



What will I be when I grow up?

## Life Roles Rainbow

**SUMMARY** Students consider the range of life roles and prepare a rainbow diagram that depicts these roles over a lifetime.

**OBJECTIVES** *Students will . . .*

- Identify the range and variety of life roles.
- Create a personal rainbow portraying their life roles over their lifetime.

**PREPARATION** Be familiar with the ideas of Donald Super, especially the *Life Roles Rainbow*. (See the *Life Rainbow* instructional note.) Prepare a definition of “role” or “life role” to use with your class.

If students have completed *I’m a Special Person*, they will be familiar with the concept of “role.”

*Optional:* You may wish to complete a *Life Roles Rainbow* worksheet for yourself, to share with students. Make into an overhead.

*Optional:* Read Steven Covey’s *Seven Habits of Highly Effective People*, Chapter 2, to get ideas on methods to balance life roles.

**MATERIALS** *Life Roles Rainbow* worksheets  
Colored pens, pencils, or crayons

**COMPUTER USE** None

**SUBJECT AREAS** English, Social Studies, Health, Family and Consumer Science

**TIME REQUIRED** 90 minutes with homework between sessions

**GROUP SIZE** Class, individual

### STEPS

1. Ask students what they understand by the term “roles” or “life roles.” Discuss. Brainstorm the roles people play or fulfill over their lifetimes. Ask students to think about their family members and people they know well. Create a list of roles (six to eight would be a good number) that the class will use for their role rainbows. Examples are parent, worker, citizen, student (learner), homemaker, child, leisurite.
2. Pass out the *Life Roles Rainbow* worksheet and explain the life stages and ages. (These life stages were developed by Donald Super to describe the developmental aspect of career development.)  
*Optional:* Share your *Life Roles Rainbow* worksheet with students.

*continued*

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### Life Roles Rainbow

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3. Ask students to label each arc of their rainbows with one of the roles. If there are extra arcs, students may want to add different roles as well.
4. Ask the students to color in each role arc, using colored pens, pencils, or crayons, to indicate the times during their lives when they believe they will be playing the particular roles.
5. Discuss how the roles overlap and how having more than one role affects you and the roles you have.
6. For homework, ask students to share their rainbows with at least one adult. They should ask the adult how multiple roles affect them and their work life. Students can also add pictures (from magazines or their own art work) to depict the different roles during different life periods to create a rainbow collage.
7. Ask students to share their completed rainbows and home discussions. Discuss techniques students might develop, even while they are in middle school, to balance life roles.

## VARIATIONS

1. Invite a panel of guests to talk about their life roles, how they have changed during their lives and how they balance them.
2. Discuss with students how roles are interdependent. Ask what happens when people do not fulfill their responsibilities or meet the expectations others have of them in that role. Ask students to draw up picture and word “Situation” sheets for younger children to use, with home, school, sport, community, and workplace examples. Examples of situations could be:
  - “Someone was supposed to put out the trash before going to work. They forgot. Whom will this affect? How?”
  - “Someone was to order paper for the photocopier. They didn’t. Whom will this affect? How?”

## ALLIED ACTIVITIES

*Change*

*Follow My Heart*

*Home Manager*

*I’m a Special Person*

*Juggling My Career Options*

*Relax and Enjoy Life*

*Vulkan Space Settlers*

*What Happens after High School?*

*What Is Work?*

*Where Am I Going?*

*Where Do I Want to Be?*

*Work, Study, and Leisure*

## ASSESSMENT STRATEGIES

Students will:

- Complete the *Life Roles Rainbow* worksheet
- Observe participation in group discussions

*continued*

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## Life Roles Rainbow

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**INSTRUCTIONAL NOTE**   
*Life Rainbow*

