

Unit Two

Exploring Interests, Skills & Talents

UNIT TWO: EXPLORING INTERESTS, SKILLS & TALENTS

Suggestions for the Instructor

Pg. 2-11 – 2-12 -- Words of Wisdom: Self-knowledge

Ask volunteers to take turns reading the quotes aloud. Ask students to pick a quote that interests them and to write about it, reflecting on:

- what they think the speaker means
- whether they agree and why or why not
- how the quote is or is not relevant to their lives
- specific examples from their lives or the lives of others which highlight its meaning

Ask students to share their reflections with the class.

Pg. 2-13 -- “Equipment” by Edgar A. Guest

www.appleseeds.org/guest_equipment.htm

Ask students to read aloud the poem “Equipment” by Edgar Guest and answer the following questions. Discuss their answers with the class:

1. Do you agree with the poet that: “You’ve got all that the greatest of men have had,
Two arms, two hands, two legs, two eyes / And a brain to use if you would be wise?”
Answers will vary.
2. Who are some of the “wise and the great” the poet is referring to?
Students may think of people famous for their accomplishments or people in their only lives whom they admire.
3. What does he mean when he says “They take their food from a common plate”?
This is the poet’s way of saying that we are all humans who share a common history, common needs, wants and desires.
3. What do you think he means when he says:
“You are the handicap you must face / You are the one who must choose your place,
You must say where you want to go / How much you will study the truth to know”?
Do you agree with his beliefs?
Answers will vary.
4. Do you feel you have all the equipment you need to survive and succeed?
Answers will vary.

Pg. 2-14 -- "Myself" by Edgar A. Guest

www.allpoetry.com/poem/8471343-Myself-by-Edgar-Albert-Guest

Have students read aloud the poem "Equipment" by Edgar Guest and answer the following questions. Discuss their answers with the class:

ANSWERS:

1. What does the poet mean when he says:
I have to live with myself and so / I want to be fit for myself to know.
I want to be able as days go by / always to look myself straight in the eye;
I don't want to stand with the setting sun / and hate myself for the things I have done?
The poet is referring to the importance of knowing oneself and being at peace with one's choices. He doesn't want to regret his decisions; he wants to feel good about himself.
2. Do you think you keep any secrets about yourself?
Answers will vary.
3. Do you, as the poet says, fool yourself into thinking "no one else will ever know?"
Answers will vary.
4. What do you think it would mean to live a life that was "self-respecting and conscience free"?
Answers will vary. Answers may reflect on the importance of forgiving oneself for mistakes and making amends so that one can live with a clear conscience.

Pg. 2-15 -- How Well Do You Know Yourself?

Ask students to read the passage on this sheet and reflect about the ways our environment shapes who we are and what we know about ourselves. Ask them to answer the following questions in writing, then share their reflections with the class:

1. How well do you feel you know yourself?
2. How important is self-knowledge to making choices and making plans for the future?
3. Do you think your views about yourself have been shaped by your circumstances? In what way were those views influenced by the world in which you grew up?
4. Is it possible for people to change their views of their capabilities and potential? How might they do it?

Pg. 2-16 -- What's Your Story?

Tell the students that each of us has a story. The circumstances of each person's life inform who we are, what we value and who we hope to become. Ask them to write about:

- when and where they were born
- family members who influenced them
- neighborhood and school experiences, friendships
- important events in their lives that shaped who they are today

Ask volunteers to share what they have written with the class. Tell them they might continue developing their autobiographical writing in later classes or might want to type it up for publication.

Pg. 2-17 - 2-18 -- Job Information Interview

Ask students to brainstorm a list of jobs and careers they think they'd be interested in. If possible, arrange for a worker in a field that interests several students to visit the class to share information about his or her career. Generate questions beforehand about what skills and talents are needed to do the job, what education, training and experience are required, what the worker does on a daily basis, how he or she feels about the work, etc. Afterward, ask students to reflect on whether this career might or might not be an option for them, and why.

Pg. 2-19 - 2-23 -- An Accomplishment I Am Proud Of

Ask students to read aloud essays written by GED students in which they reflect on accomplishments they are proud of. Afterward, have them write about at least one accomplishment in their own lives. Have them describe how they did it and why they feel more confident or have an increased sense of self as a result. Ask volunteers to share their accomplishments with the class.

Pg. 2-24- 2-26 - A Person I Admire

Use this handout to review the following vocabulary with the students: **admire, qualities, strength** and **skills**. Review examples of how these words are used to describe admirable people. Read aloud what other students have written about people they look up to and respect, then ask students to think of someone they admire. Ask them to think about that person's personal qualities, strengths and skills, then write a paragraph or two explaining why they admire them.

Pg. 2-27 -- Learning Styles Inventory

Have students do the **Learning Styles Inventory** to determine if they are auditory, visual or kinesthetic learners, then discuss how their learning style has impacted how they learn and remember. Ask them to write about or discuss how knowledge of their learning style might affect how they learn in the future.

The information in the **Learning Styles Inventory** can be used later, along with **Personal Work History, Talent Wheel, What are Your Values?,** and **CHOICES** as they evaluate what they have learned and write the **Describe Yourself** Essay.

Pg. 2-28 - 2-29 -- Personal Work History

Ask students to work in pairs to complete the **Personal Work History** handout, helping each other to include any work they have done, paid or unpaid, and the transferable skills they have used in these work situations.

When the students have completed the activity, ask volunteers to share some examples aloud. Discuss the many skills involved in doing any number of jobs that can be transferred into many settings.

The information in **Personal Work History** can be used later, along with the **Learning Styles Inventory, Talent Wheel, What are Your Values?,** and **CHOICES** as they evaluate what they have learned and write the **Describe Yourself** Essay.

Pg. 2-30 -- Talent Wheel

In the appropriate categories on the talent wheel, ask students to list any talents, skills or interests they have. They may work individually or assist each other in small groups. In order to help students generate their lists, discuss:

- What have you done in school that was really fun?
- What kinds of things have people always told you were good at?
- In work or school, what activities did you enjoy the most?
- What do you always wish you could do if you had more time?
- What kinds of things come easily to you?

