



WHO AM I AND WHERE AM I GOING?

Subject Matter: Career Development

Grade Levels: 11-12

Time Allotment: Three 45-minute class sessions

Master Teacher: Mary Groves

Overview

Puberty and other changes that occur for this age group are monumental. Students are seeking to find their own paths in life and distinguish themselves. Many times, students struggle to understand who they are and how they will find their paths in life. Only as they gain a better understanding of themselves do they gain self-confidence ... and with self-confidence they can be successful.

Learning Objectives

Students will be able to:

- Explain what self-confidence is.
- Define self-confidence and explain how it influences their lives.
- Explain how their actions contribute to their success.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

Career-Related Learning Standards (CRLS) - Career Development

- Demonstrate career development skills in planning for post-high school experiences.

Media Components

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- “The World of Work: Getting a Good Job” (29:57)
- “Friends First: Me, Myself, and I (Self-Confidence)” (13:11)
 - **Clip:** “Introduction to Self-Confidence” (03:17 pause at 01:23)
 - **Clip:** “Commit to You” (00:46)

Web

- **Online Interactive Myers-Briggs Personality Inventory**
Myers-Briggs is one of the most respected personality inventory tests that allows individuals to learn about why they are the way they are and how that influences their decisions.
http://www.personalitypathways.com/type_inventory.html
- **Online, Interactive Search of the Occupational Outlook Handbook**
Excellent source of information about all types of careers, including salary estimates, outlook forecasts and general information about the career.
<http://www.bls.gov/aspsrch/oco2.idq?CiScope=%2Foco&IDQFile=%2Faspsrch%2Foco2.idq&SearchArea=%2Foco&CiSearch=teacher&Finish.x=15&Finish.y=5&Finish=Search+by+occupation>
- **Careers Online – Past Experiences**
An interactive Web page that discusses how past experiences influence career choice.
<http://www.careersonline.com.au/disc/past.html>
- **Reach Out Michigan**
An interactive Web page that provides students with choices about their likes and dislikes.
<http://www.reachoutmichigan.org/exploringsci/turnon.html>
- **Careers Online – Abilities**
A Web page that provides students with a directed approach to recognizing their abilities.
<http://www.careersonline.com.au/disc/abilities.html>
- **Careers Online – Interests**
A Web page that provides students with a directed approach to recognizing their interests.
<http://www.careersonline.com.au/disc/interests.html>
- **Careers Online – Abilities and Interests**
Interactive page that allows students to examine the role that interests and abilities play in a search for a career.
<http://www.careersonline.com.au/disc/a&i.html>
- **Careers Online – Job Lists by Interest Area**
Web page that provides students with career choices based on their interests and abilities.
<http://www.careersonline.com.au/disc/jia.html>

Prep for Teachers

Prior to teaching this lesson, bookmark all of the Web sites used in the lesson on each computer in your classroom.

Download the video clips onto the computer you will use to project the clips. Be certain each computer in the classroom has a copy of the free Windows Media Player installed (some clips aren't available for use with QuickTime Player).

In addition, print the following worksheets and make a copy for each student:

- Abilities Worksheet at <http://www.careersonline.com.au/disc/abilities.html>
- Interests Worksheet at <http://www.careersonline.com.au/disc/interests.html>
- Summary Worksheet at <http://www.careersonline.com.au/disc/a&i.html>

(**Note:** Teacher should take the Personal Style Inventory at http://www.personalitypathways.com/type_inventory.html to aid in understanding of the process.)

Trace or print the Blank Shield Design (located at end of lesson plan) onto colored paper. The shield should be quite large to allow students to place pictures and text on the shield. Print the Shield Instructions (located at end of lesson plan) for each student.

When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements.

Materials

- A computer with Internet connectivity
- 1 worksheet for each student (see "Prep for Teachers" above)
- 1 shield for each student (see "Prep for Teachers" above)
- 1 shield for you, the teacher

Have Available for Student Use:

- Safety pins
- Colored pencils
- Crayons
- Scissors
- Glue
- Magazines (for cutting)

- Paper (for drawing)
- 6 pieces of 8 1/2" x 11" lined paper, doubled and stapled in the middle to form a booklet (referred to as a Personal Record Journal in the lesson)

Introductory Activity

Step 1: Explain to the students that they are going to watch teens discussing their difficulties in feeling confident about themselves. Hand out the blank Personal Record Journals to each student and have them put their names in their Journals. As a **Focus for Media Interaction**, each student should think of one area in which they don't feel confident and make note of it in their Personal Record Journal on page one. Reassure students that you will be the only one who looks at this Journal. Encourage all students to be honest. **Play** the video clip, "Introduction to Self-Confidence" (03:17), from the video, "Friends First: Me, Myself, and I (Self-Confidence)" (13:11). **Pause** at 01:22.

