



Be What You Want to Be

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to discover their own bias.

Learning Outcome: PP.D2.S3.LO1 Recognize that jobs and family roles are not gender-specific

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: PP.D3.S4.LO1 Show understanding of words, phrases, short texts, and make associations with images/objects

Sustainable Development Goals: 4: Quality Education, 5: Gender Equality

Part 1 (10 min)

A. Draw students' attention to the first picture in the left-hand column. Point and say *scientist*. Have the students point and repeat, too. Then ask the students to find a picture of another scientist on the right. Have them draw a line to match the two pictures. Then ask *Who wants to be a scientist?* Have students raise their hands if they would like to be a scientist. Repeat with the other pictures, asking students to use different colored lines to match the pictures of the same jobs. Ask *Who wants to be a (name of job)?* each time. Allow students to raise their hands for as many jobs as they like. Preschoolers may want to be many things! When they finish, explain to the students that they can be whatever they want to be. All jobs are for everyone. Have students say other professions they would like to be (for example: doctor, vet, police officer, firefighter, etc.).

Then say *listen*. Chant in a singsong voice the *You Can Be Whatever You Want to Be* chant and point to the pictures showing each job as it is mentioned. Chant again. Have students point and repeat, too.

You Can Be Whatever You Want to Be

She's a scientist! (Point to the picture of the female scientist.)

He's a scientist, too! (Point to the picture of the male scientist.)

I want to be a scientist. (Point to yourself.)

Just like you! (Point to the picture of the scientist that you identify with.)

She's a teacher! (Point to the picture of the female teacher.)

He's a teacher, too! (Point to the picture of the male teacher.)

I want to be a teacher. (Point to yourself.)

Just like you! (Point to the picture of the teacher that you identify with.)

She's a cook! (Point to the picture of the female cook.)

He's a cook, too! (Point to the picture of the male cook.)

I want to be a cook. (Point to yourself.)

Just like you! (Point to the picture of the cook that you identify with.)

She's a construction worker! (Point to the picture of the female builder.)

He's a construction worker, too! (Point to the picture of the male builder.)

I want to be a construction worker, too. (Point to yourself.)

Just like you! (Point to the picture that you identify with.)

She's a nurse! (Point to the picture of the female nurse.)

He's a nurse, too! (Point to the picture of the male nurse.)

I want to be a nurse. (Point to yourself.)

Just like you! (Point to the picture of the nurse that you identify with.)



Pre-Primary | Teacher's Notes

<i>She's a pilot!</i>	(Point to the picture of the female pilot.)
<i>He's a pilot, too!</i>	(Point to the picture of the male pilot.)
<i>I want to be a pilot.</i>	(Point to yourself.)
<i>Just like you!</i>	(Point to the picture of the pilot that you identify with.)
<i>You can be, you can be</i>	(Point to the students.)
<i>Whatever you want to be!</i>	(Point to three or four of the pictures.)
<i>You can be, you can be</i>	(Point to the students.)
<i>Whatever you want to be!</i>	(Point to three or four of the pictures.)

Part 2

- A. Before class, gather and bring photos of female and male scientists, teachers, cooks, builders, nurses, and pilots. Show students the pictures, then point to each picture in turn, and have students say the job. Put the pictures in a bag. Invite a student to take a picture from the bag and mime the job in the picture for the other ones to guess. Repeat, asking different students to participate.

Then have students chant *You Can Be Whatever You Want to Be* as you point to the pictures. After that, draw students' attention to the pictures on the worksheet. Have them look for the pilot, point to it and say, *pilot*. Have them circle the pilot in the color you say. Repeat using different colors, asking students to look for and circle the professions.

Answer Key: Students circle the pictures you say in the colors you choose.

Part 3

- A. Play a game with students. Toss a ball to a student and have that student say what they want to be when they grow up. Elicit the answer by helping the student say: *I want to be a (teacher)*. Get the ball again, toss it to another student, and repeat, asking different students

to say what they want to be when they grown up. Help those students that want to be something that they don't know the word for in English.

Then draw students' attention to the worksheet. Have them draw themselves in the space provided, doing the job they want to do when they grow up, and wearing clothes they might wear for that job. Then have them complete the sentence under the picture of themselves by choosing the picture that represents what they want to be, and cutting it out and pasting it in the space provided. When they finish, have them share their drawings and say: *I want to be a (teacher)*.

If there is a student that doesn't want to be any of the professions pictured, have them draw an object that represents the profession they choose in the space provided to complete the sentence. For example, a child who wants to be a firefighter might draw a hose. Check and help if necessary.

Answer Key: Students draw a picture of themselves doing the job they want to do when they are grown up. They cut and paste pictures to complete a sentence or draw their own object used in the job they want.

Extension

- A. Tell students they are going to play a game where they have to identify jobs. Draw students' attention to the pictures on the worksheet and elicit what they show: the faces and bodies of the kids from the picture on page 2. Point out that the clothing that represents different jobs. Have students identify the different jobs, then color all the cards. When they finish, ask them to cut out the six cards that show the kids' faces and the six cards that show the kids' bodies, shuffle them, and put them in two separate piles (one for the faces and one for the bodies) facing down on the table. Model how. Then have students play the game by taking one card from each pile, putting them together and saying: *She/He is a (pilot)*, and using the correct pronoun and the correct job. If possible, have them play with a friend. Check and help if necessary.