

**Lesson Plan: Who Do You Want to Be?**

**Grades 3–5**
**Created in collaboration with:** Tarah Gauvin (ASD-W)

**Overview**

Is it too early for students to know who they want to be when they grow up? Maybe—but it’s never too early to start exploring!

This lesson helps students make meaningful connections between their interests, passions, and emerging skills and real-world careers. Using interactive discussion, peer collaboration, and creative expression, students develop self-awareness and curiosity about future possibilities.

| **UDL Principle** | **How It’s Embedded** |
| --- | --- |
| **Multiple Means of Engagement** | Student choice, peer collaboration, flexible participation formats |
| **Multiple Means of Representation** | Read-alouds, visual Canva slides, graphic organizers, scaffolded questions |
| **Multiple Means of Action & Expression** | Presentation format choice (poster, video, pamphlet, etc.), written, oral, and visual options |

**NB Curricular Connections**

**NB Career Education Framework**

* Grades 3–5: Developing an informed career pathway plan
* Grades 3–5: Understanding that global competencies will help me achieve my preferred future

**English Language Arts**

* Grade 3: Interactions: Expression – Describe and discuss thoughts, feelings, experiences, ideas, and opinions.
* Grade 4 & Grade 5: Interactions: Expression - Express and discuss thoughts, feelings, experiences, ideas, and opinions, and consider those of their peers.
* Grades 3 to 5: Reading: Reading Comprehension - Connect and respond personally and critically to text.
* Grade 3: Representations: Composition – Organize ideas and create written and media texts.
* Grade 4 & Grade 5: Representations: Composition – Organize ideas and create written and media texts collaboratively and individually.

**Personal Wellness**

* Career Pathways and Conversations: Career Connected Learning

**What You’ll Need**

* **Canva Presentation**: *Who Do You Want to Be?*
* **Read-Aloud Books**:
	+ *Who Do I Want to Become?* by Rumeet Billan
	+ *Maybe* by Kobi Yamada
* **Activity Sheets**:
	+ Activity #1 – Peer Web Organizer
	+ Activity #2 – Possibilities Chart
	+ Activity #3 – Career Exploration Project Template
* **Optional**:
	+ [www.nbjobs.ca](http://www.nbjobs.ca) – Job Facts and Snapshots (printable for easier access)
	+ Centers of Excellence Speaker Series (videos)

**Instructions**

**Slide 1: Introduction**

* Display title slide.
* Share today’s big question: “Who do you want to be?”

**Slide 2: Learning Goals**

* Introduce “I can” statements from the Career Education Framework.
* Ask students to put a thumbs up/down/sideways to reflect on how confident they feel about each.

**Slide 3: Think–Pair–Share**

* **Whole-class question**: What does the question “Who do you want to be?” mean to you?
* Students turn and talk with a partner, then share back to the group.

**Slide 4: Read-Aloud #1 – *Who Do I Want to Become?***

* **Before reading**: Invite students to share what they want to be when they grow up and why.
* **During reading**: Pause and prompt:
	+ How is Dylan feeling?
	+ What do you think he’ll do next?
* **After reading**: Discuss:
	+ How did Dylan respond to the question?
	+ Who helped him, and how?

**Slide 5: Class Discussion**

* Why does *who* we are matter when making future plans?
* How do our interests and passions shape our choices?

**Slide 6: Exploring Jamie’s Interests**

* Analyze cousin Jamie from the book—make a list of interests/strengths that connect to Jamie’s career ideas.

**Slides 7–8: Peer Interview Web (Activity #1)**

* Students rotate partners, filling in:
	+ Circles: Partner’s name
	+ Rectangles: WHO they want to become (helper, protector, innovator, etc.)
	+ Pentagons: Suggested career ideas
* **UDL Tip**: Provide sentence starters and visuals for career types (e.g., “You might be a \_\_ because you like \_\_\_.”)
* Regroup and share ideas as a class.

**Slide 9: Read-Aloud #2 – *Maybe***

* **Before reading**: Predict what the story might be about from the cover.
* **During**: Pause to ask:
	+ What do you notice?
* **After**:
	+ What possibilities were mentioned?
	+ What advice or truths did the book share?

**Slide 10: Possibility Chart (Activity #2)**

* Students complete a table with:
	+ Possibilities
	+ Examples of why they chose them
	+ How often they do them (coded by colour)
* Provide sentence starters and model filling out one example together.

**Slide 11: Final Project Launch (Activity #3)**

* **Goal**: Research and reflect on a career that connects with your interests.
* **Steps**:
	1. List 3–5 careers that fit with your interests.
	2. Choose 1 to explore deeply.
	3. Explain how the career fits with you (3–5 reasons).
	4. Identify 3–5 things you’ll need to learn to succeed.
	5. Explain 1-2 ideas about how you could start building these skills now
* Use printable template and safe websites with help from teacher for research:
	1. 2025 Careers in Demand in NB - [P16-24136 CID (E).pdf](NBjobs%20Careers%20in%20Demand)
	2. [Centers of Excellence NB](https://centresofexcellencenb.ca)
	3. [NB Jobs](https://www.nbjobs.ca)

**Slide 12-14: Researching Your Career**

* Educators should use their discretion and scaffold learning for students as they compile research about the career of their choice.
* Use the examples on the slides to show that the NBjobs site has videos and “snapshots” with information
* Suggestions:
	+ Explain to learners that in the next 10 years there are going to be many job openings in New Brunswick, especially in sectors like health, social care, energy, technology, cybersecurity, skilled trades, manufacturing, entrepreneurship, and education.
	+ Try to use New Brunswick sources (like nbjobs.ca)
	+ Print “Snapshots” from the NBjobs site (under “occupational profiles”) that students can use to browse, and the 2025 Careers in Demand document in really helpful as well ([click here](https://www.nbjobs.ca/sites/default/files/2025-05/Careers_in_Demand.pdf)).
	+ Work with students in small groups to help gather information that is accurate and useful
	+ Suggest that students enlist the help of families and guardians, or potentially have a short conversation with someone working in the field of their choice (extension idea)
	+ The Centres of Excellence website has career profiles and speaker series videos that are designed for high school learners but may be useful for educators to use as the are helping students think about the multitude of career pathways available in New Brunswick.

**Slide 15: Sharing Your Project**

* **Student choice** on how to demonstrate learning (Canva, video, poster, book, etc.)
* Students will have the option to share their findings with the class
* Encourage creativity but ensure required info is present

**Slide 16: Criteria**

* Share student checklist
* Consider co-constructing assessment criteria with students (“How will we know when we have been successful?”) and providing an opportunity for students to self-assess using this criteria, gather feedback from teacher and peers, and revise their work.

**Extension Ideas**

* **Career Fair**: Invite other classes or families to view student projects.
* **Guest Speakers**: Community members share about their jobs, passions, and required skills.

**Reflection Activities**

* **Self-Reflection**: What did you do well? What would you change and why?
* **Peer Reflection Journal**:
	+ Choose 3 presentations you enjoyed and explain why.
	+ Include what was presented, how, and what the presenter did well.

**Differentiation Tips (UDL Supports)**

| **Student Need** | **Suggested Support** |
| --- | --- |
| Struggling readers | Audio versions or read-aloud support |
| Limited writing ability | Use of graphic organizers, sentence starters, voice-to-text tools, scribe |
| ELL or language learners | Visual aids, vocabulary cards, partner work |
| Advanced learners | Encourage deeper research, explore multiple career options |
| Sensory needs | Flexible seating, movement breaks during rotation |