Step 2: After viewing the segment, discuss with students ways in which we identify ourselves. Discuss with the students some of the symbols and words that you have used to identify your personality on the shield you have previously made. Explain to students that they are going to create their own shields. Distribute the Blank Shield Design and the Shield Instructions. Read the instructions out loud, emphasizing the fact that students are to fill in each of the six sections of the shield with answers to the six questions. They can use drawings, pictures and symbols, and each section can be as simple or complex as necessary to convey their meaning. Provide students with 30 minutes to complete their shields. Upon completion of the shields, students should cut the shields out and use a safety pin to attach the shields to their clothing. Provide students with an opportunity to discuss their shield with another student and the class if they so desire, emphasizing the fact that students don't need to reveal the meaning of everything on their shield. After students have put their names on the back of the shields, collect the shields from each student and keep them for later use.

Learning Activities

Activity 1

Step 1: It is sometimes difficult for students to begin the process of examining different careers because there is no predefined place to start. To help students begin their journey, as a **Focus for Media Interaction**, have students record in their Personal Record Journals the one class or activity that they have enjoyed the most and one class or activity that they didn't enjoy. **Play** the video, "The World of Work: Getting a Good Job" (29:57). **Pause** the video at 03:54.

Step 2: Explain to students that one of the ways to begin thinking about careers and career choices is to begin thinking about themselves and what they like to do and what they don't enjoy. One way students can begin to understand what motivates them is to take a personality inventory test. Explain that this test is really a method of identifying some characteristics of personality

that exist in each of us, such as shyness, and how these characteristics might affect career choices. For example, if a person is very shy, their shyness influences decisions they make and looking at a career on the stage or in front of the television camera would not be something in which that person would be interested.

Step 3: Have students log on to the Internet and open

http://www.personalitypathways.com/type_inventory.html and, as a **Focus for Media Interaction**, have the class participate in the online activity. Students should scroll about one-fourth of the way down the page to begin the Myers-Briggs personality inventory. Have students determine the letters representative of their styles and make note of it in their Personal Record Journals. Explain to students that the letters on the score sheet represent different personality types, such as extrovert, and establish some examples of traits for each personality preference. Verbally review the eight major categories listed: Extrovert (E), Introvert (I), Sensing (S), Intuitive (N), Thinking (T), Feeling (F), Judging (J) and Perceiving (P). Based on their numbers, have students calculate their personality preferences. Stress to students the need to be honest with themselves.

Step 4: Once students have determined the four letters that describe their personality styles, have them scroll down and use the links related to their letters to find information specific to their personalities. There is a short description of each personality type and links to careers that are popular and satisfying for these individuals. Have students identify two or three careers from this group, making note of these careers and career groups in their Personal Record Journals. Verify that each student has determined the four-letter key to their personality and a couple of careers that correspond to those traits before continuing.

Step 5: Explain to students that although the personality test can provide them with a deeper look into themselves and potential careers, there are occasions when it doesn't accurately portray a field of interest. As a **Focus for Media Interaction**, have students identify at least one more career that they would enjoy investigating. **Play** the video, "The World of Work: Getting a Good Job" (29:57). **Begin** at 03:54 and **pause** at 05:04.

Step 6: Explain to students that the Occupational Outlook Handbook is published on a yearly basis and provides information about a variety of jobs, including skills needed, training needed, how much the job pays, how many jobs are going to be available and other essential information. Have students log on to the Internet and open <http://www.bls.gov/aspsrch/oco2.idq?CiScope=%2Foco&IDQFile=%2Faspsrch%2Foco2.idq&SearchArea=%2Foco&CiSearch=teacher&Finish.x=15&Finish.y=5&Finish=Search+by+occupation>. As a **Focus for Media Interaction**, have students search the two or three careers that were listed as a result of their personality inventory, as well as the career that they just made note of in their Personal Record Journal. Have students research how much the career pays, how many years of training are required, what type of training is required and the future outlook for jobs in that career. Have students write a short essay about the pay, skills needed, training needed and job potential in their Personal Record Journals for two careers.

Activity 2

Tell students that they have completed some beginning investigations into a career field or two based on a Myers-Briggs personality test and their own personal choice. Explain to students that there are other factors that influence their job choice and potential for success.

Step 1: As a **Focus for Media Interaction**, have students identify one area in which they have skills and make note of it in their Personal Record Journals. **Play** the video, “The World of Work: Getting a Good Job” (29:57). **Begin** at 05:04 and **pause** at 07:14.

Step 2: One of the factors that shape choices and behaviors is past experiences. Explain to students that if they are afraid of heights, becoming a trapeze artist is probably not a particularly good choice for them. Have students log on to the Internet and open <http://www.careersonline.com.au/disc/past.html>. As a **Focus for Media Interaction**, have students participate in the online inventory of past experiences, following the instructions on the Web page. Have students make note of the items they chose in their Personal Record Journals.

Step 3: Discuss with students the issues of physical features and how they may affect a career choice. If you are by nature a messy person, having to be very precise in a job may be very stressful. Have students log on to the Internet and access <http://www.careersonline.com.au/disc/phys.html>. As a **Focus for Media Interaction**, have students complete the online inventory of physical features and how they influence career choice, creating a record of this information in their Personal Record Journals.

