

When I Am Older...

LANGUAGE ARTS



Overview

Students imagine their future selves and create a video about their aspirations, goals, and dreams, practicing future tense and developing goal-setting skills.

Steps for Teachers

1. Lead a class discussion about dreams, careers, and future possibilities
2. Students brainstorm what they want to be, do, or accomplish when older
3. Students write a script describing their future life in detail
4. Students take a photo of themselves to use as a character in Puppet Pals
5. Students create backgrounds representing their future (workplace, home, etc.)
6. Students record their video, speaking as their future selves
7. Create a 'time capsule' by saving videos to revisit in future years

Example

A student creates themselves as a marine biologist. Future-self character stands on a research boat saying: 'Welcome to my ocean laboratory! I'm Dr. Sarah, and I study dolphins. Every morning I wake up excited to learn something new about how dolphins communicate. Last week, I discovered they have names for each other! Let me show you around my research station...'

Grading Rubric

Criteria	Excellent	Proficient	Developing
Vision & Detail	Rich, specific details about future life; shows thoughtful imagination	Includes good details about future aspirations	Vague or generic description of the future
Realism & Research	Shows understanding of what the career/life actually involves	Generally accurate view of future goals	Unrealistic or uninformed about the aspiration
Language Use	Effectively uses future tense; sophisticated vocabulary	Mostly correct future tense with good vocabulary	Inconsistent tense use; limited vocabulary
Personal Connection	Clearly connects aspirations to current interests and values	Some connection to personal interests shown	No clear connection to student's actual interests