** LESSON PLAN (2025)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Career | School: | Uplands Elementary School |
| Date: | Tuesday, February 18, 2025 | Allotted Time: | 35 minutes |
| Topic/Title: | “When I grow up, what will I be?” Exploring future jobs and careers | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson is to introduce kindergarten students to different jobs and careers in a way that is engaging, meaningful, and connected to their own experiences. Students will understand that people work to help the community, learning to appreciate the work people do to help others. Also, they can reflect on their own interests and strengths to explore what they might want to be when they grow up. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| 🗹 COMMUNICATION – Communicating  🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking  🗹 THINKING – Critical Thinking  🗹 THINKING – Reflective Thinking  🗹 PERSONAL AND SOCIAL – Personal Awareness and Responsibility  🗹 PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  🗹 PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**:   * ***Communicating***   *Profile 2: In familiar settings, I communicate with peers and adults.*   * ***Collaborating***   *Profile 2: In familiar situations, I cooperate with others for specific purposes.*  This lesson helps students express their thoughts, listen to others, and engage in discussions in the classroom. Students can share what they know about jobs and listen respectfully to their teacher and peers. They will work together to explore the meaning of the story and different jobs/careers throughout the lesson.  **Thinking**:   * ***Critical Thinking and Reflective Thinking***   *Profile 2: I can use evidence to make simple judgments.*   * ***Creative Thinking***   *Profile 2: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.*  Students are encouraged to develop important thinking skills by reflecting on different careers, analyzing how jobs contribute to the community, and using their imagination to explore their future job possibilities. When sharing their career choices, students can hear about others’ ideas, which may spark new interests or inspire them to pursue different jobs or combine them.  **Personal and Social**:   * ***Personal Awareness & Responsibility*** |
|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.*   * ***Positive Personal and Cultural Identity***   *Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.*   * ***Social Awareness and Responsibility***   *Profile 1: I can be aware of others and my surroundings.*  Through the lesson, students can develop a positive sense of self, social awareness, and an appreciation for different roles in their community. They can express their feelings and preferences through their class discussions. As they share their future career ideas and complete their drawings, they will feel excited, proud and have a sense of achievement.  Students can feel connected with their family and community when they recognize the jobs their family members or community members do. They understand that every job contributes to community, reminding them to appreciate workers/helpers around them.  As students see the value in all careers, develop their future dream jobs, they learn about their ability and responsibilities to their own lives and communities. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| 🗹 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  🗹 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  🗹 Learning involves recognizing the consequences of one's actions.  🗹 Learning involves generational roles and responsibilities.  🗹 Learning recognizes the role of Indigenous knowledge.  🗹 Learning is embedded in memory, history, and story.  🗹 Learning involves patience and time.  🗹 Learning requires exploration of one's identity.  🗖 Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * The lesson promotes holistic learning experiences by engaging students in activities like thinking about their dreams, making judgments, reflecting on their career choices, discussing with their peers, and a coloring activity. * Through this lesson, students will learn about the importance of community roles and how they contribute to the function of a community. Students will explore the interconnectedness of people and appreciate their contribution to the community. * Students learn that people can have different valuable talents and abilities. People are unique, reflecting the diverse perspectives valued by Indigenous Peoples. * The lesson showcases the importance of passing knowledge from generation to generation. While discussing various careers, students understand that the work of today can affect future generations, leading them to recognizing their responsibilities within families or communities. * The story *What Will You be?* is used to guide discussions, showing the importance of stories in teaching and learning. * Teaching about future careers requires students and teachers to reflect, be patient as it takes time for students to explore, understand their own strength and preferences. * This lesson is inclusive of a wide variety of careers, demonstrating respect for the diverse talents, interests, and roles in a community. By introducing students to different professions, the lesson shows that all roles are valuable, regardless of their nature or scope. * This lesson can encourage personal expression, develop students' self-confidence, making them feel included and supported in their learning and growing. This leads to the exploration of identity. |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Students are expected to understand:   * Confidence develops through the process of self-discovery. * Communities include many different roles requiring many different skills.   This lesson allows students to think about their interests, strengths, and future possibilities. Through listening to the story *What Will You Be?* and discussing different jobs and careers, students can consider what they enjoy and what they might want to do when they grow up, helping them build confidence. They will also learn that many different jobs contribute to the function and development of a community, and each one is equally important. They appreciate the contribution of different roles in a community. Given that, students will start to see themselves as valuable members with their own strengths and skills to contribute to their community. