Day event could be a valuable way to extend and reflect on the activities in Step 3, especially Activity 3.2. Parent and student teams might also enjoy playing Activity 3.4 together. See Step 3 Background, above.
- Preview Step 4 by brainstorming ideas about things students could do today or tomorrow to step towards their future.

# STEP 4: What Can You Do Right Now?

Imagine Your Life!  
pages 25-33

## LEARNING OBJECTIVES

The activities in Step 4 encourage students to

- think about the idea that there are things they can do right now towards creating a future they want
- explore some of the things they can do now, in the next hour, day or week to keep learning about themselves and the world, that will help them be ready to create the future they want
- explore how to handle transitions, set goals and manage resources, such as time and money.

## BACKGROUND

A key concept for Step 4 is: **“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.”** The focus is on exploring rather than on making set plans for the distant future.

Students will be transitioning to junior high school in the near future. They may be making important choices, such as what school to attend and which options to take. They will also be expected to become more independently able to manage their time. The activities in this section will help them prepare to make choices and set goals.

Activity 4.1 offers an opportunity for junior high students to visit your class, if this is possible. Both Activity 4.3 and Activity 4.4 involve setting goals. You could use only one of them or use one for an individual goal and the other for a class goal.

## INTRODUCTION

Introduce Step 4 with the famous quote from Lao Tzu:

“The journey of a thousand miles begins with a single step.”

Invite your students to imagine they’re going on a walking journey of thousand miles. Start a discussion by asking some questions:

- A thousand miles equals how many kilometres? (1600) Demonstrate or explain the conversion from miles to kilometres.
- What destinations are in a 1600 km radius of where you are?
- How long would it take to walk that far?
- What do you need to make any kind of journey? (a destination, time, money)
- What could you do to start getting ready? (train for walking, raise money, arrange time to make the journey, etc.)
- Is Lao Tzu talking about walking to (a destination your class has identified) or is he talking about something else?

Read aloud or have students read the introduction to Step 4.

## ACTIVITY 4.1 - GET A JUMP ON JUNIOR HIGH

### BACKGROUND

This activity encourages students to explore the concept of transitions and how they can prepare for and handle change.

Modifying this activity will help you make best use of the resources available, e.g., Internet access, proximity of junior high school, availability of junior high students, etc.



### PREP

- Provide URLs for junior high websites and/or printed material to use in research.
- For Grade 7 curriculum information visit **My Child's Learning: Grade 7, 8 and 9** at [learnalberta.ca/content/mychildslearning](http://learnalberta.ca/content/mychildslearning). The information can also be printed.
- Pre-arrange interview subjects:
  - Ask junior high school administrators and staff for help identifying student volunteers.
  - Ask parents and students to help identify junior high students to interview.
- Determine whether interviews can be done by student pairs or groups or by the class as a whole, depending on the number of available junior high students.
- Set up a time and place for interviews. If distance is an issue and technology is available, conduct interview(s) via Skype.
- Provide permission forms so interview subjects can give permission to record the interview.

### PROCEDURE

- Introduce the activity with a brainstorm about transitioning to junior high: What do students know about it? What do they want to know?
- Read aloud the description of the activity in IYL p.25. Describe how students will be completing the activity, e.g. junior high visitors.
- Assign the research tasks: learning about a specific junior high school; learning about the Grade 7 curriculum.
- Organize groups or pairs for the junior high student interviews.
- Have students
  - add to the list of questions on IYL p.26, based on the class brainstorm session and research
  - decide how they'll present their interview findings to the class.
- Provide class time and space for the interviews.
- Schedule and hold presentations.



### REFLECTION/CLOSURE

Ask students to discuss the following:

- When have you experienced change in your life? What was it like for you?
- People say that change is constant. Is this true? Why? Why not?

## ACTIVITY 4.2 - TIME BANDITS, TIME BOOSTERS

### BACKGROUND

This activity encourages students to recognize challenges they may have managing their time.

The board game uses dice and player pieces to follow a pathway with instructions about forward and backward moves. Time wasters are characterized as “time bandits” and positive time-related choices as “time boosters.”