After students have completed their wheels, ask them to circle the three categories they feel most drawn to or would like to use as part of a job. The information in the **Talent Wheel** can be used later, along with the **Learning Styles Inventory, Personal Work History, What are Your Values?,** and **CHOICES** as they evaluate what they have learned and write the **Describe Yourself** Essay.

Pg. 2-31 -- What are Your Values?

Ask students to rate the factors that are most important to them when choosing a job with a 1, 2 or 3 (on a scale where 1 is most important and 3 is least important.) Then ask them to list their top five values rated as number 1. Ask them to share their top five work values with the class.

Pg. 2-32 - 2-34 -- What is Work? Definitions

Use this sheet to discuss with students the meanings of work-related terms. Ask them to reflect on their thoughts and feelings related to jobs and careers.

Pg. 2-35 - 2-42 -- What's Your Passion? Using Florida CHOICES

Distribute the handout **What's Your Passion?** followed by the list of careers which correlate with the inventory called **Career Clusters** (reprinted with permission from the Division of Career and Adult Education, Florida Department of Education). Ask students to identify three jobs they would enjoy doing and indicate the kind of education and training required, the skills needed, the job duties, the possible salary and any other information they think is important, and write this information on the **Career Exploration Chart: A First Look at Careers of Interest**.

Many of the activities in **Unit Ten: Exploring Your Interests, Skills and Talents** build upon the knowledge accessible on CHOICES from the Florida Department of Education. CHOICES is an interactive program designed to help students explore their interests, match them to jobs, search for career opportunities, build resumes and practice interviewing skills, among other tools.

Florida CHOICES is available on the internet at www.flchoices.org.

The Career interest inventory "What's Your Passion?" and "Check Out Your Career Clusters" is included here, but the complete printable version of Florida CHOICES Career Cruiser is available at <http://www.fldoe.org/workforce/pdf/cruiser.pdf>.

Because many corrections classrooms do not have access to the internet, it is possible to download CHOICES software for use on computers without internet access. To download software installation program, please follow instructions below:

1. Go to www.bridges.com
2. In "Student Sign In" at the top right of the screen, use the following information:
 - Portfolio Name - CHdownload
 - Password - **flch2014**

(continued)

3. Click on CHOICES CD.
4. Complete the download form and then select “send.”
5. Select Windows to download the installation program. When asked if you want to “run” or “save” the file, it is recommended that you save the installation file (setup.exe) to your computer to prevent having to repeat the download in the future. Also, you might want to download the installation guide in case you have questions about CHOICES once you start installing the program.

Remind students that they will have access to Florida CHOICES via internet at www.flchoices.org after they are released.

For assistance, technical support or training, please contact the CHOICES Team at choices@fldoe.org or 800-342-9271.

Pg. 2-43 -- Career Exploration Chart: A First Look at Careers of Interest

After doing the CHOICES inventory and finding career clusters which relate to their areas of interest, have students list three jobs they would enjoy doing and indicate the kind of education and training required, the skills needed, the job duties, the possible salary and any other information they think is important. Tell them that this chart will be used along with the other inventories to write their final **Describe Yourself** essay.

Pg. 2-44 -- Florida CHOICES Checklist

Throughout the course, have students use Florida **CHOICES** (www.flchoices.org) to explore their interests, talents and skills. Have them use the Florida **CHOICES** checklist to record the activities they use as they go.

Pg. 2-45 – 2-47 -- Occupation Presentation

In addition to the Interest Profiler in CHOICES, if possible, arrange for students to use the internet to research the **Occupational Outlook Handbook** (http://o*netonline.com) in order to explore in greater depth one of the jobs they listed on their **Career Exploration Chart**. Review the following terms with the class; discuss what they think the words mean and provide them with the definitions to write on the handout.

DEFINITIONS:

occupational outlook: the chance you have of getting a job in a certain field in the current economy. Occupational outlook is related to how many jobs are available in this field and how many workers are needed.

occupational hazards: working conditions that can lead to illness or death. Often, but not always, people in high-risk jobs are paid more than similar but less risky jobs to compensate for the danger involved.

certification: evidence or proof that an individual has acquired the skills and knowledge needed to do a job, given by a school or authority after an evaluation or test

mandatory: required or commanded by authority; obligatory

job prospects: the range of career opportunities available to a person having a particular combination of skills, knowledge, qualifications, etc.; the opportunities available in the current economy

median earnings: the middle salary out of all the people in a group (often used to describe people doing a similar job), half having incomes above the median, half having incomes below the median

Have students use the questions on the handout to guide their exploration and to prepare to present information about the job to the class.

Pg. 2-48 – 2-50 -- Describe Yourself: Essay

Ask students to use the inventories they have done (**Learning Styles Inventory, Transferable Skills / Personal Work History, Talent Wheel, What are Your Values?, and CHOICES**) to write an essay in which they describe themselves. Ask them to answer the following questions in the body of the paper.

- What new information did you learn about yourself?
- What kind of a learner are you? What are your areas of intelligence? What are your work values?
- What transferable skills do you have? What has been your personal work history? What are some of your talents?
- Which career clusters match your passions?
- Identify one, two or three careers you researched which match your interests, skills and talents.

Unit Two

Exploring

Interests,

Skills

&

Talents

Student Activities

◆●◆●◆ WORDS OF WISDOM ◆●◆●◆
◆●◆ SELF-KNOWLEDGE ◆●◆

Some people make things happen. Some people watch things happen, and some people say what happened.

Casey Stengel

Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power.

Anonymous

Confront the dark parts of yourself, and work to banish them with illumination and forgiveness. Your willingness to wrestle with your demons will cause your angels to sing. Use the pain as a fuel, as a reminder of your strength.

August Wilson

Trust yourself. You know more than you think you do.

Benjamin Spock

*Self-reverence, self-knowledge, self-control -
these three alone lead to power.*

Alfred, Lord Tennyson

It's unbelievable how much you don't know about the game you've been playing all your life.

Branch Richey

Ninety percent of the world's woe comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life as complete strangers to ourselves.

Sydney Harris

Look within. Within is the fountain of good, and it will ever bubble up, if thou wilt ever dig.

