



– FIND YOUR FUTURE –

PREPARING FOR THE FUTURE BY KATIE MILLER

Students will assess their strengths and interests, and consider how these change over time. Then students will create a realistic resume for a future career.

In partnership with education nonprofit DonorsChoose, we reached out to educators who teach in historically underfunded schools to write a lesson using [Your Job](#). Katie Miller, a middle school language arts teacher, developed the lesson below to help students consider how the past and the present can influence their future. We've selected this lesson as one of the top three teacher-created lessons.

Grade Levels: 6–8

Note: Lessons are designed to support multiple grade levels. Adjust to meet the needs of your students.

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.W.4
CCSS.ELA-LITERACY.CCRA.W.5
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.4

CASEL

Self-Awareness

21st-Century Skills Focus

Creativity, Information Literacy, Flexibility

Essential Questions

1. How have I changed over time?
2. Where do I see myself in the future?
3. How can I prepare for my future?

Materials

Notebook or Google Doc for taking notes, Internet-accessible devices, sample resumes, copies of [“Making A Change”](#) article.

INSTRUCTIONAL PLAN

Day 1

- To prepare students for today's task, tell them they'll envision themselves at different stages of their lives. Have them close their eyes. Ask them to imagine traveling back to when they were in kindergarten. Have them picture the clothes they wore, the people they were closest with, and what they liked to do. Have them think about the following questions:
 - How would you describe yourself at this moment?
 - What were you interested in?
 - What goals did you have for yourself when you got older?
- If necessary, have students jot down their thoughts to keep track. Continue "time traveling" by repeating these questions for different stages of their lives.
- Have students open their eyes. Ask: How would you answer each of those questions now? Have students review their responses to the activity. Then ask volunteers what has changed over time, and why. Ask them what has remained the same.
- Tell students that over the next couple days, they'll explore their strengths and interests, and some careers that might resonate with them, now and in the future. Have them visit timeforkids.com/your-hot-job to complete the skills explorer. Model this assessment for them, if necessary. After they complete the assessment, have them write down their four "You are" traits and their career suggestions.

Day 2

- Have students return to their notes and compare their Skills Explorer results with the notes they took about themselves in the time-travel activity. Ask them to identify one career from the Skills Explorer that they would most enjoy in the future. Pair up students to discuss their choice and how it relates to, or differs from, their past interests. Why do they think this job might be a good fit for them?
- Bring the class back together. Tell students they'll be creating a mock resume for the job they chose. Provide each student with a model resume to analyze. (You should have at least three different samples.) Ask them to identify the elements of a resume. Then put students in groups. Each group should have all three resume samples. Have students compare what they found and come to a consensus of what should be included in a resume.
- Give students time to brainstorm and write down the things they'd include on a resume for their selected career. These things might be experiences or volunteer activities, or activities they might pursue in the future.

Day 3

- Tell students they'll be putting their work from the past several lessons together into a resume. You might provide resume samples from each of the different industries on the [Your🔥Job](https://YourJob.com) site. Some students might also benefit from having a template to use. In creating their resume, they might include dates for activities they're planning to reach their career goal (e.g., for a veterinarian, a student might put "Intern at vet's office, summer 2030").
- Once students have worked on their resumes, conduct a writing workshop where students can

your job

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partner up to revise one another's resumes. This will allow time for students to clean their resumes up for a final draft, and to borrow ideas from their classmates.

Closing

- After students have turned in the final draft of their resume, lead them in a final time-travel moment. Ask them to close their eyes. This time, ask them to visualize growing older and moving forward in time, two years, four years, leaving high school and becoming adults. Ask them to see themselves in their future job:
 - What are they doing?
 - What jobs that connect to their interests and strengths are they working towards?
 - Are they attaining the goals they set for themselves?
- Have a class discussion about how it felt to participate in these lessons, and why students think these lessons were important.



HOME/SCHOOL CONNECTION

Remind students that changing their mind over time is okay, and that it might be expected. Provide them with a copy of “Making a Change” at ti.me/careerchange. Have them read it with their families. Ask them to discuss how their families' career choices have changed or remained the same over the years, and why.