



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) My Dream Job	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> Career Connected Learning Literacy Integrated 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)		
<ol style="list-style-type: none"> Writing: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> Explore the world of work in an imaginative way. Identify a job that relates to something he/she enjoys doing. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> My Dream Job Worksheet (attachment) Pencils Coloring Tools Optional: <i>When I Grow Up</i> by Jon Hales (https://www.amazon.com/dp/1791796338/ref=sspa_dk_detail_1?psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmZW5jcnlwdGVkSWO9QTazMzcXNjg4Slo1Nk8zRkwxS1gmZW5jcnlwdGVkQWRJZD1BMDE0NTI3OTJRSVBCNjQ2RzNOWFgmd2lkZ2V0TmFtZT1zcF9kZXRhaWwmYWN0aW9uPWNsaWNRUmVkaXJlY3QmZG9Ob3RMb2dDbGljaz10cnVl) 		

PART ONE:

INTRO TO REFLECT

SAY: Today we're going to look into our future and plan out our dream jobs!

ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- Have you ever thought of what job they would do if they could do anything? [Encourage them to let their imaginations run wild! Jobs can be ones that already exist, or they could be fantasy - made-up jobs that relate to something the youth enjoy doing].

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PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Optional Opening Activity: Read **When I Grow Up** by Jon Hales. Ask questions including: *What was your favorite part? What was funny to you? Etc.*
2. Pass out photocopies of *My Dream Job* Worksheet and discuss each box. Encourage youth to follow the arrows and be creative with their coloring, descriptions, etc.
 - a. **Name:** Write your full name! Be creative!
 - b. **What would you like to be?:** Write the title of your dream job. Is it a made-up job? Give it a title!
 - c. **Why?:** Why is this your dream job? What draws you to that job? What skills do you have for that job?
 - d. **What is your dream job like?** Describe your dream job! What do you think it'd be like?
 - e. **Why?:** Why do you think your job will be like that? How do you know?
 - f. **What will you have to do?:** What type of plan do you need to make your dream job come true? Will you need to go to college? Trade school? Complete high school? Work hard?
3. Have youth draw a picture of themselves doing their dream job.

My Dream Job

Name	What will you have to do?	Why?
What would you like to be?	Why?	What is your dream job like?

What key skills will I need to be prepared to model or teach?

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ASK DURING (open-ended questions for during activity)

- What are some skills you have that will be helpful for your future?
- What is a job you think would be super cool, but wouldn't want to do? Why?
- What do you think the worst job is? Why do you have that opinion?

SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)

Choices (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

PART THREE:

REFLECT

- Discuss all the jobs that youth come up with. Give youth time to share their creations and talk about their dream job.
- Say: besides your own dream job, give a shout out to another person about their dream job. Did you find it unique? Challenging? Surprising?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email