Marcus Aurelius

Equipment

by Edgar A. Guest

www.appleseeds.org/guest_equipment.htm

Read the poem "Equipment" by Edgar Guest and answer the following questions. Discuss your answers with the class:

1. Do you agree with the poet that: "You've got all that the greatest of men have had,
Two arms, two hands, two legs, two eyes / And a brain to use if you would be wise?"

2. Who are some of the "wise and the great" the poet is referring to?

3. What does he mean when he says "They take their food from a common plate"?

3. What do you think he means when he says:
"You are the handicap you must face / You are the one who must choose your place,
You must say where you want to go / How much you will study the truth to know"?
Do you agree with his beliefs?

4. Do you feel you have all the equipment you need to survive and succeed?

Myself

by Edgar A. Guest

www.allpoetry.com/poem/8471343-Myself-by-Edgar-Albert-Guest

Read the poem "Equipment" by Edgar Guest and answer the following questions. Discuss your answers with the class:

1. What does the poet mean when he says:

"I have to live with myself and so / I want to be fit for myself to know"?

I want to be able as days go by / always to look myself straight in the eye;

I don't want to stand with the setting sun / and hate myself for the things I have done"?

2. Do you think you keep any secrets about yourself?

3. Do you, as the poet says, fool yourself into thinking "no one else will ever know"?

4. What do you think it would mean to live a life that was "self-respecting and conscience free"?

HOW WELL DO YOU KNOW YOURSELF?

All important life decisions depend on self-knowledge. To decide whether we should take a particular path -- apply for a certain job, enter a training program, apply to college, move, marry, have a child, etc. -- we need to understand our strengths and weaknesses and our readiness for the challenge.

Our views about ourselves are -- to a great degree -- shaped by our circumstances. A person who feels she is not "good at" something may have been teased by peers or criticized by adults for trying something new; students may have no idea if they are interested in nature or art or science if they have little knowledge or experience with these things. It is difficult to choose careers we might be interested in if we have little exposure to people who've held these jobs. Because of poverty or inadequate schooling or limited opportunities, some of us may not be aware of our many capabilities and rich potential.

Family, community and school -- not to mention the larger culture -- are all powerful forces that influence what people believe, value and aspire to. For people to be able to do accurate self-assessment, we need a rich basis of experience and exposure to a variety of alternatives. In addition, we need strategies for learning about ourselves and investigating possible choices.

1. How well do you feel you know yourself?
2. How important is self-knowledge to making choices and making plans for the future?
3. Do you think your views about yourself have been shaped by your circumstances? In what way were those views influenced by the world in which you grew up?
4. Is it possible for people to change their views of their capabilities and potential? How might they do it?

Job Information Interview

Brainstorm a list of jobs and careers you think you'd be interested in. Perhaps the instructor could arrange for a worker to come to class to share information about his career. Generate questions beforehand about what skills and talents are needed to do the job, what education, training and experience are required, what the worker does on a daily basis, how he or she feels about the work, etc. Afterward, reflect on whether this career might be an option for you. Here are some questions you might ask in an information interview:

1. What is your job title?
2. What education and training did you have to have to do this job?
3. What prior experience did you have to have to get this job?
4. How long have you worked at this job?
5. What skills do you use on the job?
6. What does a typical work day look like for you?

An Accomplishment I Am Proud Of



One accomplishment I am proud of is getting out of the streets selling drugs. One reason I am proud of the fact I stopped using and selling drugs is because I saw myself in a situation I didn't want to be in. I promised myself that I would never go there again. Also, I'm pleased with the fact that, as a result of this, I accomplished things like getting my driver's license, going to school and working on my independence.

About a year ago, I went to jail. I was under the influence of drugs and alcohol. My mind was spinning and thinking of crazy things. I made up in my mind that I didn't want to do this. I started asking myself: Is this what I want? Is this what I need?

After that, I said to myself: What do I have to do to stop myself from being highly intoxicated? I called around to my family. I asked my mother to come get me and help me get treatment. She came and I went with her. I feel good that from August 23, 2007 until now I have been doing things the right way.

In addition, I'm proud of the fact that I've accomplished better things in my life as a result, like getting my driver's license, attending school, and working on my independence. Everything has happened back to back from one good thing to another good thing, and I'm very confident because of it. All of that stuff happened to me in a short period of time, and it all happened because I overcame my addiction.

In summary, my experience with drugs and alcohol led me to a rude awakening. I am satisfied and happy to say that overcoming something so horrible has made me a better person. I earned the privilege of going to school, getting a driver's license and becoming independent. And my proudest accomplishment is that I never use drugs or alcohol.

--- GED Student, 2008

An Accomplishment I Am Proud Of: Student Writing

★ ★ ★ ★ ★

One of the biggest accomplishments that I am proud of is getting a high school diploma. It's a milestone that takes most people thirteen years to get to, which makes it even better to accomplish. Some people have their own personal reasons for not finishing on time or stopping. I'm not judging them by trying to sound above anyone because I finished and some didn't. What's important is the effort put in and the initiative to go back and finish it later on. I was proud to finish, because I knew that it was the first step to having more doors and opportunities open up.

-- S.M.

★ ★ ★ ★ ★

I never accomplished much of anything in my life except bringing three wonderful children into the world, and teaching them how to ride their bikes, swim, read, pray and respect other people and themselves. Also, I was part of the fastest 4 x 4 relay team in high school in 1980. But the greatest accomplishment that I ever achieved was turning my life over to God, surrendering everything to Him and relying totally on him for everything I need. I'm proud of myself because I was not real with myself and God, but now I am.

-- Will B

★ ★ ★ ★ ★

I'm glad to have accomplished getting off the streets and selling and using drugs. I'm glad that I was able to let God have his way in my life and guide me to do the right thing. I'm also glad that I was able through the grace of God to be more of a man for my wife and stop running the streets late at night with people who were not going anywhere in life. The reason I'm so proud of accomplishing these things is that a lot of the people who I did all these things with are either dead or in prison for a long time.

-- Darius S

★ ★ ★ ★ ★

I am actually proud of going to jail. I had a friend who cared for me and called the police. I had a desire to change my life and while I am here I will be able to use this time to change my life.

An Accomplishment I Am Proud Of, continued

★ ★ ★ ★ ★

I'm glad that I have got my own apartment and that I am still living at the age of 35 in spite of the things that I have done in my life. My will to seek God is strong, and so is my will to care for others more now than I did – and to have my own beautiful kids and to cook a slab of ribs on my smoker. After seven months of my sentence, I am trusting God and staying strong because it can only get better.