### PREP

- Download and print a class set of weekly planners, or select online planner apps for students to use.
- Organize drawing and colouring material and/or a URL for a favourite art creation website.
- Provide a class set of objects to use as game pieces, e.g., buttons, coloured paper clips, etc.
- Provide one die for each student pair.

### PROCEDURE

- Introduce the activity by asking students to discuss the ways time gets “stolen.” Invite them to create on paper or online an image of a Time Bandit.
- Organize student pairs and give each pair one die and two playing pieces.
- Have students play the **Time Bandits, Time Boosters** game.
- Allow class time to discuss the issues the game raises, e.g. whether to move backward or forward, depending on the how students view the various situations.
- Have students track how their use of time for one week, including how they plan to use it and how they *actually* use it.
- Follow up with a discussion one week later to review students’ experiences.
- Invite the class to brainstorm ideas for using time successfully.

### REFLECTION/CLOSURE

Ask students to discuss the following:

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

## ACTIVITY 4.3 - SCORE THAT GOAL

### BACKGROUND

This activity encourages students to explore the process of setting and accomplishing a short-term goal. The goal could be related to time or money management, improving their grades or some other situation that motivates them.

This activity could be modified to be a class activity, where the group agrees on a goal and works towards it together. It could be combined with Activity 4.4.

## PREP

- Decide how you want to use this activity:
  - Students work individually or in pairs (for support) on individual goals.
  - Students work as a class on an individual goal.
- Set dates/class periods over the next several weeks for monitoring progress and a final date.
- Organize access to a web page, social networking account or bulletin board to post regular updates.
- Bring or make a tail from a Pin the Tail on the Donkey (or Monkey or Puppy, etc.) game or similar and a scarf for a blindfold. (You can bring and use all the game pieces, if you like.)



additional time for  
monitoring over  
several weeks



## PROCEDURE

- Introduce the activity and the concept of a goal with this demonstration:
  - Post or draw on the board the image of the animal with the missing tail.
  - Blindfold a volunteer, give them a tail, spin them gently and have them pin on the tail. (This will work best if the volunteer places the tail relatively on target.)
  - Blindfold another volunteer and give them a tail. Take down or erase the image of the animal. Spin the volunteer and have them place the tail.
  - Debrief the class: What happened? Why did the game “work” for the first volunteer but not the second? (No goal!)
  - Direct discussion to importance of goals: without a goal, we usually don’t know what we’re aiming for.
- Demonstrate the steps in setting a goal, using the example below or your own example:
  - Start with a list of things you want or want to do:
    1. eat a sandwich
    2. win \$1 million dollars
    3. get a better mark in \_\_\_\_\_.
  - Read aloud **Goal Posts—2** in IYL p.31 and discuss how to turn the wishes into goals. Ask students to identify which items can’t be turned into a goal (2) and why.
  - Read aloud and discuss the **SMART Goals** and **Goal Posts—3** items in IYL p.31. Have students help you turn 1 and 3 into SMART goals.
  - Read aloud numbers 5 and 6 in the activity. Have students identify the steps that could be taken to achieve the demonstration goals.
- Organize pairs or groups or have students work individually.
- Have the class brainstorm ways to encourage their partners and themselves.
- Assign the activity and have the class complete the writing activity up to the “Notes on how it’s going” section.
- Talk about and post a schedule for regular progress reviews.



## REFLECTION/CLOSURE

- Plan a wrap-up celebration as a class.
- Explore how the class
  - succeeded, if they reached the goal
  - could find value in the effort, if the goal wasn’t reached.
- Ask students to discuss the following:
  - 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?

## ACTIVITY 4.4 - MONEY SMART

### BACKGROUND

In this activity students explore the role money plays in attaining some kinds of goals and learn about money management skills by raising money for a project.

There are two versions of the activity:

- Version 1: individual projects with partners for coaching and support
- Version 2: class project.

Students set a goal for raising money and pursue the goal within a timeframe.

if undertaken as a class, this would be a major project, requiring several class periods over weeks or months.

