

CREATING YOUR FUTURE

THEME OF THE DAY MY PERSONAL BRAND

Grades: Elementary / Grades 3-5

CREATE YOUR
OWN FUTURE



CURRICULUM CONNECTIONS

INTERDISCIPLINARY:

- Art
- Science
- Language Arts
- Health/Personal Development

MATERIALS AND PREPARATION

NECESSARY MATERIALS:

- Variety of outlines of wings (butterflies, dragons, insects, fairy, unicorn) are available at the end of this PDF to support you in this activity.
- Unlined paper, card stock, or other materials to create wings
- Pencil
- Colouring pencils, markers, paint, paint brushes, glitter, glue
- 3–5 small, rectangular pieces of white paper
- Scissors or other (safe) paper cutting/trimming tool; cutting mat
- Invisible string or fishing line or clear crafting wire

ACTIVITY: TAKING FLIGHT

TEACHER NOTES

- This activity will encourage students to reflect upon their skills and talents and will engender a sense of confidence in exploring many possible career paths.
- Brainstorming session—Ask students to consider the following:
 - Have you seen drawings of wings in films, comics, or graphic novels? Examples might include fairies, dragons, Pokémon, bats, insects, angels, Pegasus, My Little Pony, etc.
 - Show students a variety of wings, and ask them to identify their favourite type of wing and explain their preference.

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- Invite students to draw and colour their preferred wings on a blank page. You may wish to cut out the wings and identify them with the student's name or initials.
- Read the story of Tinker Bell or provide the following summary:
 - When a new fairy is born, Queen Clarion and the fairies anxiously greet the new arrival. The Queen instructs this newly born fairy to find her talent. A glowing hammer, representing the tinker talent, illuminates the new fairy's destiny, and Queen Clarion names the little lass Tinker Bell. Tinker Bell can't wait to get started. But her enthusiasm fades when she realizes that tinkers aren't the most glamorous of fairies.
 - A determined Tinker Bell enlists the help of her newfound friends—Rosetta, Silvermist, Fawn, and Iridessa—to find herself a new talent, so that she too might be a part of the nature fairies' marvelous work.
 - Tinker Bell tries a number of jobs before realizing that using the hammer is what makes her truly fulfilled.
- Show an excerpt from the film *Tinker Bell*. The first seven minutes are suggested as these will provide students with a brief introduction to the importance of discovering personal talents.
- Facilitate a discussion of Tinker Bell's choices and the difficulty she experiences in finding her talents. Tinker Bell tries a number of jobs before realizing that using the hammer is what makes her truly fulfilled.
- Brainstorming with your class, make a list of the jobs/occupations/professions of their families and friends.
- Using the following questions, make a second list consisting of the skills these individuals possess.
 - What skills and talents do these people possess?
 - Do you possess any of these skills or talents?
 - Are there skills you would like to develop?
- Ask students to identify the skills and abilities that most accurately describe their own skill set and to write each of these on small pieces of paper.
 - Affix the small pieces of paper on the wings.
 - Extension activity: Ask students to write a journal entry explaining how they acquired these skills.
- Students may share the finished product in small groups or with their class.
- Wings may be hung throughout the classroom.
- *Conclusion:* Students are now aware of their skills and talents which will enable them to take flight toward a future full of possibilities.

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SPECIFIC ACTIVITY (WRITTEN IN STUDENT VOICE)

- What creatures—real or imaginary—can I think of that have wings?
 - What drawings of wings have I seen in films, comics, or graphic novels?
 - What is my favourite type of wing, and why do I like that type best?
- What sort of wings shall I draw (or make)? How shall I colour and perhaps decorate my wings? I'll sign my name on the back of my wings.
- It takes Tinker Bell a while before she recognizes and appreciates her special talent. What are *my* natural talents and interests? What am I really good at doing? What do I *love* to do? What activity really excites me and makes me happy?
- What sorts of work do people in my family do? What about other people I know well—what jobs do they do?
 - What talents or skills do they have that help them to do those particular jobs well?
 - Do *I* have any of those skills yet?
 - What skills would I like to develop further?
 - What skills would I like to learn?
- Thinking of the skills and talents I know I have, which ones seem most important to me? Which skills and talents shall I choose to write on these small pieces of paper to add to my wings, so that my wings really represent *me*.

FORMATIVE ASSESSMENT

Students will share their final product in small groups. Teacher will circulate and encourage participation.

If time permits, some students may share how they acquired their skills and developed their talents. Some students may be inspired to gain some of the proficiencies discussed.

ADDITIONAL MATERIALS (IF REQUIRED)

Teachers may obtain winged figurines or statuettes in order to generate student interest for this activity.

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