-- Jovan G

★ ★ ★ ★ ★

I helped my mother battle her crack addiction. I let her and my little sister move in with me when I was seventeen in order to get away from my stepdad who didn't want to stop smoking crack. She has now been sober for eight years. Now she is helping me with my alcohol addiction by supporting me as much as she can, and trying to be the mother she couldn't be when I was younger.

-- Coy P

★ ★ ★ ★ ★

I left high school to take up a trade. Then I realized I had 22 credits and needed two more in Science, so I hung around more people who needed the same and had the hunger to not let anyone stop them. I'm proud of myself now for taking up a trade. Now I know how to properly make cement and lay mud walls. I know my trowel tools; I know how to lay tiles and grout. I am also proud of learning how to drive the forklift – and all of this was done at the age of eighteen. That's what I'm proud of.

-- Fabris M

★ ★ ★ ★ ★

I haven't accomplished too many things in my life. I didn't graduate from high school. I have been in and out of trouble and have worked from job to job. I was a poor husband and an okay father. But while being incarcerated, I realize these are the things I want to accomplish. I am proud of myself for realizing what I need to do to make changes in my life.

-- John W

★ ★ ★ ★ ★

An Accomplishment I Am Proud Of, continued

★ ★ ★ ★ ★

One accomplishment in my life that I am proud of is that I came to jail and to get over my probation. I was able to do this because my mother showed me the way and helped me to understand that it's better to get it over with than keep trying to finish. I was able to do this because of me! I made up my mind to do it myself! And because of my kids – I am tired of leaving them behind so they don't get to see me for a while.

I am proud of myself for this accomplishment because I came and did my time and got it over with! Now I can go home with my mom and kids and never worry about coming back to jail. I can move on in my life and do what's right for me and my kids.

-- T.C.

★ ★ ★ ★ ★

An accomplishment I am proud of is that I've gotten my General Education Diploma. It made my life a little easier. It didn't quite correct my bad behavior, but it definitely kept me wondering what my life would be like if I could go further. Well, guess what? I fell short once more, only to get up and brush myself off. This time I feel in my heart that I'll refrain from getting into that box of dirt. I'm soon to return to finish a college education. After that, I'm almost certain that when you see my name again it will be expressing gratitude for my new found successes.

-- Tegra M

★ ★ ★ ★ ★

I am proud that I've enrolled in GED classes so that I can receive my diploma. I'm proud of myself because I am ready to take three parts of the test. And I thought that I wasn't ready! I'm proud of myself because I did it. I never thought that this day would come; I'm actually smarter than I thought I was. I used to try and do everything I could to try to get out of this class. I'm glad I stayed because – look! I'm about to receive my diploma!

-- Kenya S

★ ★ ★ ★ ★

**** A Person I Admire ****

Vocabulary

Admire

to look at with wonder, pleasure or delight
to look up to, to have a high opinion of
to feel great respect for

Examples:

- I admire my cousin because she is such a hard worker.
- I admire my sister because she never gives up.

Qualities

personality traits / characteristics / nature

Examples:

- One of my neighbor's good qualities is that he is a careful barber.
- My daughter has many good qualities, but one of her best is that she is a leader.
- One of my mother's best qualities is that she is kind.

Strength

physical, moral or mental energy which produces a positive effect
the ability to do something well

Examples:

- One of my strengths is that I am patient.
- One of my sister's strengths is that she concentrates well and learns quickly.
- My brother 's strength is his ability to get along with other people.

Skill

an ability developed from training, experience or education
a trade, art or technique

Examples:

Carpenter, artist, teacher, baker, nurse, cosmetologist, mechanic, dentist, housekeeper,
mother, caretaker, nurse's assistant, architect, handyman, lawyer, dancer, musician

**** A Person I Admire ****
Student Writing

The reason that I admire my sister is because she is always there for me when I have done something wrong. She never gives up on me and never lets me down. She taught me to do the right things for myself when she finished school and worked to be a nurse. I want to be one, too. I see how happy she is to go to work with others and help them, too. That is why I want to become a nurse and why I admire her so much.

-- T.C.

I have a lot of admiration for people who overcome their addiction to alcohol and drugs and my wife is one of them. She tried twice to give up the fast life and finally she did it and she is never going back. She has stamina, perseverance, discipline and dedication. She has two kids and they are the ones who have motivated her to stay strong. I am so proud of her and think of her as a role model.

One person I truly admire is my mother. Without her I would be lost. She cares for all of my three kids with no problem. She works a full time job as a juvenile corrections officer, so I know she's tired. But I will be home soon. She is always good natured and patient. I love my mother. She's my best friend.

-- K.H.

I really admire my girlfriend. She has had a lot of obstacles. For instance, she has a disability that makes it hard for her to walk fast. But she always tries her best and works hard to achieve her goals to go to technical school and become a dental hygienist even though it is difficult. I wish I had the courage to overcome life's obstacles that she does. I admire her and respect her.

◆●◆ Learning Styles Inventory ●◆◆

Are You a Kinesthetic / Tactile Learner? *Do you:*

- learn by writing and rewriting?
- walk or pace?
- need to move?
- like to type?
- enjoy making models?
- like to handle and manipulate objects?
- like to learn by recopying notes?
- express yourself better in writing than verbally?
- find that taking notes helps you remember?

Are You a Visual Learner? *Do you:*

- read to remember?
- enjoy reading?
- not mind visual distractions?
- like written directions?
- like to take notes because you can "see" what's being said?
- like graphs and charts?
- remember things you see or read better than things you hear?
- make visual pictures in your mind?

Are You an Auditory Learner? *Do you:*

- recall words after hearing them?
- prefer oral instructions?
- not mind auditory distractions?
- retain stories and verbal details?
- remember what you hear?
- talk to yourself out loud when you are trying to solve a problem?
- prefer to explain things verbally rather than in writing?
- understand printed material better when it is read aloud?

What kind of learner are you?

Write about how your learning style has impacted how you learn and remember. Write about how knowledge of your learning style might affect how you learn in the future.

Personal Work History

What is work?

