

# **Career Pathway Curriculum**

## **Career Awareness Resources**

**Outcome #1**

**Job vs. Career**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Part 1**

Job:

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Definition: \_\_\_\_\_

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Definition: \_\_\_\_\_

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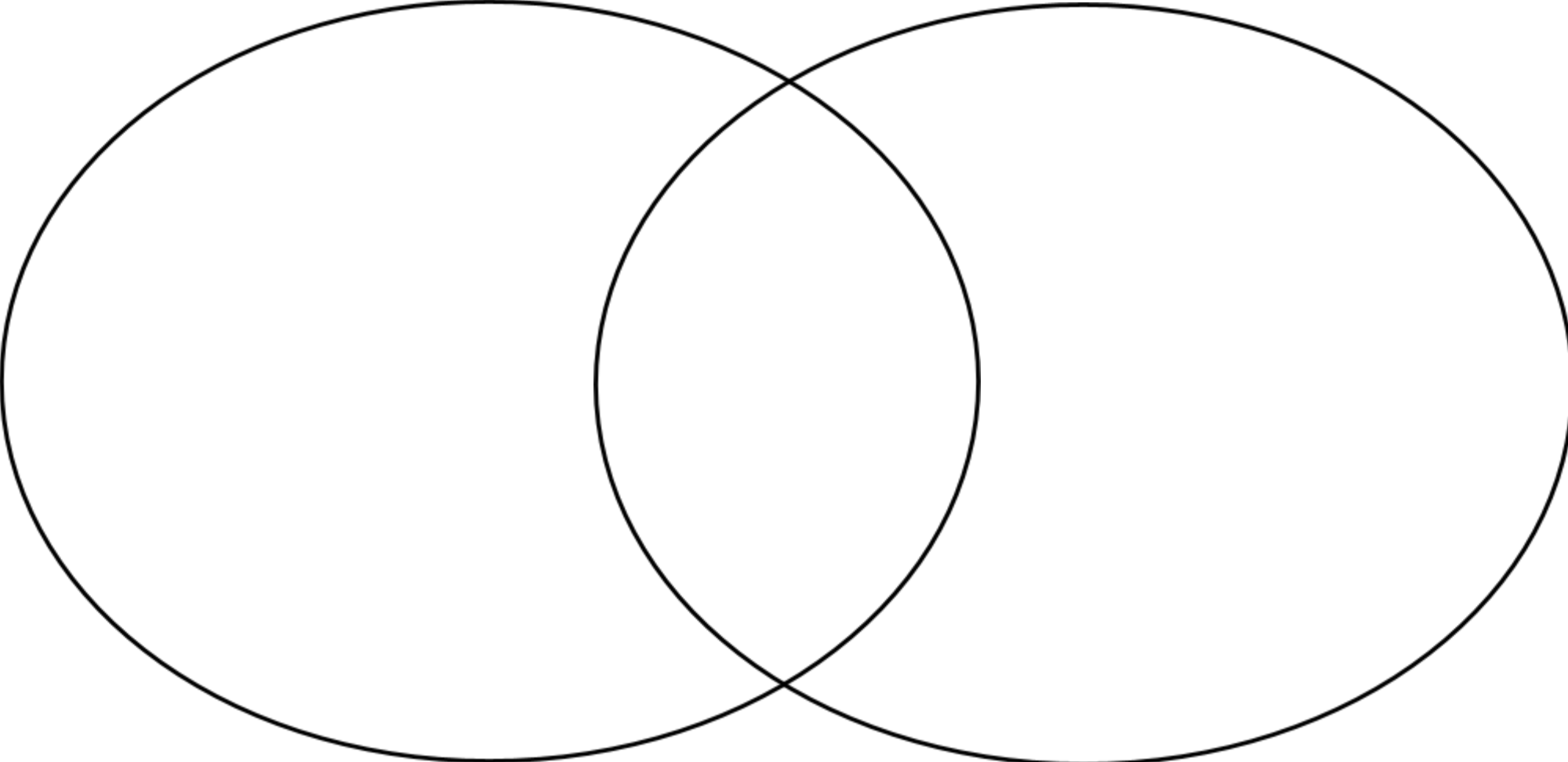
Career:

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**Part 2**

Job

Career



## Compare and Contrast

What do you know about work in the United States? What do you know about work outside of the US? Use the chart below to organize your ideas.

<i>The USA</i>	<i>Outside the US</i>

## Outcome #2

### Understanding Myself

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** For each vocabulary word, read the definition and the list of examples. Write a check mark next to the top 3 that are most important to you. You might think that all of them are important, but please try to pick the top 3. If there is something that you want to write that is not on the list, write it in the blank space. After you choose your answers, share it with a partner. Tell your partner why you chose those options. Why are they most important to you?

#### **Value**

Something you believe in; great worth or importance.

- Work and family life balance
- Clear communication
- Working independently
- Respecting others
- Teamwork
- Honesty
- Strong work ethic
- Privacy
- \_\_\_\_\_

#### **Passion**

Something you feel very strongly about or care about deeply.

- Helping others
- Caring for the environment
- Religion
- Caring for children or the elderly
- Fixing things
- Sports
- Teaching someone a new skill
- Cooking/baking
- \_\_\_\_\_

## **Motivation**

Something that makes a person do his or her best work.

- Regular paycheck
- Praise for good work
- Respectful coworkers
- Working in a group
- Working alone
- Regular bonuses or pay raises
- Regular communication with boss/manager
- Clear expectations
- \_\_\_\_\_

## **Discouragement**

Something that makes you feel less confident and not want to do your best work.

- Strict rules
- Few instructions from boss/manager
- Working alone
- Working in a group
- Many meetings
- Disrespectful coworkers
- Lack of praise for your work
- Low pay
- \_\_\_\_\_

## Values Matcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Complete the “Values Matcher” assessment at [Work Values Matcher | Careers | CareerOneStop](#). Write the two most important values from your results in the blanks below. Research at least three occupations that match these values and write some information about each below.

Value: \_\_\_\_\_

Occupation #1: \_\_\_\_\_

- Level of Education: \_\_\_\_\_
- Job Outlook: \_\_\_\_\_
- Typical Wages: \_\_\_\_\_

Occupation #2: \_\_\_\_\_

- Level of Education: \_\_\_\_\_
- Job Outlook: \_\_\_\_\_
- Typical Wages: \_\_\_\_\_

Occupation #3: \_\_\_\_\_

- Level of Education: \_\_\_\_\_
- Job Outlook: \_\_\_\_\_
- Typical Wages: \_\_\_\_\_

Value: \_\_\_\_\_

Occupation #1: \_\_\_\_\_

- Level of Education: \_\_\_\_\_
- Job Outlook: \_\_\_\_\_
- Typical Wages: \_\_\_\_\_

Occupation #2: \_\_\_\_\_

- Level of Education: \_\_\_\_\_

- Job Outlook: \_\_\_\_\_

- Typical Wages: \_\_\_\_\_

Occupation #3: \_\_\_\_\_

- Level of Education: \_\_\_\_\_

- Job Outlook: \_\_\_\_\_

Typical Wages: \_\_\_\_\_



### Outcome #3

## Career Aptitude Test Result Example

**Directions:** This is an example of the results page produced by the Career Test at <http://www.123test.com/career-test/>. Before you take the quiz, write the definitions of the following words in the chart below, and complete the matching activity. Then, answer the questions at the bottom of the page.

