

Grade 9-12: PREDICTING SUCCESS

Students predict their futures and use the Dream Job Matrix to explore the relationship between lifestyle choices, and personal and career goals.

CURRICULUM CONNECTIONS

Related Outcomes

This lesson will contribute to the student's ability to

- articulate and distinguish between career, personal, and education goals;
- assess career goals based on personal goals and lifestyle preferences;
- develop a personal education and career plan to support the achievement of education and career goals.

Related Coursework

This lesson works well in classes studying

- careers related to mathematics, sciences, and environmental studies;
- personal, education, and career goal setting;
- lifestyles and healthy choices;
- self-awareness.

PREPARATION

Learning Objectives

During this lesson, students will

- explore lifestyle choices and personal goals by completing the *Predicting Success* worksheet;
- investigate three potential careers using the *Dream Job Matrix*;
- assess their dream job based on their stated personal goals and lifestyle choices;
- complete the *Goal Setting* worksheet based on their completed *Dream Job Matrix*.

Total Time 60 minutes

Material Required

- Previously completed *Pathfinder* worksheet (one per student)
- *Dream Job Matrix* from the Build My Career section of the Aboriginal EnviroCareers website/CD-ROM (one per student)
- Computer lab with access to Aboriginal EnviroCareers website/CD-ROM for each student
- *Predicting Success* handout, master provided (one per student)
- *Goal Setting* worksheet from the Build My Career section of the Aboriginal EnviroCareers website/CD-ROM (one per student)

DELIVERY



TIME

15 minutes



PROCESS

1. **Introduction: Predicting the Future**
(*Discussion and Forecasting*)
 - 1.1 Ask students: "What would you see if you were given a crystal ball to see your future ten years from now? Five years from now? Two years from now?"
 - 1.2 Explain: "Setting career goals is about more than just the kind of job you would like to have. Your career goals also depend on your personal goals and desired lifestyle. For example, personal goals could include having a big family or travelling throughout the country." Ask students to provide examples of other personal goals or lifestyle choices.



TEACHER'S NOTES

- 1.1 Guide students toward the idea of goal setting by encouraging them to think about what they might do in two years and five years to ensure their ten-year goals come true.
- 2.3 To log on to the Aboriginal EnviroCareers website, go to: www.beahr.com/aec



30 minutes



- 1.3 Distribute the *Predicting Success* handout to each student and introduce the activity: "Summarize your own personal goals and desired lifestyle by describing the future you envision for yourself using the *Predicting Success* handout."
- 1.4 Complete the *Predicting Success* handout and invite students to share their results.

2. Main Activity: Investigating Environmental Occupations
(*Independent Work Using Computers*)

- 2.1 Ask students to refer to their completed *Pathfinder* worksheets and distribute the *Dream Job Matrix*.
- 2.2 Explain: "Using the *Dream Job Matrix*, you're going to investigate each of your Top 3 Aboriginal EnviroCareers Paths to see which one gets you closest to fulfilling the future you predicted for yourself."
- 2.3 Review the *Dream Job Matrix* instructions. Direct students to the Aboriginal EnviroCareers website/CD-ROM and have them complete the *Dream Job Matrix*. Allow approximately 25 minutes to complete this task.
- 2.4 Direct students to compare the results of their *Dream Job Matrix* with their personal goals and lifestyle choices from the *Predicting Success* handout.

15 minutes

3. Closure and Evaluation: Comparing Career and Personal Goals
(*Discussion and Independent Study*)

- 3.1 Debrief the activity by discussing the following
 - a. "What is your dream job according to the *Dream Job Matrix*?"
 - b. "According to your research, will your dream job make your future come true? Which personal goals and lifestyle choices will your dream job help you achieve?"
 - c. "Which personal goals or lifestyle choices did your findings make you reconsider? Why?"
 - d. "What actions will you need to take to achieve your dream job and lifestyle?"
- 3.2 Follow up activity: Students can complete the *Goal Setting* worksheet based on their identified dream jobs and *Predicting Success* summaries either as homework or as subsequent class work.



Evaluation Considerations

Did students

- complete the required handouts accurately and thoroughly;
- envision and articulate their desired personal goals and lifestyle choices;
- assess their dream jobs based on the personal goals and lifestyle choices they identified;



SUGGESTIONS FOR ADAPTATION

- For Grade 11 and 12 students, rather than completing the *Predicting Success* worksheet, have students summarize their personal goals and lifestyle choices by writing a newspaper article or interview about their future self.



PREDICTING SUCCESS: WHAT DOES YOUR FUTURE HOLD?

Close your eyes. Imagine yourself two to five years from now. What is your future life like?

Map out your future by describing your personal goals and lifestyle choices in each of the following sections.

Dream big, but be realistic about what your goals really are.

MY LOCATION AND HOME

I will live in a:

- City
- Remote community
- Rural area
- Small town

I will live in

(City/Town/Community)

(Province/Territory)

(Country)

My home will be a

_____ I own/rent for \$_____ per month.

My home will be in

(area or neighbourhood)

In my driveway will be a:

My vehicle or mode of transportation is

- Public, i.e. the bus
- Owned
 - What type? _____
- Leased
 - What type? _____

MY WORK

I will work

- In an office
- From home
- Outdoors
- In a laboratory
- In the field

I will work for

- Myself (self-employed)
- A small private company
- A large corporation
- A non-profit organization
- A local, provincial/territorial or federal government

My work will be

- Academic
- Creative
- Scientific
- Technical
- Independent
- Socially or culturally oriented
- People oriented

MY PERSONAL LIFE

I have _____ hours of leisure time per week

On my own time I will

- Play sports such as:
- Do my favourite hobby which is:
- Participate in recreational and social activities such as:
- Participate in cultural and/or spiritual activities such as:
- Other:

My most prized personal possession will be _____

MY RELATIONSHIPS & FAMILY

I see myself being

- Single
- Married
- In a relationship but not married

I see myself having

- Children
 - How many? _____
- Pets
 - How many? _____
 - What kind? _____

MY LIFESTYLE

I will get up for work at

_____ a.m./p.m.

To work I will wear

- Uniform
- Casual clothes
- Business suit

My work day will be _____ hours long.

My work day will end at _____ o'clock.

My day/days off will be _____ (day/days of the week)

I will spend my day off _____.

I will spend my day off with _____.