Work is any activity that is useful, which takes energy and skill to perform.

Fill in the blanks to describe work you have done,
both PAID and UNPAID.

SAMPLE

Job or Role: child care with my sister's kids

Where Work was Done: at my sister's home

Time Spent Doing This Work: 20 hours a week for 6 months

Transferable Skills and Qualities Needed to do this Job:(list) _____

listening, teaching, communicating, coordinating, organizing things, singing, drawing, cooking

Job or Role: _____

Where Work was Done: _____

Time Spent Doing This Work: _____

Transferable Skills and Qualities Needed to do this Job:(list) _____

Job or Role: _____

Where Work was Done: _____

Time Spent Doing This Work: _____

Transferable Skills and Qualities Needed to do this Job:(list) _____

Job or Role: _____

Where Work was Done: _____

Time Spent Doing This Work: _____

Transferable Skills and Qualities Needed to do this Job:(list) _____

Job or Role: _____

Where Work was Done: _____

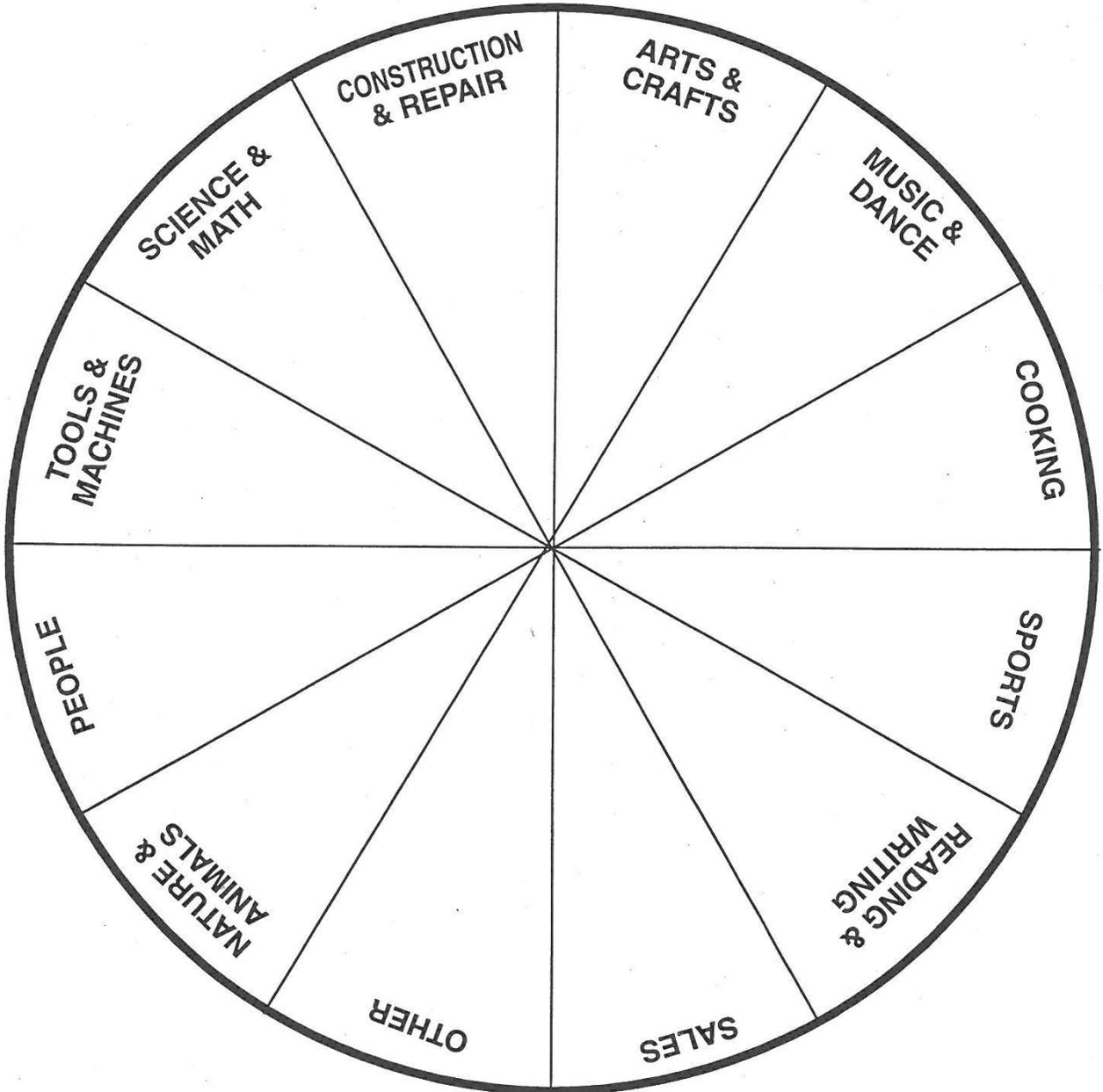
Time Spent Doing This Work: _____

Transferable Skills and Qualities Needed to do this Job:(list) _____

TALENT WHEEL

List any talents, skills or interests you have. Put them in the appropriate categories on the wheel.

Circle three categories on the wheel that you are interested in learning more about or doing as part of a job.



WHAT ARE YOUR VALUES?

A job that involves the factors you value will be more enjoyable to you. Rate the factors that are most important to you when choosing a job with a 1, 2 or 3 (on a scale where 1 is most important and 3 is least important). At the bottom of the handout, list the top five values that you rated as number 1. Share with the class and tell why you value these things.

- | | |
|--------------------------------|------------------------------------|
| _____ Living wage | _____ Contributing to my community |
| _____ Working indoors | _____ Working for a large company |
| _____ Working outdoors | _____ Working for a small company |
| _____ Involves heavy lifting | _____ Working during the day |
| _____ Involves building things | _____ Working at night |
| _____ Involves creating things | _____ Promotion possibilities |
| _____ Involves helping people | _____ Friendly co-workers |
| _____ Involves children | _____ Hard working co-workers |
| _____ Involves food | _____ Good parking facilities |
| _____ Involves animals | _____ Learning opportunities |
| _____ Involves machines | _____ Recognition |
| _____ Involves writing | _____ Fringe benefits |
| _____ Involves math | _____ Regular breaks |
| _____ Involves office work | _____ Overtime pay |
| _____ Involves meetings | _____ Supervising others |
| _____ Involves cleaning | _____ Working independently |
| _____ Working with my hands | _____ Working with a team |
| _____ Working with my mind | _____ Working toward a goal |
| _____ Working with computers | |
| _____ Can dress as I please | |
| _____ Must follow a dress code | |

My top five values:

- _____ Location nearby
_____ Attractive work facilities

◆◆◆ What is Work? DEFINITIONS ◆◆◆

There are many terms used to describe work. What do the following terms mean and how do they relate to your past experiences with work?