### PREP

- Decide how you want to use this activity:
  - Students set individual money goals and work with a partner for support.
  - Students work as a class on a class goal to raise money.
- If you decide on a class project, research current fund-raising efforts in the school and community (e.g. food bank, United Way, animal shelter) that your class could take part in. Be ready to offer guidance or suggestions to a class brainstorming session.
- Set dates/class periods over the next several weeks for monitoring progress towards the goal and a final date for project completion.
- If your class has access to a school web page, social networking account or bulletin board, plan to post regular updates.

### PROCEDURE — VERSION 1: INDIVIDUAL PROJECT

- If you introduced goal setting in the previous activity, skip this introduction and demonstration. If goal setting is new to your class, see the introduction section for Activity 4.3 on p.28.
- Demonstrate the steps in setting a goal, if you haven't already done so, using the information for Activity 4.3.
- Tell students that they will be doing an individual project and organize student pairs so they can coach each other.
- Have the students brainstorm ideas for attainable individual money goals. These can be for purchases, experiences or donation.
- Read aloud or have students read the prompts in **Money SMART** in IYL p.32.
- Assign the **Money SMART** writing activity. Provide guidance and review progress at specific stages:
  - researching possible goals
  - setting a SMART goal
  - breaking down the goal into smaller steps
  - looking for ways to increase resources
  - handling challenges.
- At deadline have student pairs report on their progress, describe how they know if they met their goal or not, reflect on their plan and how they carried it out, and assess the success of the fundraiser.

 possible assessment



## PROCEDURE—VERSION 2: CLASS PROJECT

- If you introduced goal setting in the previous activity, skip this introduction and demonstration. If goal setting is new to your class, see the introduction section for Activity 4.3 on p.28.
- Demonstrate the steps in setting a goal, if you haven't already done so, using the information for Activity 4.3.
- Tell students this will be a class project and invite them to brainstorm ideas for a class fund-raising project.
- Read aloud the prompts in **Money SMART** in IYL p.32 for an overview of the process.
- Organize groups to research the feasibility of the top three or four projects from the brainstorm list, one per group. Have the groups report on their findings and have the class decide on a project.
- The class works together to
  - create a SMART goal for the project
  - break the goal down into smaller steps
  - work on the steps in sequence or parallel, depending on the goal
  - look for ways to increase resources and meet challenges as they arise.
- Have students keep track of progress using the **Money SMART** writing space on IYL p.33.



## REFLECTION/CLOSURE

- Plan a celebration as a class.
- Take part in any celebration, e.g., cheque presentation, if your project is part of a community effort.
- Explore how the class
  - succeeded, if they reached the goal
  - can find value in the effort, if the goal wasn't reached.
- Ask students to discuss the following:
  - The choices you make for yourself can have an impact on your community. True or false?

## STEP 4 CLOSURE

- Invite students to brainstorm ideas for things they could do in the next day or two that would take them a single step closer to their future, e.g., complete their homework, explore a science website, read a novel, practice their instrument, spend 30 minutes shooting baskets, volunteer to help out at home, etc.

# Concluding activity: keep exploring! -keeper

## LEARNING OBJECTIVES

This wrap-up activity encourages students to

- review the four steps outlined in IYL
- keep returning to the career and education planning process, in age-appropriate ways, throughout their time at school and beyond

## BACKGROUND

Students make and decorate a small box with the four career and education planning steps, write a note to themselves to be read at a later time, and seal it in the box.



## PREP

- Copy a class set of the **Keeper** cube box templates on sturdy paper, Teacher's Guide p.46.
- Organize tools and materials for drawing, colouring, collaging boxes, including scissors, glue and tape.
- Provide small pieces of paper for message writing.

## PROCEDURE

- Read aloud the activity introduction in IYL p.34, including the four steps, which you may want to write on the board or otherwise post:
  - Find out about yourself.
  - Discover what's out there for you to try.
  - Gather resources and information you may need.
  - Look at what comes next.
- Students write a message to themselves at this point or later when the boxes are completed.
- Follow the steps as outlined in IYL.

# resources

## ALIS-ALBERTA LEARNING INFORMATION SERVICE

[alis.alberta.ca](http://alis.alberta.ca)

The ALIS (pronounced Alice) website provides information, tools and resources for career and education planning and work search. Visit [alis.alberta.ca/video](http://alis.alberta.ca/video) and watch Getting Started with ALIS.