Word	Definition
aptitude	
social	
artistic	
investigative	
conventional	
enterprising	
realistic	

### Match:

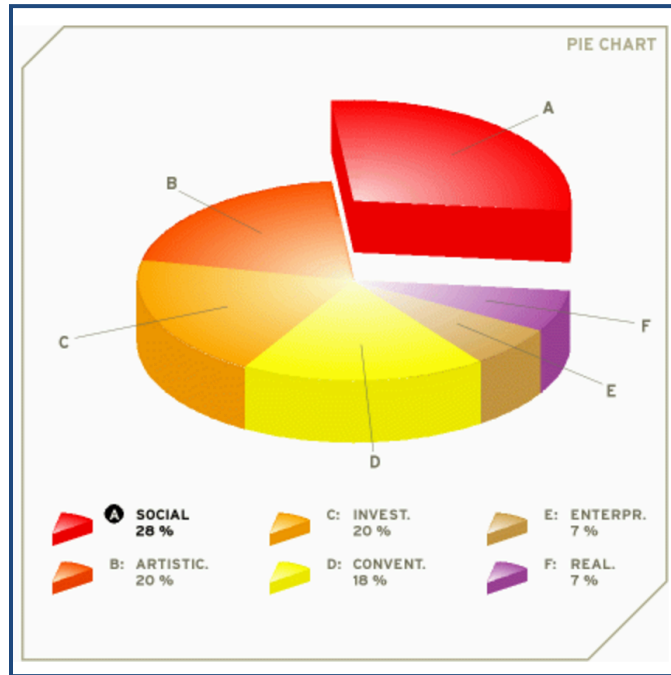
Match the words with the words that describe them:

- |                  |   |
|------------------|---|
| 1) Artistic      | A) competitive environments, leadership, persuading, status                       |
| 2) Investigative | B) detail-oriented, organizing, clerical  |
| 3) Social        | C) creative, original, independent, chaotic, inventive, media, graphics, and text |
| 4) Conventional  | D) cooperative, supporting, helping, healing/nurturing, teaching                  |
| 5) Enterprising  | E) analytical, intellectual, scientific, explorative, thinker                     |
| 6) Realistic     | F) practical, physical, concrete, hands-on, machine, and tool-oriented            |

## Questions:

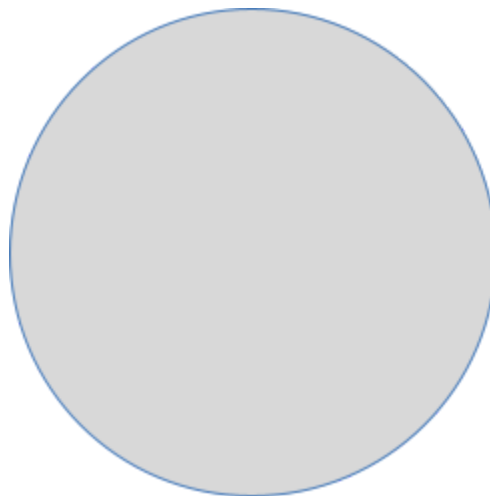
1. Which career would be good for a **social** person?
  - a) Computer engineer
  - b) Truck driver
  - c) Teacher
2. Which career would be good for an **artistic** person?
  - a) Office manager
  - b) Photographer
  - c) Driver
3. Which career would be good for an **investigative** person?
  - a) Scientist
  - b) Chef
  - c) Cleaner
4. Which career would be good for a **conventional** person?
  - a) Nurse
  - b) Office manager
  - c) Salesperson
5. Which career would be good for an **enterprising** person?
  - a) Packer
  - b) Business owner
  - c) Social worker
6. Which career would be good for a **realistic** person?
  - a) Mechanic
  - b) Graphic designer
  - c) Receptionist

## Sample Result:



(A) Social	(C) Investigative	(E) Enterprising
(B) Artistic	(D) Conventional	(F) Realistic

## My Own Test Results:



(A) Social: ____%	(C) Investigative: ____%	(E) Enterprising: ____%
(B) Artistic: ____%	(D) Conventional: ____%	(F) Realistic: ____%

Source from World Relief Emerging Careers Course.

Created by World Relief Emerging Careers Course 2025

## Questions about my Test Results:

1. What category is the highest percentage for you?

Category: \_\_\_\_\_

Percentage: \_\_\_\_\_

2. What category is the lowest percentage for you?

Category: \_\_\_\_\_

Percentage: \_\_\_\_\_

3. What is the first job they recommend and what percentage does it match your aptitude type?

Job: \_\_\_\_\_

Percentage: \_\_\_\_\_

4. What is the second job they recommended and what percentage does it match your aptitude type?

Job: \_\_\_\_\_

Percentage: \_\_\_\_\_

5. What is the third job they recommended and what percentage does it match your aptitude type?

Job: \_\_\_\_\_

Percentage: \_\_\_\_\_

## **(Outcome #3 - Optional Resources)**

# **Myers Briggs Personality Type Indicator**

## **What is Psychological Type?**

Psychological type is a theory developed by Carl Jung, a Swiss psychiatrist (1875-1961), to explain some of the apparently random differences in people's behavior. According to Jung's theory, predictable differences in individuals are caused by differences in the way people prefer to use their minds.

## **What is the MBTI?**

The Myers-Briggs Type Indicator® (MBTI) is an instrument designed to make Jung's theory understandable and useful in everyday life. MBTI results describe valuable differences between normal, healthy people – differences that can be the source of much misunderstanding and miscommunication. The authors, Katherine Cook Briggs (1875-1968) and her daughter, Isabel Briggs Myers (1897-1980), were keen observers of human personality differences. They studied and elaborated the ideas of Carl Jung and applied them to human interaction. Prompted by the waste of human potential in World War II, Myers began developing the Indicator to give a wide range of individuals access to the benefits of knowing their psychological type. After more than 50 years of research and development, the current MBTI is the most widely used Instrument for understanding normal personality differences.

## **What is the benefit of the MBTI?**

The MBTI functions as a tool that helps people in organizations to:

- Understand themselves and their behaviors
- Appreciate others so as to make constructive use of individual differences

Specifically, organizations use the MBTI for:

- Communicating more effectively with supervisors, peers, and employees.
- Solving organizational problems.
- Making the most of organizational human resources
- Improving teamwork
- Understanding and adapting to differences in management style
- Conflict resolution
- Understanding contributions to the organization

# Why the MBTI?

- The MBTI® is a self-report instrument. You are the decision maker.
- The MBTI is non-judgmental. Some instruments leave you feeling that there is something wrong with you--that there is a right and a wrong way to be. The MBTI and each of its 8 preferences and 16 personality types allow you to understand your particular strengths and contributions to society.
- The MBTI is an indicator of preferences. There are no correct or incorrect answers. You cast your votes for the way you prefer to direct your energy, take in information, make decisions, and orient your life.
- The MBTI does not measure; it sorts. You sort yourself into one of two equally attractive options. High preference scores only indicate that you were very clear in your choice.
- The MBTI is well researched. It has been subjected to rigorous research tests.

## What are “PREFERENCES”?

The MBTI reports your preferences on four scales, each opposite poles. The following exercise will most easily convey what is meant by “preferences.”

First, sign your name on the line below as you normally do.

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Now, sign your name again on the line below, but this time use your other hand.

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How would you describe the experience of writing your name with your preferred hand? With your non-preferred hand?