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Identify and appreciate their personal attributes, skills, interests, and accomplishments * Share ideas, information, personal feelings, and knowledge with others * Work respectfully and constructively with others to achieve common goals * Recognize the importance of learning in their lives and future careers * Set and achieve realistic learning goals for themselves * Identify and appreciate the roles and responsibilities of people in their schools, families, and communities * Recognize the basic skills required in a variety of jobs in the community | **Personal Development**   * [goal-setting strategies](https://curriculum.gov.bc.ca/curriculum/career-education/k/core#;) * [risk taking](https://curriculum.gov.bc.ca/curriculum/career-education/k/core#;) and its role in self-exploration   **Connections to Community**   * roles and responsibilities at home, at school, and in the local community * jobs in the local community |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| **Formative Assessment**   * Student participation in discussions * Students’ ability to express personal preferences and interests * Students’ ability to express their career through drawing and explain why it is meaningful to them |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| * Classroom management: review rules for good listening. Remind students to take turns when sharing, be patient, respect your friends, and raise hands if you want to share something. * Use colorful pictures of various jobs to make abstract concepts more concrete. Encourage students to draw their career choice. * For slow learners: use visual aids like job cards or pictures, provide pre-made coloring pages for the coloring activity. Use sentence starters like “I want to be a … because … ” to help with responses. * For advanced students: encourage students to draw their career choice. Challenge them with advanced questions: What skills or tools would you need to do this job? |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * *What Will You Be?* by Yamile Saied Méndez * A sharing tool * Job picture cards * Coloring sheets with different careers * Crayons, and markers |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | * Gather students on the carpet * Introduction: We read the book *When I get bigger* in the morning. Our friend in the story could do so many new things when he grew up. But have you ever wondered about what you would like to do when you grow up? Today we will explore jobs and careers that we can have in the future when you become a grown-up. * Using questions as a hook: * What do you think a job is? * Why do people have jobs? * What jobs do you know about? | 5 minutes |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | **Read aloud (8 minutes)**   * Read *What Will You Be?* by Yamile Saied Méndez * Ask before reading: Look at the cover—what do you think this book is about? * Discussion questions during the story: * What kinds of things does the grandmother tell the girl that she can be? * How do you think she feels when their grandmother encourages her? * What do you dream of becoming when you grow up? Why? * Summarize that the book encourages us to think about our own dreams, strengths, and the importance of encouragement from loved ones to follow their dreams.   **Discussion about jobs and careers (10 minutes)**   * Explain that when we have a dream and know our strengths, we can find a job that we enjoy doing it. Also, these jobs could help our community. We will learn about community helpers and careers. For example, teachers help us learn. Doctors keep us healthy. * Show job picture cards or props, and have students guess what job they represent. * Ask: Do you know where they work? What do you think that we need to prepare for these jobs and careers? Do we need to go to school? Do we need to have a kind heart? Do we need to be friendly? Do they need to work hard? * Ask: “What do you want to be when you grow up?” and record answers. Students will share their dream jobs. * Provide support to students if needed.   **Coloring activity (7 minutes)**   * Ask students to return to their seats and choose a coloring activity. They can either color a pre-made page featuring different jobs and careers or draw their own picture of what they want to be in the future. * Provide a variety of career-themed coloring pages. * Ask students to use at least three different colors in their artwork. * Circulate the classroom, give encouragement and support if needed. | 25 minutes |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | * Recap the lesson: reinforce that every job is important and helps people. * Praise students for their participation in the class discussion and their hard work through the lesson. * Reaffirm: You can be anything you want to be when you grow up! * Encourage students to share their drawings and explain their chosen job to their grown-ups. | 5 minutes |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| * **What went well in the lesson** * The students were excited talking about their future dreams. They took turns sharing and listened to their peers’ ideas with respect. * I used the engaging story *What Will You Be?* to encourage the students to think about their dream jobs/careers. * I explained to the students that they are unique and special. I reaffirmed that they could do anything that they want when they grow up, helping them build a growth mindset. * The students explored different types of jobs, showing respect to community helpers. * The sentence starter “I want to be a … because … ” helped the students explain their reasons for choosing a specific job. * I used my personal sharing rock (a gift from my son with the message *Never give up*) to motivate the students to share their dreams and follow it. * **What would you revise if you taught the lesson again** * I would hold some students to my classroom expectations because some were still distracted at times. * I should mention all the jobs for the coloring activity, which helps some students easily choose their favorite job. * **How do the lesson and learners inform you about necessary next steps?**   I will talk more with a couple of students who could not decide on their dream job. I will ask C. to clarify his idea through his drawing.   * **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?** * I understand that learning about different jobs/careers helps students develop their ideas about their future. It could set them up for future success as I value the success of all students. * I highlighted the importance of respecting community helpers, helping the students to become good citizens. * I discussed with my coaching teacher and took her suggestions to make my lesson better, indicating my intention to keep learning and attempts to improve my teaching practice. * **If this lesson is being observed, do you have a specific observation focus in mind** * I will try to maintain great classroom management. * I will focus on providing encouragement to students, reminding them that they can choose any job. |

**An example of job cards**



**Picture of One student’s coloring page**

**A drawing of a child

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