## OCCINFO

[alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo)

OCCinfo—occupation information—is a one-stop source for up-to-date information on Alberta’s occupations, educational programs and schools. Click on Watch a Quick Tour.

## EDUCATION VIDEOS

[alis.alberta.ca/educationvideos](http://alis.alberta.ca/educationvideos)

Check out more than 50 videos featuring students sharing their experiences in a variety of different post-secondary schools and programs.

## OCCUPATIONAL VIDEOS

[alis.alberta.ca/occupationalvideos](http://alis.alberta.ca/occupationalvideos)

This resource features more than 200 five-to-six-minute videos with “real” people talking about their occupations.

## PAYING FOR POST-SECONDARY SCHOOL

[alis.alberta.ca/payingforschool](http://alis.alberta.ca/payingforschool)

Explore links and information in this resource to find out about funding post-secondary education.

## TIME TO CHOOSE A POST-SECONDARY EDUCATION PROGRAM

Download this publication for in-depth information about post-secondary schools and programs in Alberta at [alis.alberta.ca/pdf/cshop/timetochoose.pdf](http://alis.alberta.ca/pdf/cshop/timetochoose.pdf).

## YOUTH REFLECTIONS VIDEOS

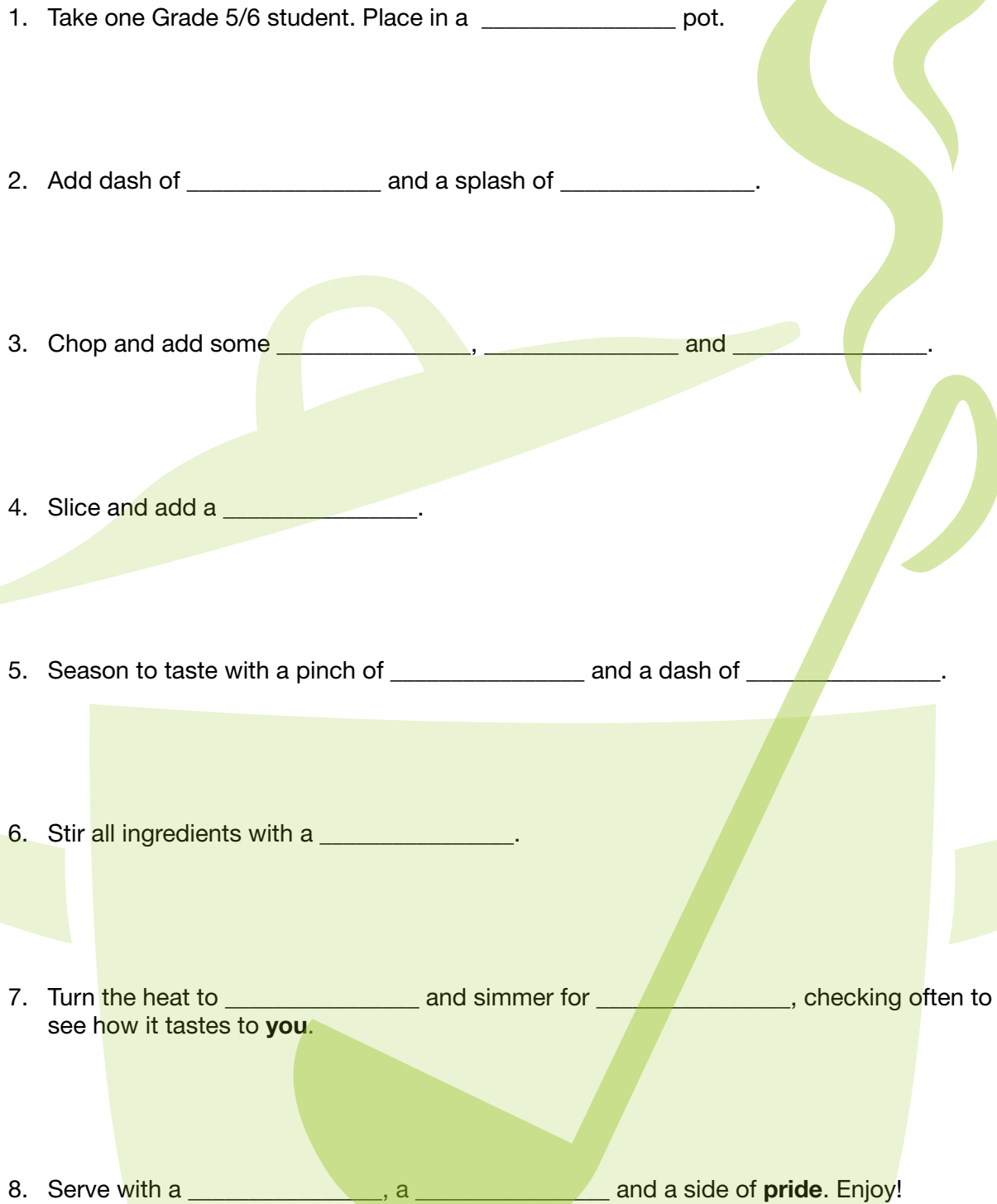
See how young teens are connecting their hobbies to career and learning paths at: [alis.alberta.ca/hobbyvideos](http://alis.alberta.ca/hobbyvideos).