WORK

Work is any activity directed toward a goal that **takes energy** and produces **something of value**. Work may be unpaid or paid.

List examples of unpaid work you have done. What was its value?

UNPAID WORK

VALUE

<i>EXAMPLE: raking leaves</i>	<i>You get exercise / it makes the lawn look nice / gives you a sense of accomplishment / good for the grass</i>
<i>EX: braiding hair</i>	<i>Looks nice / helps your friend save money</i>
<i>EX: babysitting</i>	<i>Gives parents a break / good to hang out with and teach kids / good experience for getting a childcare job</i>

What is Work? Definitions, continued

OCCUPATION

An occupation is a group of similar tasks and responsibilities that a person performs for pay. Within each occupation, there may be a wide variety of jobs. For example, a person’s occupation may be “construction worker,” and her job may be installing drywall for an independent contractor.

What types of occupations interest you? Why?

_____	_____
_____	_____
_____	_____

JOB

A job is a paid position for a particular type of work done in a specific setting

What jobs have you had in the past that you would like to do again?

JOB

VALUE

<i>EX: Mowing lawn</i>	<i>You get exercise / it makes the neighborhood look nice / make money</i>
<i>EX: House cleaning</i>	<i>Makes the house look nice / work for myself / helps my elderly neighbor / make money</i>

What is Work? Definitions, continued

PROFESSION

A profession requires specialized knowledge and academic preparation.

Example:

- *Taneka is training for a profession as a teacher.*
- *David’s profession is a Certified Public Accountant.*
- *Lydia is a professional caterer.*

CAREER

A career is a profession which is engaged in for a long period of time.

Example:

- *Ms. Anderson has had a career as a teacher for thirty five years.*
- *We are proud of John’s career as a photographer.*
- *Are you interested in a career in construction?*

CAREER CLUSTER

A career cluster is a group of careers based on common knowledge and skills. Which of the following career clusters interest you? Do your interests, skills and talents fall into one or more career clusters? What are some of the jobs you think might fall into these career clusters?

- Agriculture, Food& Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



What's Your Passion?

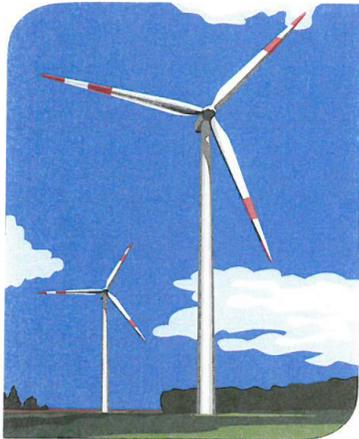
Have you discovered what you are passionate about and how that might affect your choice of a career? This activity will help you think about work related tasks and where your interests are today. As you experience life and work place opportunities offered through your school, your interests may grow and change. Listed below are examples of work tasks. Look at each task and ask yourself:

Does this appeal to me?
Is it something I would enjoy doing everyday?
Do I want to learn more about occupations that do this kind of work?

4 like 5 like very much
 3 not sure
 2 dislike 1 dislike very much

As you explore career clusters, activities like this will help you narrow down your choices so that you don't use time exploring occupations that don't match your interests.

To find your top interests, use this scale to mark each set of activities.



2 • The Career Cruiser

- 1**
- Research new ways to produce food
 - Care for animals
 - Set up traps to catch crabs, lobster, or shellfish
 - Manage a farm
 - Maintain planted areas of trees, flowers, or shrubs
 - Total
- 2**
- Design, build, or remodel homes
 - Survey roads, property lines, and bridges
 - Build roads or bridges
 - Install electrical wiring in a building
 - Install plumbing and bathroom pipes/fixtures
 - Total
- 3**
- Write stories or plays
 - Broadcast programs on TV or radio
 - Design a web page
 - Play in a band, orchestra, or music group
 - Operate equipment used in radio and TV
 - Total

4

- Type or write reports
- Prepare tax records for people or companies
- Manage a store
- Work with computers
- Answer the telephone and greet customers
- Total

5

- Teach students to read
- Take care of young children
- Research test data
- Teach a yoga class
- Coach a team
- Total

6

- Keep track of money
- Sell insurance to people
- Manage a bank department
- Prepare financial records for people or companies
- Help people invest their money
- Total

7

- Plan a skate park
- Direct a social service agency
- Participate in fund raisers
- Make regulations to protect the environment
- Develop bills to become laws
- Total

8

- Examine people and give them medical treatment
- Give first aid to patients in an ambulance
- Help an injured person learn to walk again
- Process medical records and correspondence
- Read an X-ray
- Total

9

- Escort groups of people on tours
- Serve meals and beverages to people
- Umpire or referee a sporting event
- Plan and conduct activities and trips for tourists
- Manage a hotel
- Total

10

- Counsel people in hospitals, clinics, or schools
- Help youth, couples, and families resolve conflict
- Advise people about their nutritional needs
- Hold parenting classes
- Plan activities for community centers
- Total

11

- Follow blueprints to inspect electronic equipment
- Use computer applications to create reports
- Repair computers
- Design programs for computers
- Write technical directions for engineers
- Total

12

- Protect lives and property from hazards
- Uncover details of a crime and arrest suspects
- Study legal documents to find information
- Guard money or valuables in an armored car
- Defend someone in court and advise them about laws
- Total

13

- Use small or large power tools to build or repair items
- Use precision devices to make parts
- Use machines to shape, cut, or mold metal, fabric or wood
- Install electrical equipment
- Build robots
- Total

14

- Buy clothing and accessories for a department store
- Sell advertising space for a magazine
- Provide beauty treatments for hair, faces, or nails
- Run your own business over the Internet
- Sell houses or land
- Total

15

- Conduct experiments in a lab
- Use advanced math to solve complex problems
- Study causes of animal diseases
- Study space and the solar system
- Find alternate power sources
- Total

16

- Drive a truck to deliver products
- Pilot a ship or airplane
- Drive a bus or taxi
- Operate a train
- Manage a distribution warehouse
- Total

17

- Climb tall heights to repair power lines
- Install, maintain and repair systems while working outdoors
- Determine the cause and prevention of power outages
- Operate and control machines that generate power
- Design and oversee the construction of a power plant
- Total

Now total your score in each set of questions. Then play the match game on the next page and find the career clusters that match the number on the checklist where you scored the highest!