### **Preferred hand**

Feels natural  
Did not think about it  
Effortless & easy  
Looks neat

### **Non-preferred hand**

Feels unnatural  
Had to think and concentrate  
Requires energy  
Awkward and clumsy

You can use either hand when you have to and use both hands regularly, but for writing one is natural, while the other requires effort. You can develop your ability to write with your non-preferred hand, but imagine how difficult it would be if you were required to write with your non-preferred hand throughout your work or school day.

## Myers-Briggs Type Indicator (MBTI)

### ORIENTATION OF ENERGY – EXTRAVERSION – INTROVERSION

*Direction of focus, source of energy*

#### **E EXTRAVERSION**

Energized by outer world  
Focuses on people and things  
Talk thoughts out  
Active  
Breadth of interest  
Live it, then understand it  
Interaction  
Outgoing  
Do-think-do

#### **I INTROVERSION**

Energized by inner world  
Focus on thoughts and concepts  
Keeps thoughts in  
Reflective  
Depth of interest  
Understand it before live it  
Concentration  
Inwardly directed  
Think-do-think

### **PERCEIVING FUNCTION – SENSING – INTUITION**

*Ways of taking in information*

#### **S SENSING**

Facts  
Data  
Detail  
Reality-based  
Actuality  
Here and now  
Looks at what is real

#### **I INTUITION**

Meanings  
Associations  
Possibilities  
Hunches, speculations  
Theoretical  
Future possibilities  
Looks at what could be

## JUDGING FUNCTION – THINKING – FEELING

*Ways of coming to a conclusion, making a decision*

### **T THINKING**

Analytical  
Justice  
Objective  
Logical system  
Impersonal  
Critique  
Reason  
Criteria  
Firm but fair

### **FEELING F**

Sympathetic  
Mercy  
Subjective  
Value system  
Personal  
Appreciate  
Empathy  
Circumstances  
Compassionate

## ORIENTATION TO OUTER LIFE – JUDGING – PERCEIVING

*Dealing with outside world*

### **J JUDGING**

Organized  
Settled  
Planned  
Decisive  
Control one's life  
Set goals  
Systematic  
Regulate

### **PERCEIVING P**

Pending  
Flexible  
Spontaneous  
Tentative  
Lets life happen  
Likes surprise  
Open to change  
Flow

<b><u>Extraversion</u></b>	<b><u>Introversion</u></b>
Gregarious - drawn to large number and variety of relationships	Intimate - most comfortable in small groups and with one-on-one relationships.
Enthusiastic - being energetically with the "action" and at the center of things.	Quiet - present themselves modestly, drawn to the calm away from the center of action.
Initiator - social facilitator, assertively outgoing, build bridges among people.	Receptor - content to let others initiate social amenities - even to the point of being overlooked.
Expressive - easy to know, approachable, warm, readily show feelings	Contained - well controlled, calm exterior, often difficult for others to "read."
Auditory - learn through listening, active dialogue, and involvement with others	Visual - learn through observation, reflection, reading, and more solitary means.
<b><u>Sensing</u></b>	<b><u>Intuition</u></b>
Concrete - depend on verifiable, factual information and direct perceptions. literal, mistrust fuzzy information	Abstract - comfortable with and inferring meaning from ambiguous and non-literal information. Perceptive.
Realistic - value being practical, cost-effective, and exercising common sense.	Imaginative - enjoy being ingenious, clever and novel . . . for its own sake.
Pragmatic - highly values the usefulness or applications of an idea - more interesting than the idea itself.	Intellectual - learning, acquiring knowledge, mental challenges are valued as an end in itself
Experiential - heavily grounded by first hand, past experience. Reluctant to generalize beyond direct experience.	Theoretical - conceptual, automatically search for patterns in observed facts, comfortable with theories and inventing new ones. Resourceful.
Traditional - trust what is familiar, support established groups and methods, honors precedents.	Original - values initiative and enterprising, inventive, and novel solutions. Often mistrusts conventional wisdom.
<b><u>Thinking</u></b>	<b><u>Feeling</u></b>
Critical - comfortable making distinctions, categorizing, makes win/lose choices, being in adversarial situations.	Accepting - tolerant towards human failings, see the positive side of others, instinctually seeks win/win resolutions of problems.
Tough Minded - results oriented, ends justify the means, stick on task. Firm.	Tender Hearted - use gentle persuasion to influence, reluctant to force compliance.
Questioning - intellectually independent, resistant to influence, self-confident.	Accommodating - seeks consensus, deferential, conflict avoiding, seeks harmony.
Logical - values and trusts detached objective, and logical analysis.	Affective - trusts emotions and feelings, values human considerations, in touch with feelings.
Reasonable - is clear-thinking, objective, reasoned, and logical in everyday decision-making.	Compassionate - makes decisions on overall impressions, patterns, and feelings (including emotional likes and dislikes).
<b><u>Judging</u></b>	<b><u>Perceiving</u></b>
Early Starter - focused. Structure activities to work on one thing at a time, allowing adequate time for proper completion.	Pressure Prompted - prefers variety and multi-tasking. Most effectively energized when working close to deadlines.
Systematic - prefers orderly, structured and programmed responses. Likes formal contingency planning.	Casual - comfortable making adjustments as the situation requires. Prefers informal guidelines vs. structured rules. Adaptable.
Scheduled - creates and easily follows standardized and familiar routines.	Spontaneous - dislikes repeatedly following the same routines. Seeks variety and change.
Planning - likes to schedule future commitments far in advance, uses dates and deadlines to organize their energies.	Open-ended - strongly values preserving flexibility and freedom, dislikes being tied down by long range plans. Make flexible plans.
Methodical - implements projects in a planned, organized, and step-by-step manner. Self-programming.	Emergent - ad hoc planner. Moves quickly into action without detailed plans, plans on the go. Risk taking.

## MBTI TYPE TABLE Descriptive Words, Occupations and Special Talent

<p><b>ISTJ</b></p> <p><b><u>Descriptive Words:</u></b> Practical, realistic, efficient, quiet, thorough, orderly</p> <p><b><u>Occupations:</u></b> Management, Accounting, Data Processing, Legal</p> <p><b><u>Special Talent:</u></b> Attention to detail, use of data</p>	<p><b>ISFJ</b></p> <p><b><u>Descriptive Words:</u></b> Conscientious, friendly, loyal, accurate, considerate</p> <p><b><u>Occupations:</u></b> Administration, Health Care, Religious setting</p> <p><b><u>Special Talent:</u></b> Helping people in a behind-the-scene manner</p>	<p><b>INFJ</b></p> <p><b><u>Descriptive Words:</u></b> Sensitive, organized, decisive, insightful, empathetic, creative</p> <p><b><u>Occupations:</u></b> Counseling, Religion, Teaching Arts</p> <p><b><u>Special Talent:</u></b> Facilitate emotional, intellectual, or spiritual development</p>	<p><b>INTJ</b></p> <p><b><u>Descriptive Words:</u></b> Original, skeptical, independent, rational, detached</p> <p><b><u>Occupations:</u></b> Legal, Science and technical fields</p> <p><b><u>Special Talent:</u></b> Intellectual creativity, conceptualization and analysis.</p>
<p><b>ISTP</b></p> <p><b><u>Descriptive Words:</u></b> Tolerant, flexible, analytical, objective, logical</p> <p><b><u>Occupations:</u></b> Technical fields, Facilities management, Military, Law enforcement</p> <p><b><u>Special Talent:</u></b> Hands on skills, analytical work with data and things.</p>	<p><b>ISFP</b></p> <p><b><u>Descriptive Words:</u></b> Kind, trusting, observant, factual, gentle</p> <p><b><u>Occupations:</u></b> Health Care, Counseling, Business, Team Coordination</p> <p><b><u>Special Talent:</u></b> Service-related and attention to details.</p>	<p><b>INFP</b></p> <p><b><u>Descriptive Words:</u></b> Curious, caring, idealistic, flexible, adaptable, accepting</p> <p><b><u>Occupations:</u></b> Business Coordination, Writing, Psychology, Religion</p> <p><b><u>Special Talent:</u></b> Human insight and creativity</p>	<p><b>INTP</b></p> <p><b><u>Descriptive Words:</u></b> Objective, ingenious, curious, detached, contemplative</p> <p><b><u>Occupations:</u></b> Technical fields, Scientific research, Organizational research</p> <p><b><u>Special Talent:</u></b> Objective analysis of problems based on their technical expertise.</p>