Find out how teens ages 15 to 17 are exploring potential occupations through volunteering, job shadowing and part-time work at [alis.alberta.ca/youthreflections](http://alis.alberta.ca/youthreflections).

# resources for copying

# future Stew "found poem"

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

- 
1. Take one Grade 5/6 student. Place in a \_\_\_\_\_ pot.
  2. Add dash of \_\_\_\_\_ and a splash of \_\_\_\_\_.
  3. Chop and add some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
  4. Slice and add a \_\_\_\_\_.
  5. Season to taste with a pinch of \_\_\_\_\_ and a dash of \_\_\_\_\_.
  6. Stir all ingredients with a \_\_\_\_\_.
  7. Turn the heat to \_\_\_\_\_ and simmer for \_\_\_\_\_, checking often to see how it tastes to **you**.
  8. Serve with a \_\_\_\_\_, a \_\_\_\_\_ and a side of **pride**. Enjoy!

# future you interview questions for activity 1.2

Ask the person you're interviewing the following questions and write down or record the answers:

1. What's your name? \_\_\_\_\_
2. How old are you? \_\_\_\_\_
3. Where do you live? \_\_\_\_\_
4. What kind of work do you do? \_\_\_\_\_
5. What kind of education do you have that qualifies you for your work?  
\_\_\_\_\_
6. What do you like about your work? \_\_\_\_\_
7. What are the challenges in your work? \_\_\_\_\_
8. What is a typical day at work like? \_\_\_\_\_
9. How would you describe your lifestyle? \_\_\_\_\_
10. How do you relax after work? What hobbies or activities are you involved in?  
\_\_\_\_\_
11. Who are the important people in your life today? \_\_\_\_\_  
\_\_\_\_\_
12. What things or ideas are important to you? \_\_\_\_\_
13. If you could go back in time to when you were in Grade 4, 5 or 6 and give yourself a message, what would it be? \_\_\_\_\_
14. Other question: \_\_\_\_\_
15. Other question: \_\_\_\_\_
16. Other question: \_\_\_\_\_

# Activity 1.4 - Values Auction

## Auctioneer Rules Sheet

1. Pick three values in the list that are most important to you. Don't tell what they are!
2. You will get five \$20 bills to "buy" values at the auction.
3. The most you can spend on a value is \$60. I (the Auctioneer) will start the bidding at \$20, then \$40 and finally \$60. The first person to put up a hand gets the bid.
4. Here's what the bidding will be like: (read the script below)

*I have the value of Adventure. This value in the workplace could mean having work that involves exciting or unique experiences. (Auctioneer could add examples of what Adventure could look like in the workplace.) I'm taking bids for \$20...for Adventure...the \$20 bid goes to (name).*

*Do I have \$40, \$40 for the value Adventure? The \$40 bid goes to (name).*

*\$40, I have \$40 for Adventure. Do I hear \$60 for this value that will keep the excitement in your life? Adventure for \$60...going once, going twice and sold to (name).*



# Activity 2.2 - Star jobs, hero jobs

my hero: **harry potter**



My hero's **job/occupation** student wizard.