Check Out Your Career Clusters

Careers that have something in common are grouped together. They may share similar job duties, skills, and industries.

1. Agriculture, Food & Natural Resources

Processing, production, distribution, financing, and development of agricultural commodities and natural resources.

2. Architecture & Construction

Designing, managing, building, and maintaining the built environment.

3. Arts, A/V Technology & Communications

Creating, exhibiting, performing, and publishing multimedia content.

4. Business, Management & Administration

Organizing, directing, and evaluating functions essential to productive business operations.

5. Education & Training

Providing education, training and related learning support services.

6. Finance

Planning finances and investments; managing banking, insurance, and business finances.

7. Government & Public Administration

Executing governmental functions at the local, state, and federal levels.

8. Health Science

Providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

9. Hospitality & Tourism

Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

10. Human Services

Providing for families and serving human needs.

11. Information Technology

Designing, supporting, and managing hardware, software, multimedia, and systems integration.

12. Law, Public Safety, Corrections & Security

Providing legal, public safety, protective, and homeland security services.

13. Manufacturing

Processing materials into intermediate or final products.

14. Marketing, Sales & Service

Performing marketing activities to reach organizational objectives.

15. Science, Technology, Engineering & Mathematics (STEM)

Performing scientific research and professional technical services.

16. Transportation, Distribution & Logistics

Managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

17. Energy

Planning, managing and providing support and technical services related to the generation, transmission and distribution of various types of energy along with the engineering design, construction, maintenance, and repair of these systems.

Total up your scores from boxes 1-17 on pages 2 and 3 and match them to the Career Clusters.

List your top three.

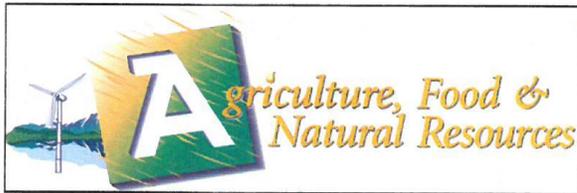
1. _____
2. _____
3. _____



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Think it's too early to start thinking about careers? Think again! Your career may begin years from now and will probably change many times over your lifetime. During middle school, it's important to learn about different occupations, how to compare them, and match to your interests and abilities. To help you get started, information on occupations has been organized by career clusters. There is just enough information for you to determine if you want to know more about a particular occupation. Find something interesting? Do a more in-depth search at Florida CHOICES Planner, www.flchoices.org.

Career Clusters



Do you like to work outside? What about discovering new ways of growing food or discovering better ways to use our natural resources? The agricultural and natural resources industry is a great career choice for people who like to work with the earth and its resources. Examples of jobs in this cluster are:

***Animal Trainer *Forester *Agricultural Technician *Landscapeer *Zoologist**



Can you construct things in your mind? Do you have the ability to visualize a project and sketch it out? Occupations in this cluster give you a wide variety of tasks. You can do anything from designing buildings to the actual construction. You can start your own business and be your own boss. Examples are:

***Plumber *Brickmason *Electrician *Building Inspector *Surveyor *Architect**

The Career Cruiser • 13



Have you ever dreamed of being a movie star or a famous writer? You could be the next big Hollywood director or Michelangelo! If you have the ability to be very creative and expressive there may be many opportunities to explore in this industry. Examples of jobs in this cluster are:

***Musician *Dancer *Broadcast Technician *Graphic Designer *Photographer *Curator**



Have you ever wondered what goes on in those big, tall business buildings you see downtown? They are full of office managers and secretaries who do everything from writing contracts to answering phones. This industry depends heavily on the people who work behind the scenes keeping everything running smoothly. Examples of jobs in this career cluster are:

***Receptionist *Administrative Assistant *Legal Secretary *Accountant *General/Operations Manager**



If you want a job that is rewarding, consider teaching. With a career in education, you have the opportunity to inspire the minds of the future. In Florida, there is a high demand for educators and trainers due to the rising state population. The opportunities are wide open and you have the option to work with children or adults. Examples of jobs are:

***Fitness Trainer *Child Care Worker *Secondary School Teacher *Principal *Counselor**



Have you ever wondered how energy is generated and transmitted to power our homes, businesses and schools? You will see a wide variety of occupations in energy generation, transmission, distribution and support; as well as careers in alternative and renewable energy. Your career in energy can start with a high school diploma or a GED in many entry-level energy occupations. You can also begin your career in energy after you earn your associates degree or bachelor's degree. Examples of careers in energy include:

***Lineworker *Solar Installer *Electrician *Instrumentation and Control Technician *Power Plant Operator *Engineer**

14 • The Career Cruiser -



In this field, money is the name of the game and the payoff can be high. Many people have money to put into the bank or invest in the stock market, so job opportunities in this field are growing. Examples are:

***Bank Teller *Payroll Clerk *Financial Analyst *Loan Counselor *Economist *Actuary**



From the President of the United States to a legislative aide, this field has a wide variety of jobs from which to choose. You can be an elected official or hold a salaried position that links you to the government. So whether a local, state, or federal government employs you, you serve the community, state, and nation where you live. Democracy at its best!