<p><b>ESTP</b></p> <p><b><u>Descriptive Words:</u></b> Spontaneous, active, assertive, tolerant, straightforward</p> <p><b><u>Occupations:</u></b> Marketing, Business, Sales</p> <p><b><u>Special Talent:</u></b> Persuasion and action-oriented outcomes</p>	<p><b>ESFP</b></p> <p><b><u>Descriptive Words:</u></b> Friendly, flexible, specific, persuasive, realistic, optimistic</p> <p><b><u>Occupations:</u></b> Health Care, Teaching, Coaching</p> <p><b><u>Special Talent:</u></b> Helping people with their practical needs.</p>	<p><b>ENFP</b></p> <p><b><u>Descriptive Words:</u></b> Enthusiastic, warm, imaginative, creative, cooperative, curious</p> <p><b><u>Occupations:</u></b> Human Resources, Counseling, Teaching, Design</p> <p><b><u>Special Talent:</u></b> Working to gain cooperation among people and groups.</p>	<p><b>ENTP</b></p> <p><b><u>Descriptive Words:</u></b> Clever, conceptual, questioning, alert, outspoken, quick</p> <p><b><u>Occupations:</u></b> Project management, Technology, Design/arts Science</p> <p><b><u>Special Talent:</u></b> Change and continually changing situations.</p>
<p><b>ESTJ</b></p> <p><b><u>Descriptive Words:</u></b> Decisive, matter-of-fact, systematic, clear, forceful</p> <p><b><u>Occupations:</u></b> Logistics, Administration, Management</p> <p><b><u>Special Talent:</u></b> Use of organization to get things done.</p>	<p><b>ESFJ</b></p> <p><b><u>Descriptive Words:</u></b> Sympathetic, helpful, personable, tactful, consistent, warm</p> <p><b><u>Occupations:</u></b> Teaching, Corporate Trainers, Sales, Management</p> <p><b><u>Special Talent:</u></b> Personal skills to achieve organizational objectives.</p>	<p><b>ENFJ</b></p> <p><b><u>Descriptive Words:</u></b> Compassionate, loyal, responsible, trustworthy, sociable</p> <p><b><u>Occupations:</u></b> Corporate Trainers, Team leaders, Arts</p> <p><b><u>Special Talent:</u></b> Helping and facilitating groups.</p>	<p><b>ENTJ</b></p> <p><b><u>Descriptive Words:</u></b> Frank, logical, conceptual, assertive, innovative, direct</p> <p><b><u>Occupations:</u></b> Systems Analyst, Leadership Positions, Business Executive</p> <p><b><u>Special Talent:</u></b> Management: tough minded strategy, analysis, and organization.</p>

## What do you want to do for a living?



"I want to be a ..."

"I'll know it when I see it."

"I'm not really sure."

**Search careers with key words.**

Describe your dream career in a few words:

  
Examples: doctor, build houses

**Browse careers by industry.**

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

**Discover your interests.**

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

**Start**

### O\*NET Interest Profiler

[User Agreement](#)  
[Proper Use](#)

Taken the Interest Profiler before?  
**Enter scores**

Welcome to the O\*NET Interest Profiler!

The **O\*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O\*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

Start   Interests   Results   Job Zones   Careers   **Next**



## O\*NET Interest Profiler



### Enter your scores

Write the numbers you got from your test (example: social- 15, enterprising-20...)

If you've previously taken the O\*NET Interest Profiler, you can enter your interest scores below. You will be able to view and print your score reports and view and print careers matching your scores.

Realistic:

Investigative:

Artistic:

Social:

Enterprising:

Conventional:



Start

Interests

Results

Job Zones

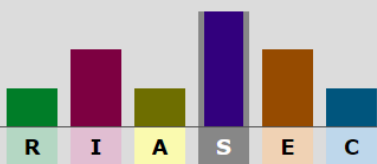
Careers

Next



O\*NET Interest Profiler is sponsored by the U.S. Department of Labor, [Employment & Training Administration](#), and developed by the National Center for O\*NET Development.

## O\*NET Interest Profiler



Realistic	10
<b>Investigative</b>	<b>20</b>
Artistic	10
<b>Social</b>	<b>30</b>
<b>Enterprising</b>	<b>20</b>
Conventional	10

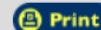
### Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

- [Realistic](#)
- [Investigative](#)
- [Artistic](#)
- [Social](#)
- [Enterprising](#)
- [Conventional](#)



Start

Interests

Results

Job Zones

Careers

Next



**Interests  
+ Job Zones  
Careers**

To focus your search, think about the following question:

*How much education, training, and experience do I need to do the job?*

Each O\*NET career is in one of five **Job Zones**, which are groups of careers that need the same level of **experience, education, and training**.

Different careers need different amounts of preparation. You will be asked to pick a Job Zone. Using your Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you.



**Current,  
or Future?**

When picking your Job Zone, you can choose your:

**Current Job Zone** — choose the Job Zone that matches the kind of experience, education, and training you **have now**.

OR

**Future Job Zone** — choose the Job Zone that matches the amount of experience, education, and training you **plan to get in the future**.

In both cases, your Job Zone will include careers that you might like to do.

Don't worry about making the wrong choice; you can explore a different Job Zone later.



### O\*NET Interest Profiler

**Select a Job Zone**

Choose one that fits you.

Now that you have learned about each Job Zone, select the current or future Job Zone that's right for you:

- Job Zone One  
[Little to No Preparation Needed](#)
- Job Zone Two  
[Some Preparation Needed](#)
- Job Zone Three  
[Medium Preparation Needed](#)
- Job Zone Four  
[High Preparation Needed](#)
- Job Zone Five  
[Extensive Preparation Needed](#)

Back Start Interests Results **Job Zones** Careers Next



O\*NET Interest Profiler is sponsored by the U.S. Department of Labor, [Employment & Training Administration](#), and developed by the National Center for O\*NET Development.

### O\*NET Interest Profiler

**Your interest results:**

Realistic	10
<b>Investigative</b>	<b>20</b>
Artistic	10
Social	30
Enterprising	20
Conventional	10

**Your Job Zone:**

1 2 3 4 5

**Job Zone Two**  
Some Preparation Needed

On the next screen, you will see careers related to your Interest Profile in your chosen Job Zone.  
Click the **Next** button to continue.