My hero's **competencies** good at casting spells; excellent Quidditch player;  
good at making connections, e.g. between clues, between past and  
present; good team player leadership abilities; recognizes and depends on  
competencies of team members.

My hero's **strengths** bravery, a good friend, responsible; strong sense of right and wrong

My hero's **weaknesses** sometimes too independent; not always good at communicating;  
sometimes moody; sometimes takes risks.

My hero's **role models** Dumbledore; James and Lily Potter; Hagrid (in some situations)

My hero's **values** friendship, loyalty.

My hero's post-secondary **education and training** student at Hogwart's School of  
Witchcraft and Wizardry.

What my hero **likes** about the job probably the power to cast spells.

What my hero **doesn't** like about the job homework and assignments; holidays.

**Advice** from my hero "You can't give a Dementor the old one-two!".

My favourite **story** about my hero when Harry sets the boa constrictor free while he  
and the Dursleys are at the zoo.

Other important **information** about my hero Harry is forced to be independent from  
a young age and he sometimes makes mistakes, but he always does his best.



# Scavenger hunt

## VERSION 1: WITH INTERNET

Find a person in the school or community (besides your teacher) who went to a post-secondary program and name their credential—their degree, diploma or certification.

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Name one other type of post-secondary school that isn't used here.

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Find someone in your school or community who drives a vehicle or operates a machine at work. Where and when did they learn how to do that?

---

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Find someone in your school or community who trained on the job and name their occupation or job.

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Name two occupations that require an apprenticeship.

Hint: [alis.alberta.ca/educationvideos](https://alis.alberta.ca/educationvideos) and click on Campus Alberta Student Reflections: Apprenticeship.

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Visit the website for one Alberta post-secondary school. Give the URL (web address) and name the school colours.

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What is the “new buffalo”?

Hint: visit [alis.alberta.ca/educationvideos](http://alis.alberta.ca/educationvideos). Click on Campus Alberta Student Reflections: Public College and watch Joel’s video.

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Name one high school core subject that you may need so you can go to post-secondary school

---

What is Nahreman’s favourite thing about school?

Hint: visit [alis.alberta.ca/educationvideos](http://alis.alberta.ca/educationvideos). Click on Campus Alberta Student Reflections: Technical Institute and watch Nahreman’s video.

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Find someone in your school or community who went to post-secondary school in a different city, province or country. Name the type of post-secondary school and what the person studied.

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# Scavenger hunt

## VERSION 2: WITHOUT INTERNET

Find a person in the school or community (besides your teacher) who went to a post-secondary program and name their credential—their degree, diploma or certification.

\_\_\_\_\_

Name one other type of post-secondary school that isn't used here.

\_\_\_\_\_



Name one college, one technical institute and one university in Alberta.

**Hint:** Check the resources you used in **Activity 2.1 Subject That Job.**

\_\_\_\_\_

\_\_\_\_\_

Find someone in your school or community who trained on the job and name their occupation or job.

\_\_\_\_\_

\_\_\_\_\_

Name three occupations that require an apprenticeship.

**Hint:** Future Stew Word List.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find someone in your school or community who drives a vehicle or operates a machine at work. Where and when did they learn how?

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Find someone in your school or community who uses (or used) math at work. When and where did they study math?

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Name one high school core subject that you may need so you can go to post-secondary school.

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Find an ad for a job that names a credential—certification, diploma or degree—that someone applying for the job should have.

**HINT:** Check the resources you used in **Activity 2.1 Subject That Job.**

---

Find someone in your school or community who went to post-secondary school in a different city, province or country. Name the type of post-secondary school and what the person studied.

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“Wherever you fly, you’ll be best of the best. Wherever you go you will top all the rest. Except when you don’t. Because, sometimes you won’t.