Step 4: Attitudes affect our reactions to everything in life. As teachers, we really can appreciate a good attitude versus a bad attitude. As you relate an example of a good attitude (It’s Christmas morning and you have just hit the jackpot in Christmas gifts) and a bad attitude (You just had a terrible fight with your sibling about staying out of your room), ask students to think of instances when they had good attitudes and when they had bad attitudes. Before completing the next assignment, ask students to consider how their good or bad attitudes have affected them within the last week. Give each student the “Choosing a Career – Attitudes” Worksheet from <http://www.careersonline.com.au/disc/attitudes.html>.

Have students log on to the Internet and access <http://www.careersonline.com.au/disc/attitudes.html>. As a **Focus for Media Interaction**, have students complete the assignment by circling those words that apply to them now and underlining those words that they would like to have apply to them.

Step 5: Explain to students that identifying things that are of great interest to them can be easy, but identifying things that they don’t have experience with or have never considered before can be challenging. It is important that students not dismiss a career choice or an option just because they have not considered it before. Using the worksheets previously downloaded from <http://www.careersonline.com.au/disc/a&i.intro.html>, <http://www.careersonline.com.au/disc/interests.html>

and <http://www.careersonline.com.au/disc/a&i.html>, have students complete the worksheets. Again, encourage students to be honest. Upon completion of the worksheets, have students write a short descriptive paragraph that summarizes their abilities and interests in their Personal Record Journals.

Step 6: In this next segment, we are going to watch a portion of the video that will introduce a Q-Brief or Qualifications Brief. A Q-Brief is a document that allows individuals who do not have a lot of work history to describe attributes that will make them good employees. **Play** the video, “The World of Work: Getting a Good Job” (29:57). **Begin** at 07:14 and **pause** at 12:15. As a **Focus for Media Interaction**, have students identify the three main sections of a Q-brief, making note of them in their Personal Record Journals. Upon completion of the video segment, have students complete a Qualifications Brief for themselves focusing on the main components required. Remind students that a Q-Brief always accents the positive and is a record of personal success. Have students prepare a written Q-Brief using a word processor. The format for a Q-Brief is:

- Jobs and Awards/Accomplishments
- Attendance Record
- Customer Reaction
- Educational Accomplishments
- Extracurricular Accomplishments
- Awards
- Other Facts Section

Have students save their Q-Briefs and provide you with a copy. These can be kept for later use by students as they continue to develop their Q-Briefs.

Culminating Activity

Hand out the shields that students had prepared during the first activity. Based on the information on the shields and their newfound understanding of their personalities, have students write an explanation of their choices for the different areas on the shield and how that reflects their personality type in their Personal Record Journals. If necessary, some students may decide to make changes to their shields to reflect new knowledge before completing the writing assignment.

Cross-Curricular Extensions

Language Arts

- Write a letter of introduction to a local business to include with your Q-Brief, asking them to consider you as a potential future employee.

- Read one of the following books on successful individuals:

Dave's Way by R. David Thomas

Written by the founder of Wendy's restaurants, this is a fantastic book for teenagers. Dave Thomas tells his story in down-to-earth language, including his experiences starting work at age 12 and what he did during his teen years to learn his way in the world. The book contains countless simple tips on how to be successful in today's business environment, but more importantly illustrates how to take a dream and make it a reality.

Sam Walton: Made in America: My Story by Sam Walton, John Huey **or** The Sam Walton Story by Austin Teutsch

Sam Walton started the Wal-Mart chain; these books trace his life from boyhood through his first store and then through his rise to become the richest man in the United States.

History

- Identify one career or job that did not exist 10 years ago. Write a short essay on which historical events led to the creation of this job.
- Accessing information on the business timeline at <http://www.historychannel.com/>, create a visual display to represent the invention of an item and how it affected jobs (Example: the invention of the telephone or the electric light bulb). How has this invention changed the jobs of individuals?

Work Experience

- Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Community Connections

- Students can apply for a job locally using their Qualifications Brief and ask for feedback from the employer on the success of the brief.
- Invite personnel from the state office of employment or a local employment agency to come speak to the students.
- Take a trip to a local employment agency or state job service.
- Have students interview a local merchant who hires teens on a regular basis to determine what characteristics he/she desires.

Shield Instructions:

This activity is designed to help you learn more about others. It also gives you the chance to tell about yourself. First follow these directions:

1. Answer the following questions by drawing, in the appropriate area on your Coat of Arms, a picture, design or symbol.
 - **Area 1:** What do you regard as your greatest personal achievement to date?
 - **Area 2:** What is something about which you would never budge?
 - **Area 3:** What is the one thing other people can do to make you happy?
 - **Area 4:** What do you regard as your own greatest personal failure to date?
 - **Area 5:** What would you do if you had one year to live and were guaranteed success in whatever you attempted?
 - **Area 6:** What three things would you most like to be said about you if you died today? (three words)
2. Do not use words except in Area 6 of your Coat of Arms.
3. Artwork isn't important. Make the drawing, picture or symbol as simple as you wish as long as it conveys how you feel about the question.
4. Pin your Coat of Arms on your blouse, shirt or dress so that others can see it.
5. Discuss your Coat of Arms with someone else. Explain the meaning of each item if you wish. If you don't wish to share the meaning of your Coat of Arms, that is your privilege.