Back Start Interests Results **Job Zones** Careers Next

**O\*NET Interest Profiler** o-net ?

Click to change your Job Zone: 1 **2** 3 4 5 **Job Zone Two**  
some job preparation

**Careers that fit your interests and preparation level:**

Best fit Great fit

- [Locker Room, Coatroom, & Dressing Room Attendants](#)
- [Childcare Workers](#)
- [Crossing Guards & Flaggers](#)
- [Customer Service Representatives](#)
- [Food Servers, Nonrestaurant](#)
- [Funeral Attendants](#)

Choose one you want to explore.

Click on a career to learn what they do.

[Print](#) [Share](#)

[Back](#) [Start](#) [Interests](#) [Results](#) [Job Zones](#) [Careers](#) [Find More Careers](#)



communicate with parents  
personal service

oversee kids

**social interests**

guardian

schools emotional development safety

**children**

## Childcare Workers

[Print](#) [Share](#)

**Also called:** Child Care Worker, Childcare Provider, Infant Teacher, Toddler Teacher

**What they do:**  
Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.

**On the job, you would:**

- Maintain a safe play environment.
- Observe and monitor children's play activities.
- Communicate with children's parents or guardians about daily activities, behaviors, and related issues.

**KNOWLEDGE**

**Business**

- customer service

**Arts and Humanities**

- English language

**SKILLS**

**Basic Skills**

- keeping track of how well people and/or groups are doing in order to make improvements
- listening to others, not interrupting, and

**ABILITIES**

**Verbal**

- listen and understand what people say
- communicate by speaking

**Ideas and Logic**

- notice when problems happen

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Characteristics of Resilient People

By Set to Go

2019

*How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. As you read, take notes on how a person can increase their resilience.*

- [1] Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn't solve all of our problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience — read on to learn more about what characteristics resilient people share.



*"Nepal" by Christopher Burns is licensed under CC0.*

## Support network

It really doesn't matter who has your back in life — parents, friends, relatives, teachers, coaches — the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you're struggling with a problem. It is good to learn to ask for help from the people who support you.

## Give back

It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful — taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions.

## Don't give in

Resilient people learn to accept emotional pain and stress as part of life — they don't allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they're facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance.

## Accept change

- [5] Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can't change or control, you're free to put your effort into the things you can change and control.

## Choose your attitude

Most of the time, you don't get to choose the obstacles and difficulties that life puts in your path, but it's good to remember that you get to choose your attitude toward adversity.<sup>1</sup> During hard times, it's helpful to find something positive to think about and imagine a positive outcome. Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim.

## Keep it in perspective

When a resilient person faces adversity, they're likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won't last forever. They don't see every bump in the road as a catastrophe; they understand that things can't be perfect and they have realistic expectations of themselves and what they can achieve.

## Humor

You might have heard that "laughter is the best medicine." And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body — it changes your body's response to stress.

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1. **Adversity** (*noun*) difficulties; misfortune

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best expresses the central idea of the text?
  - A. Resilience is a trait that people are born with and cannot be learned.
  - B. Resilient people possess skills that enable them to avoid challenges.
  - C. Resilient people possess skills that enable them to overcome challenges.
  - D. Resilience is a trait that one develops in order to help and support others.
  
2. Which quotation from the article best defines resilience?
  - A. "the ability to bounce back from difficult times in life." (Paragraph 1)
  - B. "the lessons and skills we learn as we grow up" (Paragraph 1)
  - C. "keeping up your commitments (to yourself, family, friends)" (Paragraph 3)
  - D. "taking good care of your health or treating yourself to something nice" (Paragraph 3)
  
3. What connection does the author draw between resiliency and struggle?
  - A. Resilient people are seldom able to help others because they do not understand struggle.
  - B. People who are resilient struggle because they feel sorry for themselves and others.
  - C. Resilient people avoid struggle because they are able to laugh at themselves.
  - D. People who are resilient are able to power through the struggles they face.
  
4. How does the author support the idea that the ongoing development of resilience is necessary?
  - A. "Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life." (Paragraph 1)
  - B. "If you accept the things you can't change or control, you're free to put your effort into the things you can change and control." (Paragraph 5)
  - C. "Resilient people tell themselves that their troubles won't last forever." (Paragraph 7)
  - D. "Laughter is also good for your body — it changes your body's response to stress." (Paragraph 8)

5. What is the author's purpose in paragraph 1?
- A. to define and explain the importance of resilience
  - B. to describe why most people struggle with resilience
  - C. to provide specific examples of resilience in everyday life
  - D. to provide readers with steps on how to boost their resilience





## What is Success?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think of what words you would use to describe someone who is successful. List them below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Directions:** Now think of someone that you know that you would say is “successful”. Who is that person and what makes them successful in your eyes? Write 1-2 paragraphs. Be prepared to share your answer with the class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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## Learning from Mistakes

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think of a mistake from your experience. Write down what happened and how this made you feel. Next, write down what you learned from this mistake. Consider how mistakes in your career journey might help you reach success. Finally, write your definition of success.

Mistake:

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---

What did I learn?

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---

Success to me is....

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## Outcome #5

### Soft and Hard Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read each example. In the blank, write a “S” if it is a soft skill, or “H” if it is a hard skill.

1. Reading a patient’s blood pressure \_\_\_\_\_
2. Fixing a clogged pipe \_\_\_\_\_
3. Leading a group discussion \_\_\_\_\_
4. Writing a lesson plan \_\_\_\_\_
5. Managing conflict with a coworker \_\_\_\_\_
6. Writing a computer code \_\_\_\_\_
7. Requesting time off ahead of time \_\_\_\_\_
8. Taking responsibility for your mistakes \_\_\_\_\_
9. Cutting someone’s hair \_\_\_\_\_
10. Being patient with a customer \_\_\_\_\_
11. Getting a forklift certification \_\_\_\_\_
12. Planning out your schedule for the week \_\_\_\_\_
13. Staying positive on a hard day \_\_\_\_\_
14. Using Microsoft Word \_\_\_\_\_

## Soft Skills Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** For each word, write the definition in the box using a dictionary if needed. Then, write a sentence using the word correctly.

Vocabulary Word	Definition	Sentence
Attitude	<i>Example:</i> A way of thinking or feeling about something.	<i>I was having a bad day, but kept a positive attitude with customers.</i>
Time Management		
Communication		
Professionalism		
Adaptability		

<b>Flexibility</b>		
--------------------	--	--

## Skills Matcher

	Career	Average Wages	Educational Requirements	Outlook	Notes
Career # 1					
Career # 2					
Career # 3					

## ABCs

Working together as a group, come up with at least one skill for every letter of the alphabet. Although you are working as a group, each person should fill out their own worksheet.

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

# My Skills

Using the list of the skills that your group came up with, pick out four skills you think you have from that list and give an example of how that skill is useful.

Skill 1 \_\_\_\_\_

---

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Skill 2 \_\_\_\_\_

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---

Skill 3 \_\_\_\_\_

---

---

Skill 4 \_\_\_\_\_

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**Outcome #6**

## **How Do I Become A...?**

Use the Internet to research what kind of education requirements there are for a career you are interested in. Also, try to find out what kind of skills you might need for that career.

**Example:** I want to be a(n) teacher

**Education Requirements:** Bachelor degree in the area I want to teach

Teaching certification

Master degree to increase income and teach at a college

**Skills I Need:** math skills to keep track of students' grades

public speaking so I can talk in front of class of students

creativity so I can come up with activities for students

I want to be a(n) \_\_\_\_\_

**Education Requirements:** \_\_\_\_\_

\_\_\_\_\_

**Skills I Need:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Planning for My Career

It's never too early to start preparing for a career that interests you. Although it might seem like a long time before you will be able to start your career, there are things you can do right now to prepare yourself. You can do research and find out what your different options are for your career, or even volunteer somewhere to find out if you would really enjoy a particular career. Use the space below and write a few sentences explaining what you can start doing now to explore a career that interests you.