—Dr. Seuss

# activity 3.4 - fun(d) factoids questions

1. The boat on the Canadian dime is called the
  - a. Egret
  - b. Nova Scotian
  - c. Beaver
  - d. Bluenose
  
2. If you worked for the minimum hourly wage in Alberta in 2013, how many dimes would you make per hour?
  - a. 150
  - b. 99
  - c. 255
  - d. 68
  
3. Completing higher education can help you earn more income throughout your lifetime?  
True / False
  
4. To earn \$1 million making Alberta's 2013 minimum wage, it would take you about 54 years.  
True / False
  
5. In 2014 Alberta's minimum hourly wage was
  - a. \$15.56
  - b. \$ 10.20
  - c. \$ 30.89
  - d. \$25.56
  
6. To earn \$1 million making Alberta's 2014 average wage, it would take you about 30 years.  
True / False

## Activity 3.4 con't...

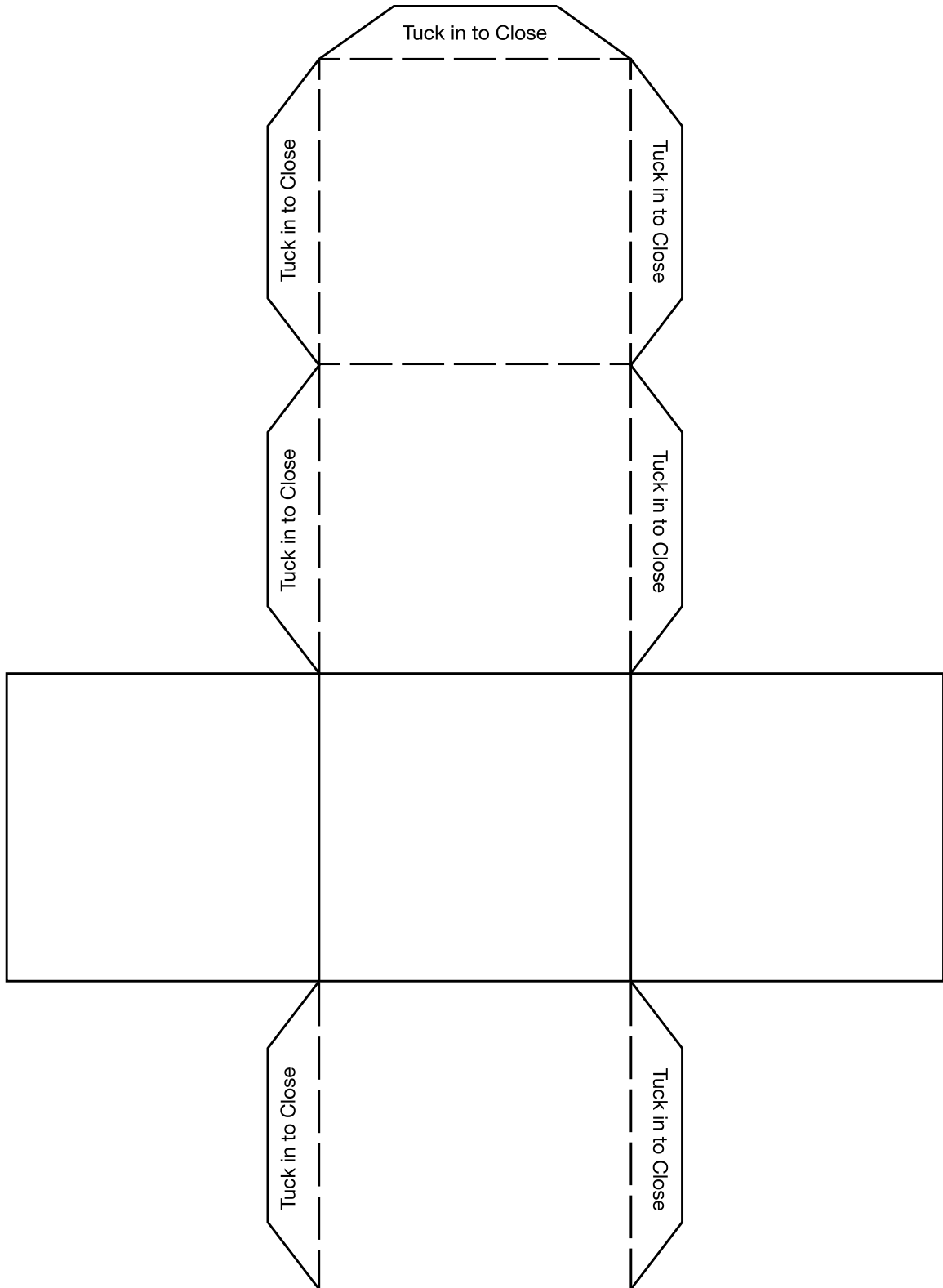
7. Which of the following occupations require post-secondary education?
- a. dental technologist
  - b. forest technician
  - c. accommodation manager
  - d. all of the above
8. What's the average cost for post-secondary tuition per year in Alberta?
- a. \$4,000 - \$9,000
  - b. \$1,000 - \$2,000
  - c. \$200 - \$500
  - d. \$10,000 - \$15,000
9. Most Alberta students and their families pay for post-secondary school using a combination of
- a. dimes, quarters and dollars
  - b. lottery wins
  - c. savings, earnings, scholarships and loans
  - d. good luck and hard work
10. Scholarships for Alberta students attending post-secondary school are awarded for
- a. sports and athletics
  - b. the arts—music, writing, drama and visual art
  - c. heritage and volunteering
  - d. all of the above

