

## TITLE

## I CAN BE ANYTHING

## AUDIOVISUAL

## TOPIC

Assertiveness.

## RECOMMENDED AGE

Ages 3 to 6 (Recommended for 5-year-olds).

## SCHOOL CONTEXT

Bilingualism; Personal identity.

## SUMMARY

*I Can Be Anything* tells the story of a little boy imagining what he could be when he grows up. His list of jobs is full of possibilities and previously unimagined roles, from “dandelion blower” to “puddle stomper”.

**THEORETICAL BASIS:** At this age, when children are beginning to discover who they are, we can use imagination to help them think about what makes them happy or excited. This helps them understand their interests better and build their self-concept, which is essential for developing effective self-assertion skills later on.

**PURPOSE:** The goal of this activity is for children to affirm what they would like to become, as this reveals part of who they are and what they value. We start by exploring conventional professions and then, with the help of Jerry Spinelli’s *I Can Be Anything*, imagine many other possible roles. Finally, children will reflect on what they enjoy doing and the kinds of fantastic professions they can imagine for themselves.

## LESSON PLAN

### Stage 1

We begin with a brainstorming session about professions. Together, we try to collect as many jobs as possible. The children will likely give the names in Spanish, and we will translate them. Common jobs they may mention include: doctor, teacher, nurse, pilot, policeman or policewoman, firefighter, plumber, shop assistant, journalist, lawyer.

### Stage 2

We watch the video once all the way through. Then we replay it in parts, asking the children about the roles that appear: “*Would you like to work as a pumpkin grower?*”

Imaginary professions in the story include:

- Good-bye waver.
- Pumpkin grower.
- Dandelion blower.
- Paper-plane folder.
- Puppy-dog holder.
- Puddle stomper.
- Apple chomper.
- Mixing-bowl licker.
- Tin-can kicker.
- Barefooted hopper.
- Bubble gum popper.
- Snowball smoother.
- Baby-sister soother.
- Gift unwrapper.

- Jump and clapper.
- Cheek-to-cheek grinner.
- Dizzy-dance spinner.
- Cross-legged sitter.
- Make-believe critter.
- Deep-hole digger.
- Lemonade swigger.
- Honeysuckle smeller.
- Silly-joke teller.
- Best-part saver.
- Good-bye waver (repeated).

Vocabulary can be taught by pausing the video at each image and asking questions: *"Can you see the pumpkin in the picture? What's a pumpkin?"* (give clues like "It's orange and big"). You might say: *"What's a dog? A puppy is a very small dog. Can you see the puppy? What's the boy doing? He's holding the puppy. What's 'to hold'?"* etc.

It's not necessary to work through every image due to time constraints and difficulty. Focus on verbs suitable for this level: blow, fold, hold, lick, kick, hop, jump, clap, dance, spin, sit, and smell. Use imitation for these actions.

### Stage 3

In this stage, pupils will reflect on who they are and who they want to be. They will create a mobile using card. On one side, they draw themselves now—considering hobbies, favourite colours, and how they see themselves. On the other, they imagine what they would like to be.

Questions to guide the reflection:

- About appearance and personality: *"What do you look like? Are you tall or short? Are you fit? Do you have short or long hair? Do you have a nice smile? What are you like? Are you friendly or shy? Are you generous? Are you intelligent?"*
- About hobbies: *"What sports do you like playing? Do you like playing basketball? Do you like running or going for a walk? What do you like doing? Do you like drawing and colouring? Do you like playing in the park? What do you prefer—the mountains or the beach?"*
- About preferences: *"What's your favourite colour? What's your favourite pet? Would you like to have a pet? What's your favourite season? Do you prefer hot or cold weather? Do you like rainy days?"*

Use mime and example answers to help children understand the questions, e.g.: *"What's your favourite pet? Is it a cat? A hamster? Mine is a dog—what about you?"*

For the side of the mobile showing their imagined future self, provide drawings or cut-outs to inspire them and help them think beyond conventional roles. For example, show a sandcastle and ask: *"What could we do?" Let them come up with ideas, then suggest others like: "We can step on every sandcastle". "We can build huge sandcastles". "We can bring water from the sea to their moats".*

You can use the images provided or flashcards you've used in other lessons. Once the mobiles are complete, hang them with ribbons so they spin, display them in the classroom, and invite the children to explain what they have drawn and why.