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# The Do's and Don'ts of Job Interviewing

- Do arrive 10-15 minutes early. Don't arrive at the last minute or late. If you arrive more than 20 minutes early, you may want to walk around outside or wait in your vehicle. Waiting for a long period of time in the lobby may cause you to get nervous. You may see other interviewees coming and going, which may add to your nervousness.
- Do dress professionally and neatly. Never wear flip flop sandals, shorts, or anything with holes or stains.
- Don't wear your winter wear, rain jacket, or sunglasses during the interview.
- Do turn off your cell phone before the interview begins.
- Don't wear strongly scented perfume or cologne. The interviewer may not like it or may be allergic to it. Also, never smell like cigarette smoke or food during an interview.
- Do greet your interviewer. If he or she offers to shake hands, give a firm handshake, not a weak one. If this is culturally unacceptable for you, explain with a smile on your face while saying it is a pleasure to meet him or her. Don't simply drop your hand, because it will offend the interviewer.
- Don't wear bright colors.
- Don't wear large jewelry or watches. These might be distracting and you want the interviewer to notice you for your skills, not your accessories!
- Don't speak too softly. Speaking very softly is a sign of insecurity. You don't want to shout, but you need to speak with confidence and so that the interviewer can hear you easily.
- Do make eye contact with the interviewer as much as possible. Frequently looking away during the interview will signal two things: lack of self-confidence and possibly dishonesty.
- Do bring extra copies of your resume if a resume was required for the position. There may be multiple people interviewing you, so you should bring extra copies of your resume for each person present at your interview.



## Comprehension Questions

- 1) Should people speak softly at a job interview in the U.S.? Why or why not?
- 2) Why should the interviewee make eye contact with the interviewer as much as possible?
- 3) Why shouldn't the interviewee wear big jewelry or brightly colored clothing?

# Interview Venn Diagram

Compare and contrast job interview expectations in two countries.

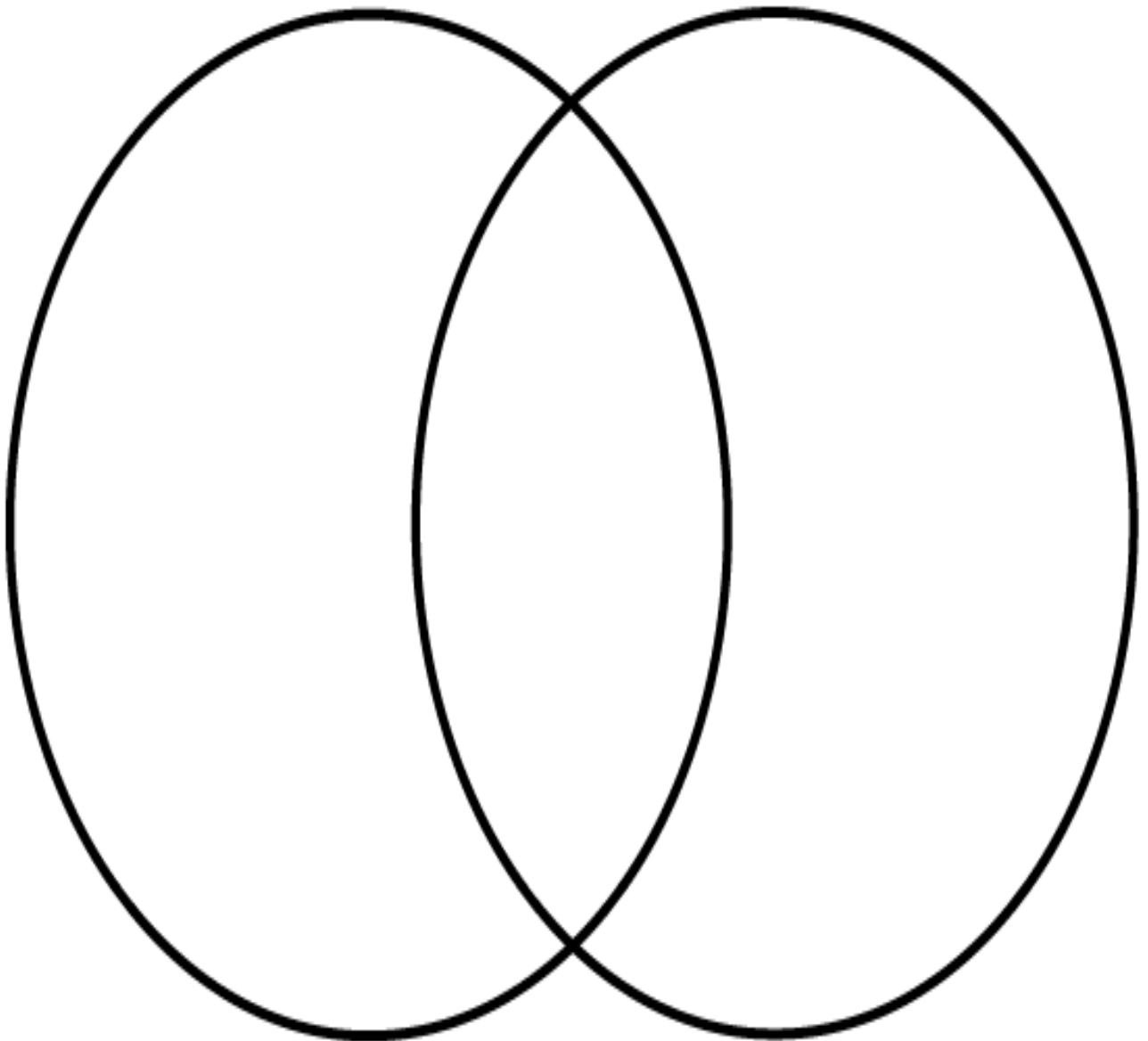
**Interview Expectations in the U.S**

**Interview Expectations in \_\_\_\_\_**

*Different*

*Same*

*Different*



## **Mock Interview Questions**

1. Tell me about yourself.
2. Give me a rundown on your work experience.
3. What are your skills? (soft skills- time management, organization, customer service, I am certified in ....)
4. What are your greatest strengths? Can you give me an example?
5. What is one of your weaknesses? How does it affect your work?
6. What was your last job?
7. Why did you leave your last job?
8. What did you like best about your last job?
9. What did you like least about your last job?
10. What would your previous employer say about you?
11. Think of a time when you had many things to do in a short amount of time. What did you do to keep organized? How did you make sure everything was accomplished on time?
12. Give an example of a time you did more than required for your job.
13. Think of a time when you did not understand a task your employer gave you. What did you do?
14. Can you tell me about a major challenge you had at work and how you overcame it?
15. Think about a time when you worked on a team. What did you do to make sure the team successfully completed the project?
16. Can you tell me how you have motivated others to succeed?
17. What do you do when it is slow at work?
18. Describe a time when you had to adjust to a big change. What was the situation? How did you handle this?

19. Where do you see yourself in 5 years?
20. What hours are you available?
21. Can you work nights and weekends?
22. Do you want to work full-time or part-time?
23. Are you willing to work overtime?
24. How often did you miss work at your last job?
25. Why do you want this job?
26. Why should we hire you?
27. Do you have any questions for me?