***Marriage/Driver's License Clerk *Government Inspector *Urban Planner *Legislator**



With a caring hand and an understanding ear, doctors, nurses, and dentists can be our best friends when we are not feeling well. This is a world of fast-paced action and career growth. Opportunities range from working with infants to the elderly and everything in between. Examples are:

***Dental Assistant *Paramedic *Registered Nurse *Veterinarian *Pharmacist *Physical Therapist**



From working at Disney World to McDonalds, jobs in this field allow you to meet new people all the time. In Florida, a large portion of employment is in the hospitality and tourism industry. Jobs in food service, hotels, attractions, and travel are available. Many allow for part-time work and flexibility. Examples are:

***Hotel/Motel Clerk *Tour Guide *Chef *Food Services Manager *Travel Agent**

The Career Cruiser - 15



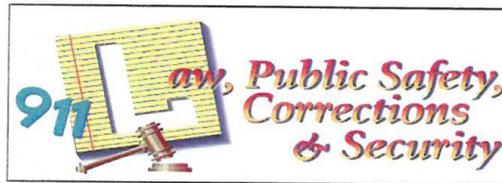
Work in this field can take place in offices, hospitals, clinics, and religious organizations. You also have the option of working at a private agency or being employed by state or local government. Work hours can be irregular, but the reward you get from helping people is well worth the time. Examples are:

***Home Health Care Aide *Clergy *Psychologist *Parole Officer *Social Worker**



If you are the type of person who wants the latest computer gadget or wants to know just how computers think and work, information technology is for you. With advances in technology everyday, it stays exciting. From designing software and video games to repairing computers, this field continues to grow. Examples of jobs in this cluster are:

*** Animator *Equipment Repairer *Programmer *Computer Hardware Engineer *Game Designer**



Open up your own law firm or work as a part of local or federal government. This career field can offer you many different opportunities with exciting tasks. You can work outside fighting fires or inside a court room defending a client. Examples of jobs in this cluster are:

***Animal Control Worker *Court Clerk *Fire Fighter *Private Investigator *Attorney**



Assembling products and operating machines is what it's all about. You can work in a big factory operating a textile machine or install the electronics system on an airplane. While some jobs allow you to learn through on-the-job training, the growth of technology in factories calls for workers who have technical skills. Examples:

***Electrical/Electronic Repairer *Machinist *Mechanical Engineering Technician *Purchasing Agent**



How are your communication skills? Are you good at promoting products and services? Occupations in this cluster give you a wide range of choices. You can do many things from floral designing to selling real estate. Examples of jobs in this cluster:

- *Retail Sales Person
- *Fashion Designer
- *Telemarketer
- *Real Estate Sales Agent
- *Advertising Manager



Would you like to work in a laboratory with bubbling beakers and test tubes? If you like doing your annual science fair project, this career field may be right up your alley. Theories, hypotheses, and mathematical skills are all part of the job. Examples of jobs in this cluster are:

- *Chemical Technician
- *Civil Engineer
- *Hydrologist
- *Meteorologist
- *Microbiologist



Would you like getting people or products from one place to another by land, air, or sea? Check out these occupations:

- *Flight Attendant
- *Automotive Body Repairer
- *Motorcycle Mechanic
- *Air Traffic Controller

At this point, you probably don't know a lot about Florida's Bright Futures Scholarship (www.floridastudentfinancialaid.org/ssfad/04). You know, the one that is funded by the lottery? Grades and lots of other stuff will qualify you to get the scholarship. But, something you need to think about as soon as you get in high school is the required 75 hours of community service. You are going to be so busy with school ... homework, studying, clubs, sports, and other activities. Where will you find the time? Even if you dedicated three hours per month to volunteer work, it would still take over two years to qualify. Do the math!

Volunteering will not only meet the requirements for Bright Futures, but you will be serving your community, too. Make community service part of your PLAN and be sure to talk to your high school counselor about options!

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Name _____

**CAREER EXPLORATION CHART
A FIRST LOOK AT CAREERS OF INTEREST**

There are hundreds of types of jobs available for you to consider. As you decide what work you would like to do, *few things* are more important than finding a job you *care about and really like*. On the form below, list three jobs you would enjoy doing and indicate the kind of education and training required, the skills needed, the job duties, the possible salary and any other information you think is important.

Job Title			
Education / training required			
Type of school that offers training (technical center, community college, 4-year university)			
Job duties			
Possible salary			
Other things I learned / questions			

Florida CHOICES Checklist

(www.flchoices.org)

Name _____

<input type="checkbox"/> Create your portfolio	User name _____
	Password _____
<input type="checkbox"/> Complete "Interest Profiler"	"Career Exploration" Activities
<input type="checkbox"/> Complete "Career Exploration Chart"	
<input type="checkbox"/> Complete "Basic Skills Survey"	"Know Yourself" Activities
<input type="checkbox"/> Complete "Transferable Skills Checklist"	
<input type="checkbox"/> Complete "Work Values Sorter"	
<input type="checkbox"/> Complete "Salary Worksheet"	
<input type="checkbox"/> Review the outlook for careers in your Career Exploration Chart	"Know the Job Market" Activities
<input type="checkbox"/> Document your "job search network"	
<input type="checkbox"/> Identify potential employers	
<input type="checkbox"/> Identify education and training institutions	
<input type="checkbox"/> Complete "Occupation Presentation"	
<input type="checkbox"/> Complete "Describe Yourself: Essay"	

OCCUPATION PRESENTATION

(<http://onetonline.com>)

*In addition to the Interest Profiler in CHOICES, use the **Occupational Outlook Handbook** (<http://onetonline.com>) to explore in greater depth one of the jobs you listed on the "Career Exploration Chart." Use the questions below to guide your exploration. Prepare to present information about the occupation to the class.*

VOCABULARY

occupational outlook _____

occupational hazards _____

certification _____

mandatory _____

job prospects _____

median earnings _____

Occupation _____

1. What are the typical job duties of this occupation?

2. What is the typical environment where this work takes place?

3. What are the typical hours worked by a person doing this job?

4. Are there occupational hazards? What are they?

5. What education and / or training are required to enter this occupation?

6. What licenses or certifications are mandatory for this occupation?

7. What skills should a person in this occupation possess?

8. What is the total number of jobs in this occupation today?

9. What is the projected change in the number of jobs in this occupation?

10. What are the job prospects for this occupation in Florida?

11. What are the median earnings for workers in this field?

12. In your opinion, what are the major advantages of this occupation?

13. In your opinion, what are the major disadvantages of this occupation?

14. Does this job suit you and your talents and interests? How?

15. If you decided to pursue work in this occupation, what steps would you need to take?
