DESIGN YOUR FUTURE

Explore sneaker design, video-game production, and more, as you dream up the job that’s just right for you.

DEAR EDUCATOR,

As you read this letter in your classroom (or on your couch, while planning the days and weeks ahead), take a moment to reflect on how you got to this point in your career. My career as an educator was no walk in the park. I got off to a rocky start when I had to decide what I was going to school for, and I met with plenty of setbacks after that. As I look back at my upbringing and education, I realize that there was no discussion of any career opportunities that were organic to who I was. Do you feel you were destined to be a teacher? Is teaching a second career after a first career failed to spark joy? Or did you just fall into it?

Whatever your path, you’ll understand why this product is so important. It presents an opportunity to introduce the topic of career exploration before students enter high school and need to make pivotal decisions about what to do next. It’s a chance for them to find answers to the recurring question “Why does this matter?” and to start making connections to the real world. Most valuably, it’s a way for students to identify their strengths and interests, and to answer the haunting question “What do you want to be when you grow up?”

As you engage with Your Job, tag us in your social posts! We look forward to hearing about conversations that happen in your classroom and beyond.

Stacy Bien,
Head of Curriculum and Digital, TIME for Kids

QUICK TIPS

1. Take a test drive. One of the best ways to get to know a new product is to try it out. Take 15 minutes to explore Your Job at timeforkids.com/your-hot-job.

2. Plan it out. Inside this guide is a two-day lesson plan. Read through the lessons and map out where they fit into your schedule and what modifications you might need to make.

3. Connect at home. Conversations about career pathways are just as important at home as they are in the classroom. Make copies of the family letter on page 4 of this guide to send home with students.

Email the editors: tfkteachers@time.com
DAY 1: GETTING STUDENTS THINKING ABOUT CAREER OPTIONS

**Learning objective:** Students will explore how their unique skill combinations can shape their future.

**Essential question:** How can my unique mix of skills and interests shape my career goals?

**INTRODUCTION**

Ask students to think about what they want to be when they grow up. Then give them the worksheet “Possible Pathways,” on page 3 of this guide. They can record their reaction to that question in the worksheet’s “Career Confidence” section. Have volunteers share their responses and reasons with the class.

Tell the class that in these lessons, students will be analyzing their skill sets and learning about careers that might be of interest to them. Start by having them flip their worksheet over to make a list of their interests. Encourage them to vary the list as much as possible. Once they've done that, have them connect their interests to their strengths. For example, if an interest is “hanging out with friends,” maybe their strength is working with others.

**WHOLE GROUP/SMALL GROUP**

Have students in small groups discuss their charts. Give each member time to share at least one interest/strength. Ask peers to provide ideas and feedback about their classmates’ strengths. Is there something a student didn’t think of about himself or herself?

Bring the class together and read the article “Go Your Own Way,” on page 2 of the magazine, aloud. Point out where Terina Allen says she was sometimes scared, worried, overwhelmed, and courageous. Explain that all these feelings are okay, and that students will be getting some tools to give them confidence in their career paths.

**CLOSING**

Tell students that on pages 2–3 of the magazine, they’ll be reading about sneaker design and video-game production. When they're done, have them choose Cheresse Thornhill-Goldson, Andy Agostini, or Clint Oldenburg and answer the following questions: What was your chosen person’s interest? What were some of his or her strengths? How did this lead to a dream career? What connections can you draw between yourself and the person in the article?

DAY 2: GETTING STARTED ON YOUR 🏆JOB

**Learning objective:** Students will explore different career paths and identify which ones interest them most.

**Essential question:** What careers are available to someone like me? Which careers excite me?

**INTRODUCTION**

Tell students that today, they'll have a chance to use the Your 🏆Job platform to learn more about career options that are available to them. Ask whether they think a platform like this is important. Remind them that Cheresse Thornhill-Goldson didn’t know designing sneakers was a career until she was in high school, and that when Andy Agostini was a kid, “video games were sort of starting up.” So the platform will expose students to careers they might never have thought of, including careers of the future that don’t yet exist.

**INDEPENDENT WORK**

Have students go to ti.me/skills to complete the Skills Explorer. Then direct their attention to the career “trading cards” on their results page. Have them flip through these to learn about some careers. Then, on their “Possible Pathways” worksheet, under “My Trading Card Collection,” have them list three careers that excite them. Give them time to explore their results and the site.

**CLOSING**

Bring the class back together. Ask volunteers what they learned while exploring the site. Then have them independently reflect on the following: How did your Skills Explorer results align with the strengths and interests you identified on day 1? Do you feel differently now in response to the question “What do you want to be when you grow up?”
POSSIBLE PATHWAYS

Use the space below to indicate how you feel when you’re asked “What do you want to be when you grow up?” Then fill in the trading cards using information from Your Job.

Career Confidence

When people ask what I want to be when I grow up, I feel…

- Pumped
- Lost
- Chill
- Indifferent
- Overwhelmed

My Trading Card Collection

Jobs I am most excited about…

| Job: __________________________ |
| Salary: ______________________ |
| Job growth rate: ______________ |
| Subjects you should study: ______________________ |

This job excites me because: ______________________

This job connects to my strengths and/or interests because: ______________________

Try It! Click on the “Take me to my feed” button from your Skills Explorer results and choose at least one article to read.
DEAR FAMILIES,

When I was still a child, I started thinking about the kind of life and career I wanted. I knew I didn’t want to be ordinary, I knew I didn’t want to be bored, and I knew I didn’t want to be boring. Sometimes, I was courageous. Sometimes, I was just plain scared. Your children might have days where they feel scared too. They might feel scared that they’ll fail. They might even worry about what will happen if they succeed.

Children won’t be able to control many things that happen in life. But they can control themselves and manage their own career paths. They can make choices today that will help them live a life that makes them happy and proud.

Terina Allen
Career Development Expert

SPARKING CONVERSATIONS

● Imagine what is next. These are exciting times for kids who are beginning to discover the world of work. Traditional jobs are evolving quickly to meet the needs of our world, and new occupations are created every day. Many tweens and teens will hold jobs we can’t even imagine. Preparing them to pursue emerging career paths can be daunting, but it can also be an adventure. Give students the tools and confidence they need to follow their dreams today, and they’ll be ready to tackle the challenges of tomorrow. Have your child dream up a job that he or she would love to do but that doesn’t yet exist. What would the job entail? Why would the child be good at it? What skills would he or she need to develop? Is there a way to start working on those skills now?

● Define success. Success means different things to different people. For some, helping others is an important gauge of a successful career. For others, creative freedom or entrepreneurship might be a top priority. And some people feel successful in a job at which they’re always learning. Coming up with your own definition of success is key to getting what you want. Invite your teen or tween to picture a happy, fulfilling life 20 years from now. What’s it like? What will make him or her excited to go to work every day?

● Set a goal. A goal is a dream with a deadline. And while achieving a dream can feel overwhelming, it’s much easier if you take it one piece at a time. All of the people featured in Your Job have a story to tell about finding their perfect job. And as sports statistician Gil Bransford says, sometimes the path to a dream isn’t a straight line. But every journey starts with taking just one step forward. Come up with one big goal for this year. Then think of two smaller goals that could help you on your way to that larger goal. What do you need to achieve them? Who can help?