**Conditional Questions:**

28. *According to your application and resume, you're overqualified for this position. Why do you want to do this job?*
29. *Why are you currently unemployed?*

### Mock Interview Rubric

Student: \_\_\_\_\_

Job Applying for: \_\_\_\_\_

Graded on:	Scale of 1-3 1=Worst 3=Best	Comments:
1. Dressed appropriately for their specific job (Jewelry, facial hair, clothing, makeup)		
2. Appropriate mannerisms- No gum, held eye contact, confident, sat up straight in chair		
3. Turned off cell phone and no distractions		
4. Listened carefully to the interviewer		
5. Described his/her skills and work experience with thorough details		
6. Responded clearly to questions (pronunciation- did not have difficulty understanding)		
7. Described his/her strengths and weaknesses appropriately (questions 4 and 5)		
8. Expressed enthusiasm about the interview through smiling, etc.		

9. Gave appropriate, helpful examples for situational questions (11-18)		
10. Gave complete answers to each question in about 15-90 seconds		
11. Asked at least one appropriate question about the position and/or company		
12. Thanked the interviewer		

## Searching for a Job

1. Go to indeed.com on your phone or computer web browser.
2. Type “chef” in the search bar.
3. Type your city or zip code in the location bar. Press enter to start your search.
4. How many “chef” jobs are there in your area?  

---
5. Change the “job type” filter and select “full time”. How many “full time” chef jobs are there in your area?  

---
6. Change the “location” filter to “within 5 miles”. How many chef jobs are within 5 miles?  

---

	<b>Name</b>	<b>Company</b>	<b>Location</b>	<b>Rate of pay</b>	<b>Job Responsibilities</b>	<b>Qualifications</b>
<b>Job 1</b>	<b>Receptionist</b>	<b>Sonrisa Dental</b>	<b>Aurora</b>	<b>\$18 per hour</b>	<b>Helping patients</b>	<b>High school diploma English and Spanish</b>
<b>Job 2</b>						
<b>Job 3</b>						

**Outcome #7****Career Cluster Descriptions**

<b>Career Cluster Name</b>	<b>Description</b>	<b>Career Cluster Name</b>	<b>Description</b>
<b>A</b> griculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	<b>H</b> ospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
<b>A</b> rchitecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.	<b>H</b> uman Services	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>A</b> rts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	<b>I</b> nformation Technology	Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
<b>B</b> usiness Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.	<b>L</b> aw, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Career Cluster Name	Description	Career Cluster Name	Description
<b>E</b> ducation & Training	Planning, managing and providing education and training services, and related learning support services.	<b>M</b> anufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
<b>F</b> inance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	<b>M</b> arketing	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>G</b> overnment & Public Administration	Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.	<b>S</b> cience, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
<b>H</b> Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	<b>T</b> ransportation	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**Activity Sheet: Career Cluster Group Project Form**

**Forestry  
worker**

**Roofer**

**Printing  
press  
operator**

**Data Entry  
Keyers**

**Teacher  
Assistant**

**Teller**

Surveying and Mapping Tech	Pharmacy Tech
Customer Service Rep	Social Service Assistant
Computer Operator	Correctional Officer

**Expediting  
Clerk**

**Merchandise  
Displayer**

**Electrical  
Drafter**

**Cargo/Freight  
Agent**

## Tootsie Roll Career Clusters

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think of all the career clusters involved in the successful production of the Tootsie Roll. Write down each career cluster's contribution to the tootsie roll in the chart.

Career Cluster	Help in Tootsie Roll Production
Agriculture, Food and Natural Resources	
Architecture and Construction	
Arts, AV Technology/ Communication	
Business Management and Administration	
Hospitality and Tourism	
Human Services	
Information Technology	
Law, Public Safety, Corrections and Security	
Education and Training	
Finance	

Government and Public Administration	
Health Science	
Manufacturing	
Marketing	
Science, Technology, Engineering and Mathematics	
Transportation	

	<b>Name of Training</b>	<b>Location</b>	<b>Cost</b>	<b>Time</b>	<b>Goal</b>
<b>Training 1</b>					
<b>Training 2</b>					
<b>Training 3</b>					

## Outcome #9

### Career Pathway Map

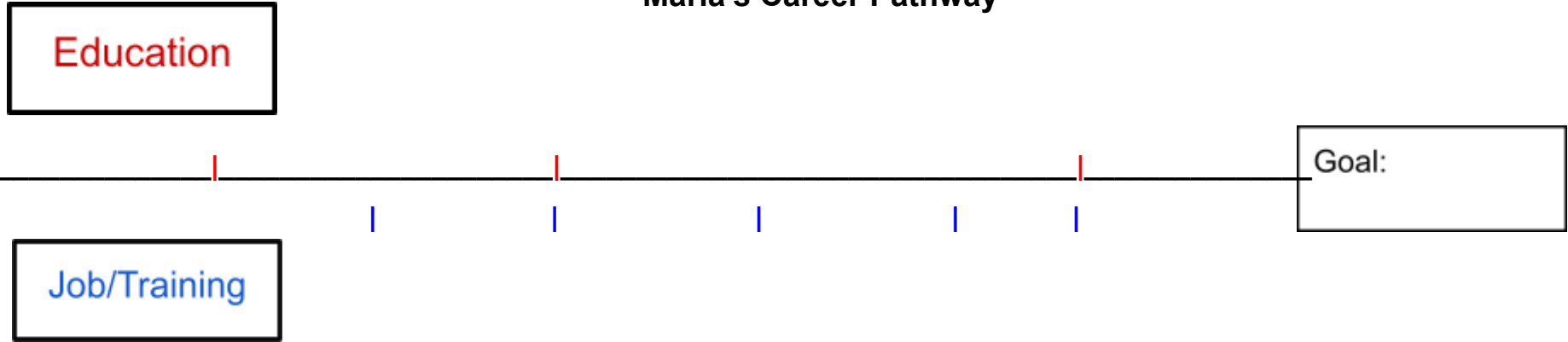
Name: \_\_\_\_\_

Date: \_\_\_\_\_

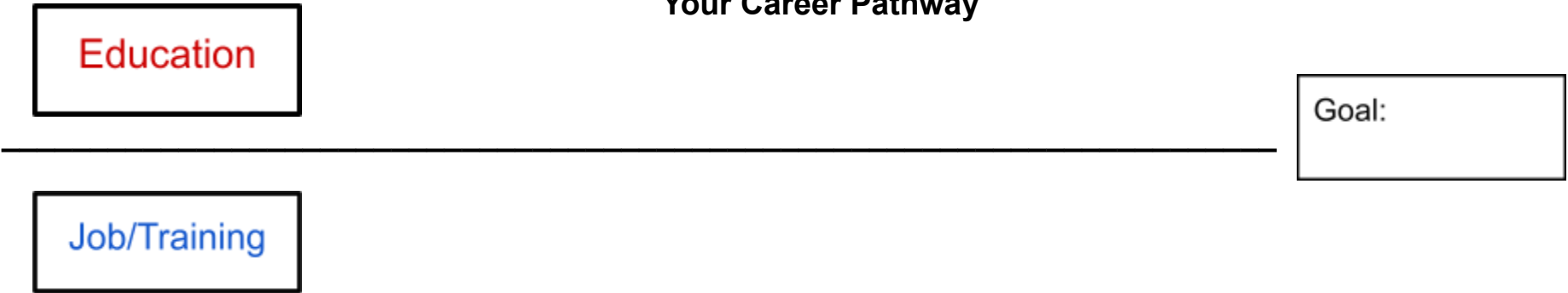
**Directions:** Read about Maria. Complete the map below with each step he took along his career pathway to reach his final goal. Then, complete your own personal map with your career goal and potential steps you could take along your career pathway.

