CAREER AND COLLEGE DEVELOPMENT

LESSON 6-11 ▲ WHO WILL I BE IN THE FUTURE?

**LEARNING GOALS/OUTCOMES**

* Identify at least five former dreams for their future.
* Identify key influences on future dreams.
* Define a ‘perfect life’ 20 years in the future for work, education, recreation, leisure, volunteer and family.

**MATERIALS NEEDED**

* **Student Handouts:**
* What Am I Going to Be? Worksheet
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students consider the possibilities of having a super power.** On the board, post the following:
* Have you ever wished you had a super power?
* Have you ever wished you were a super hero?
* What would these powers enable you to accomplish?

Give students about 2-3 minutes to think about this. Poll the students by show of hands. Who wants to be invisible? Who wants to be a time traveler? Who wants to have super strength? What could they do if they had those powers?

Ask students to list other dreams of super powers they have. Explain to students that we all have dreams. When we were little, we often had fantastical dreams. As people age, some lose their ability to dream. Tell students today we are going to dream about the kind of life they want when they are adults 20 years from now.

1. **Students identify dreams they had when they were younger**. Ask students to think about themselves when they were five or six years old. What sort of future dreams did they have? Did they want a horse? Were they going to be a fireman? Were they going to live on a boat on a lake? Ask if there are any students willing to share some of their dreams from when they were younger. Ask students to think about their dreams when they were five. What type of job did they think they would have when they were older? What kind of family do they think they’ll have? How did they see themselves helping others? What will they do in their free time or for fun? Lead a general discussion on their dreams as small children.
2. **Student chart their dreams for different ages.** Provide each student with the Handout: *What Am I Going to Be?* Have students write down their dreams when they were five years old for each category. Ask students what their plans are for age 20? Tell them they will be finished high school. Will they be in college? Or working? What will be their major or job? Will they be single or married? Living at home or living on your own? Complete each section for their life at the age of 20.
3. **Student project their dream life 20 years into the future.**  Ask students to imagine their life 20 years from now. Have them close their eyes and picture what they will look like at age 30. How will they dress? What about their hair? What kind of home will they have? What kind of car? Will they be living here, or in a different city? What do they do for a living? How much do they get paid? Do they travel? Are they married and do they have children? How do they spend their spare time? What kind of volunteer work do they do? Ask students to complete the sections for age 30.
4. **Students compare their dream lives to the dreams of other students.** Pair students with one other person. Have them each outline their dream lives as 30 year olds with their partner. Have students change partners one or two more times, each time expressing and hearing about dreams for the future.
5. **Students consider the level of ambition of their dreams.** Writethe following quote from Spiderman (2002) on the board:

*“Forty thousand years of evolution and we've barely even tapped the vastness of human potential.”* (character Norman Osborn, played by Willem Dafoe)

Ask students to write in their journal about their own potential. What life do they dream of for themselves? What can they do in 6th grade to ramp up their efforts and achieve the life they dream of? What obstacles might they face along the way? How are they going to deal with each obstacle they imagine?

**STUDENT PRODUCTS**

* **Completed *What Am I Going to Be? Worksheet***
* **Completed *Journal Page***

**Hobbies & activities**

**Family**

**Free Time**

**Work**

**Helping Others**

**Education**

**Age 30**

**Age 20**

**Age 5**

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LESSON 6-11 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 6-11 | *WHO WILL I BE IN THE FUTURE?***

***Q1:*** How likely is it that you will achieve the life you imagine for yourself 20 years from now?

***Q2:*** List at least three things you can do in 6th grade to make that dream life become a reality.

***Answers:***