**STUDENT WORKSHEET**   
*Life Roles Rainbow*

**PORTFOLIO**  
*Life Roles Rainbow worksheet*

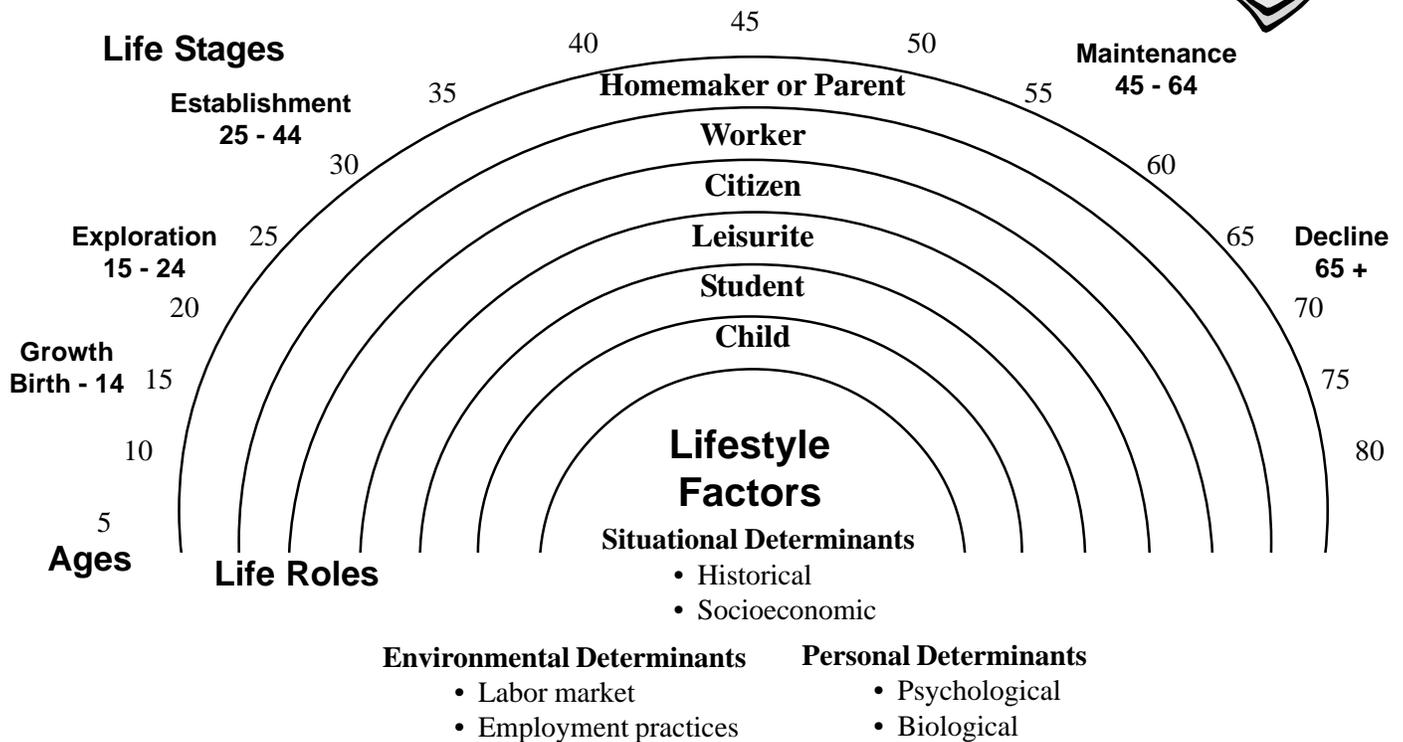
**SORTING**  
*Subject:* English, Health Education, Social Science, Guidance  
*Grade Levels:* 6, 7, 8, 9  
*CIS Components:* None

**STANDARDS**

<i>Career-Related Learning Standards:</i>
Career Development, Personal Management
<i>SCANS:</i>
Personal Qualities
<i>NCDG:</i>
Understanding the importance of growth and change, Understanding interrelationship of life roles
<i>ASCA:</i>
Career Development, Personal and Social Development

**EDUCATIONAL GOALS**  
*Bloom's Taxonomy:* Synthesis  
*Intellectual Operation:* Summarization, Illustration

# LIFE RAINBOW



**Super's Concept of Career Maturity:** Phases of career maturity develop along multisided elements and are a life-long process. The diversity of life roles experienced by individuals over the life span include biographical (needs, values and interests), psychological (intelligence, aptitudes), and socioeconomic (community, school, family, peers) determinants. Developmental stages from childhood to adulthood are also part of phase development. Finally included are environmental factors such as employment practices and labor markets. The keystone of career maturity is always the self or person who experiences the personal and social forces.

Super's Vocational Development Tasks:		
Task	Ages	General Characteristics
Crystallization	14-18	Developing and planning a tentative vocational goal
Specification	18-21	Firming the vocational goal
Implementation	21-24	Training for and obtaining employment
Stabilization	24-35	Working and confirming career choice
Consolidation	35 +	Advancement in career

**Super's Life Space Transition:** Roles played by individuals as they progress through career developmental stages, such as child, student, leisurite, citizen, worker, spouse, homemaker or parent, and pensioner lead to achievements and affect other role dimensions.

Adapted from Zunker's *Counseling, Applied Concepts of Life Planning*, 1998, Pages 31-40.

## Life Roles Rainbow

# Life Roles Rainbow



Name \_\_\_\_\_ Date \_\_\_\_\_

Color your vision of your future roles on this rainbow. Mark the time(s) in your life when you may be playing these roles. You can be in several roles at the same time.

1. Label each rainbow arc with a life role.
2. For each arc in turn, color in the segments for the ages at which you will be in that role (for example, child from 0–15 or 20, or until 65. Indicate the importance of a role by the thickness of the line.

