

CREATING YOUR FUTURE

THEME OF THE DAY MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



CURRICULUM CONNECTIONS

- Health
- Social Studies
- Art
- Language Arts

MATERIALS AND PREPARATION

- Craft Paper
- Paper
- Art Supplies
- Road Template
- Person Template

ACTIVITY: WHEN I GROW UP I WANT TO BE EVERYTHING! (KINDERGARTEN)

TEACHER NOTES (ELABORATIONS)

- Use craft paper to create a straight “road” on which to post student art work, *Me Now* at the beginning of the road and *Me Future* at the end of the road.
- Mount the “road” on the classroom wall.
- Explain to students that, in some ways, growing up is like a journey, and we all change as we travel along the “road” from childhood to adulthood.
- Invite students to create two self-portraits, the first representing themselves as they are right now, the second representing themselves as they imagine they will be as grown-ups.
- Help the students to place their art work on the “road.”
- The students would place their pictures at the beginning, together indicating community, and then at the end of the road their future pictures, reinforcing the same concept.
- To extend, the teacher could, with their students, build a collage of milestones on the road between the pictures. As well, more in-depth art projects can be used for the individual student pictures.

CREATING YOUR FUTURE

THEME OF THE DAY MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- Me Now—Draw a picture of myself right now.
- Me Future—Draw a picture of myself as a grown-up.

ACTIVITY: WHEN I GROW UP I WANT TO BE EVERYTHING! (GRADE ONE)

TEACHER NOTES (ELABORATIONS)

- Use craft paper to create a curved “road” on which to post student art work, *Me Now* at the beginning of the road, significant events on the curve, and *Me Future* at the end of the road.
- Mount the “road” on the classroom wall.
- Explain to students that, in some ways, growing up is like a journey, and we all change as we travel along the “road” from childhood to adulthood. Important events occur on that journey. For example, starting school was a significant event—a milestone—in your journey.
- Invite students to create two self-portraits, the first representing themselves as they are right now, the second representing themselves as they imagine they will be as grown-ups.
- Then ask the students to think of what really significant/important events may occur on their journey toward adulthood—between *Me Now* and *Me Future*. Ask students to create a picture of one significant event that will happen on their journey between now and when they will be grown-ups.
- Help the students to place their art work on the “road.”
- The students would place their pictures at the beginning, together indicating community.
- The middle would be the curve, and this is where students would have to draw or identify a significant event between now and the future. At the end of the road students would place their future pictures, reinforcing the same concept.
- To extend the activity, the teacher could, with their students, build a collage of milestones on the road between the pictures. As well, more in depth art projects can be used for the individual student pictures.

SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- Me Now—Draw a picture of myself right now.
- Me Future—Draw a picture of myself as a grown-up.
- On the Curve—Draw a picture of an important event that will occur in my life between now and when I become a grown-up.

CREATING YOUR FUTURE

THEME OF THE DAY MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



ACTIVITY: WHEN I GROW UP I WANT TO BE EVERYTHING! (GRADE TWO)

TEACHER NOTES

- Use craft paper to create a curved “road” on which to post student art work, *Me Now* at the beginning of the road, significant events on the curve, and *Me Far into the Future* at the end of the road.
- Mount the roadmap timeline on the classroom wall.
- Explain to students that, in some ways, growing up is like a journey, and we all change as we travel along the “road” from childhood to adulthood. Important events occur on that journey.
- Invite students to create two self-portraits, the first representing themselves as they are right now, the second representing themselves as they imagine they will be far into the future (after they have finished school).
- Then ask the students to think of really significant/important events that may take place on their individual journey toward that imagined future—between *Me Now* and *Me Far into the Future*. Ask students to create pictures of two or three of these significant events. Help the students to place their art work on the roadmap.
- As an extension to this activity, students could talk and write about the significant events they have chosen. More articulation of the individual events will be expected than at previous grade levels.

SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- Me Now—Draw a picture of myself right now.
- Me Future—Draw a picture of myself far into the future.
- On the Curve—What will be two or three really important events that will occur in my life between now and far into the future? Why will these events in my life be significant? What can I draw to represent these events?

ACTIVITY: WHEN I GROW UP I WANT TO BE EVERYTHING! (GRADE THREE)

TEACHER NOTES (ELABORATIONS)

- Use craft paper to create a roadmap timeline on which to post student art work, *Me Now* at the beginning of the road, *Me Future* at the end of the road, and Skills (skills students will need to acquire to become their desired/proposed future selves) in between at appropriate places on the roadmap timeline.
- Mount the roadmap timeline on the classroom wall.

