



**I Can Do It! (🧠 A Social Health Story)**  
**(1<sup>st</sup> Grade – 6-7 yrs.)**  
**Craft: When I Grow Up**



**STORY CONNECTION: SLIDE 11 (Approx Time: 20-25 mins)**

You can walk by yourself, you can eat by yourself, and you can talk by yourself. These are things you **CAN DO**. It is REALLY important that you know that right now there are some things that you CAN do and some things that you CANNOT do yet. If you try to do things and your body and brain are not grown up yet, then you could get hurt. (Like squished by a car if you are trying to cross the street alone, or you could get burned trying to cook food alone on a stove.) But just because you cannot do some things now – do not worry or feel bad – just wait...when your brain and body are ready you will be able to do those things now. Right now, your brains are growing all the time.

**Materials needed:**

- Chart paper
- Activity template (1 per student-included below) or paper
- Markers, crayons, colored pencils, etc.

**Preparation needed:**

- *OPTIONAL*: Create a sample to share with student(s).
- Determine if student(s) will use template (print) or blank paper.

**Instructions:**

1. This activity gives student(s) the opportunity to think about themselves now and in the future. Most student(s) have an idea of what they want to be when they grow up.
2. Start by brainstorming a list of ideas of what they want to be when they grow up.
3. Have student(s) share responses out loud and create a list (chart paper or board).
4. Give student(s) the template or a blank piece of paper.
5. Then, explain that student(s) will be drawing two self-portraits. Confirm that student(s) understand what a self-portrait is. If student(s) are unclear, explain what it is.
6. The first self-portrait student(s) will complete is one of themselves right now. (Under "Me Today")
7. The second self-portrait will be of themselves doing the job they hope to do when they grow up. (Under "Me When I Grow Up")
8. *OPTIONAL*: If you created a sample, share it with student(s).
9. Once the student(s) have finished their drawings, talk about some of the things the people who have these jobs must do.

For example: If a firefighter is on the list, talk about how they must know how to use the equipment to put out the fire, be able to drive the truck, and take care of sick or injured people.

10. Next, talk about some of the things a firefighter must do that they can do NOW.

For example: A firefighter must help people and a 1<sup>st</sup> grader can help people NOW. Firefighters must go to school to learn how to use the equipment and a 1st grader must go to school to learn how to read, write, do math, etc.

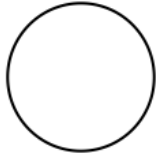
11. The second part of the activity is to have the student(s) list things that they can do NOW to be successful and things they cannot do YET if they want to be able to be successful in that job.

For example: Some things that might be listed on the cannot do YET side are drive a fire truck, fit into the protective gear, sleep at the fire station, etc.

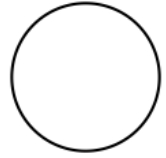
12. In closing, remind student(s) that there are things that they can do now and things that they cannot do yet. Remind them that when their bodies and brains are ready, they will be able to do these things if they want to. Their bodies and brains are always growing, and they are getting closer to their goal every day.

Name \_\_\_\_\_

Me Today



Me When I Grow Up



Things I can do NOW:

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Things I cannot do YET:

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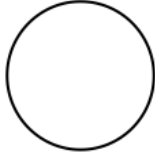
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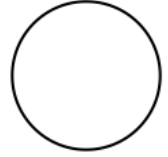
Sample Answers Below:

Name \_\_\_\_\_

Me Today



Me When I Grow Up



Things I can do NOW:

be nice and help others

work hard in school

be safe and wear my helmet on my bike

Things I cannot do YET:

drive a fire truck

fit into protective gear

sleep at the fire station