## Activity 3.4 - fun(d) factoids answers

- 1) D The boat on the Canadian dime is the Bluenose, a celebrated racing schooner built in Nova Scotia in 1921. In 17 years of racing, no boat, Canadian or American, could beat her.
- 2) B 99. Alberta's minimum hourly wage for most kinds of employment in 2013 was \$9.95.
- 3) T Completing higher education can help you earn between \$180,000 - \$728,000 more than those with only a high school throughout your lifetime.
- 4) T To earn \$1 million making Alberta's minimum wage, it would take you 100,503 hours or 13,400 seven and a half hour days, divided by 250 working days per year, or 53.6 years.
- 5) B In 2014 Alberta's minimum wage was \$10.20.
- 6) F To earn \$1 million making Alberta's average wage, it would take you 40,258 hours or 5,368 seven and a half hour days, divided by 250 working days per year, or 21.5 years.
- 7) D Dental technologists, forest technicians and accommodation managers—all of these occupations require post-secondary education.
- 8) A The average cost for post-secondary tuition per year in Alberta is \$4,000 - \$9,000.
- 9) C Most Alberta students and their families pay for post-secondary school using a combination of savings, earnings, scholarships and loans.
- 10) D Scholarships are awarded to Alberta post-secondary students for sports and athletics, the arts, heritage and culture, academic excellence, volunteering and other achievements.

# Concluding activity

KEEP EXPLORING—KEEPER!





# MY COMMITMENT TO ME!

TWO THINGS I WILL DO TO KEEP EXPLORING

1)

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2)

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TWO THINGS I WILL DO TO KEEP FOCUSED ON MY SCHOOLING

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# RESOURCES IN THIS SERIES

## TEACHER GUIDE

The *Grade 4-6 Planning for Post-Secondary Studies: Teacher Guide* provides background information, lesson ideas and resources for using the Student Guide in your classroom.

## PARENT GUIDE

The *Grade 4-6 Planning for Post-Secondary Studies* series also includes a *Parent Guide*, providing background and ideas that support and enhance classroom activities at home.

## STUDENT GUIDE

The *Grade 4-6 Planning for Post-Secondary Studies: Student Guide* offers students an age-appropriate introduction to career and education planning, aimed at supporting several objectives in the Grades 4, 5 and 6 Health and Wellness Curriculum.

Discovery

THE FUTURE



Exploration

WHO AM I?



WHAT'S OUT THERE?



It's a Big World!



What you will find inside:

- ➔ career and education planning activities for Grades 4, 5 and 6
- ➔ lesson plans with step-by-step prep and procedure
- ➔ information and resources about career and education planning
- ➔ tips for encouraging your students to imagine their future