CREATING YOUR FUTURE

THEME OF THE DAY MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



- Explain to students that, in some ways, growing up is like a journey, and we all acquire various skills as we travel along the “road” to adulthood. Imagine that we have a big suitcase for our long journey—a *Skills Suitcase*—that gets heavier as we get older and attain more and more skills.
- Invite students to create two self-portraits—the first representing themselves as they are right now, the second representing the future self that they want to become as adults.
- Mount these self-portraits on either end of the roadmap timeline.
- Ask students to think of things they do *now* that will help them become their future selves. (This activity could be individual, small group, or whole class.) Students’ ideas could be captured on chart paper as a brainstorm or debrief activity or depicted in student art work or writing.
- Invite students to think of then to create a list of important skills that they will need to learn to become that future self. (This activity could be individual, paired, or small group.)
- Discuss as a class which are the most important skills to put in their skills suitcases and decide how to represent these skills on the roadmap timeline.
- Complete the roadmap timeline by adding these key skills at appropriate points.

SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- Me Now—Draw a picture of myself right now.
- Me Future—Draw a picture of my future self—the adult I want to become.
- What things am I doing *now* that will help me become the adult I want to be?
- I have lots of skills now, but I will need to learn many more along the road to become the adult I want to be. What are the skills I shall need in *my* skills suitcase to become that future self I want to be?

FORMATIVE ASSESSMENT

- Observations
- Finished product of activity

CREATING YOUR FUTURE

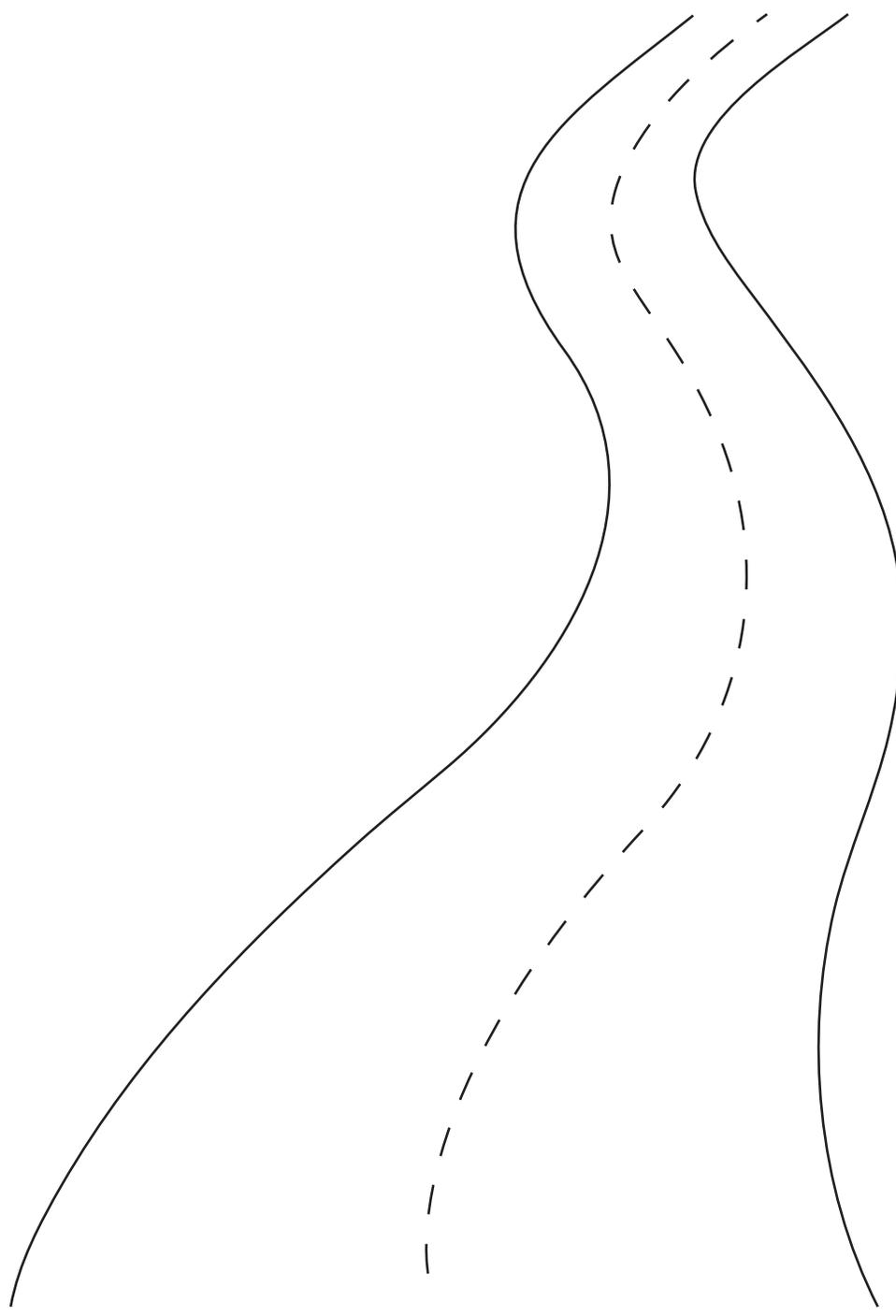
THEME OF THE DAY
MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



ROAD TEMPLATE



CREATING YOUR FUTURE

THEME OF THE DAY
MY PLAN

Grades: Primary / Grades K-2

CREATE YOUR
OWN FUTURE



PERSON TEMPLATE