Maria came to the U.S. with her daughter and her mother. She immediately started taking free English classes at the local library. She needed to find a job to support her family, so she started working as a waitress. After a year of this, she decided she needed to make more money for her family. She spoke to her English teacher, who encouraged her to talk to a career counselor at the local job center. Maria told the career counselor that her ultimate dream was to become a nurse. She had a lot of experience caring for others since she had taken care of her mom for many years. The career counselor explained that she would first need to apply for jobs as a home health aide or caregiver. She needed to continue to take English classes and eventually study to enter a CNA training program. Maria worked hard and eventually found a satisfying job as a home health aide while studying English in the evenings and taking a CNA training program on the weekends. After 9 months of hard work, Maria was finally CNA Certified! She started working in a nursing home. She met with her career counselor again to discuss next steps. Maria needed to continue working as a CNA and start a college program to become a licensed practical nurse. Maria decided to look for jobs as a CNA in a hospital to gain more experience. She took a job at a hospital close to her home, and within a year, had become a trusted employee. The hospital provided a program for her to continue working, and get the training and education she needed to become a licensed practical nurse all free to Maria! She was thrilled to finally be closer to her dream goal.

## Maria's Career Pathway



## Your Career Pathway



## Career Pathways Case Studies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read each case study. First, identify the career cluster this person is in. Then, make a list of 3-4 things that each person can do to move along on their career pathway.

### Career Pathways Case Study 1

Jerome has been in the United States for two years. When he first arrived, he took English class for 2 months and then started a job as a packer. He thinks his job is okay, but he wants to make more money. His friends who work as forklift drivers and shift supervisors make more money in their positions, but he doesn't know how he can get a position like that. Most of the time, it is hard for him to understand what his boss is saying. What should Jerome do to reach his goal of making more money?

**What is Jerome's career cluster?** \_\_\_\_\_

**What could Jerome do?**

1. Improve his English skills (perhaps research business English vocabulary, and watch youtube videos explaining business English)

2. Research forklift certification programs and requirements for jobs

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Career Pathways Case Study 2

Luisa was a dentist in her own country. She went to school for 8 years, and did professional training for 2. In the United States, she works in a school as a teacher's aide. Her job is ok, but she wants to work in the medical field again. She thinks her English is good enough to go back to school to get a degree or a certificate to use in the United States. What should Luisa do to reach her goal of working in the medical field again?

**What is Luisa's career cluster?** \_\_\_\_\_

**What could Luisa do?**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Career Pathways Case Study 3

Alexi is a high school student. He wants to be a construction worker. He graduates in one year, and he doesn't know what he needs to do to get a job after high school. He doesn't want to go to college because it is a lot of money, but he doesn't know how he can get a job in construction. What does Alexi need to do to reach his goal of becoming a construction worker?

**What is Alexi's future career cluster?** \_\_\_\_\_

**What could Alexi do?**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Career Pathways Case Study 4

Lal has worked as a server for 5 years. She works the same job now as she did when she started 5 years ago. She wants to learn about other jobs at her company and make more money. She is still learning English and feels nervous about interviewing for any other jobs but wants to make a change. What should Lal do to reach her goal?

**What is Lal's career cluster?** \_\_\_\_\_

**What could Lal do?**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My desired career cluster:** \_\_\_\_\_

**My desired career:** \_\_\_\_\_

**What could I do?**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Outcome #9

# Activity Sheet: Who I Am .....

Name: \_\_\_\_\_

A career I am considering: \_\_\_\_\_ Career path: \_\_\_\_\_

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> High salary<br>(over \$50,000)                    | <input type="checkbox"/> Working in a wet place                              | <input type="checkbox"/> Working in a safe place                  |
| <input type="checkbox"/> Middle income<br>(\$20,000 to \$50,000)           | <input type="checkbox"/> Working in some hazardous<br>surroundings           | <input type="checkbox"/> Working at the same location<br>all day  |
| <input type="checkbox"/> Low income<br>(under \$20,000)                    | <input type="checkbox"/> Pleasant working conditions                         | <input type="checkbox"/> Working inside                           |
| <input type="checkbox"/> Staying clean                                     | <input type="checkbox"/> Working outside                                     | <input type="checkbox"/> Getting dirty                            |
| <input type="checkbox"/> Working in a factory                              | <input type="checkbox"/> Working in a rural setting                          | <input type="checkbox"/> Working in many areas                    |
| <input type="checkbox"/> Working in a store                                | <input type="checkbox"/> Working in an office                                | <input type="checkbox"/> Traveling as part of the job             |
| <input type="checkbox"/> Working in a noisy place                          | <input type="checkbox"/> Working with other people                           | <input type="checkbox"/> Working in a quiet place                 |
| <input type="checkbox"/> Working in heat                                   | <input type="checkbox"/> Planning your own work                              | <input type="checkbox"/> Working alone                            |
| <input type="checkbox"/> Working in cold                                   | <input type="checkbox"/> Doing work that provides a<br>chance to be creative | <input type="checkbox"/> Working in air conditioning              |
| <input type="checkbox"/> Working in a dry place                            | <input type="checkbox"/> Doing the same task each day                        | <input type="checkbox"/> Having a high level of<br>responsibility |
| <input type="checkbox"/> Following orders                                  | <input type="checkbox"/> Spending lots of time with your<br>family           | <input type="checkbox"/> Doing different tasks every<br>day       |
| <input type="checkbox"/> Working a seasonal job                            | <input type="checkbox"/> Being your own boss                                 | <input type="checkbox"/> Having vacation time                     |
| <input type="checkbox"/> Working for someone else                          | <input type="checkbox"/> Working short hours                                 | <input type="checkbox"/> Having flexible hours                    |
| <input type="checkbox"/> Performing mental, rather<br>than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week                      | <input type="checkbox"/> Having respect in the<br>community       |
| <input type="checkbox"/> Working with details                              | <input type="checkbox"/> Working with tools                                  | <input type="checkbox"/> Performing physical, rather              |

than mental, tasks

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits                                  | <input type="checkbox"/> Manufacturing a product                | <input type="checkbox"/> Performing a service                |
| <input type="checkbox"/> Working while standing                                       | <input type="checkbox"/> Working while sitting                  | <input type="checkbox"/> Helping people                      |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others                  | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others  | <input type="checkbox"/> Influencing others                     | <input type="checkbox"/> Working in a city                   |
| <input type="checkbox"/> Working in the suburbs                                       | <input type="checkbox"/> Supervising others                     | <input type="checkbox"/> Making decisions on the job         |
| <input type="checkbox"/> Working in a declining career area                           | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required              |
| <input type="checkbox"/> Listening skills required                                    | <input type="checkbox"/> Following directions carefully         | <input type="checkbox"/> Trade or technical school required  |
| <input type="checkbox"/> Working with a chance for advancement                        | <input type="checkbox"/> Advanced college degree required       | <input type="checkbox"/> Using writing skills                |
| <input type="checkbox"/> Using speaking skills  | <input type="checkbox"/> Using reading skills                   | <input type="checkbox"/> On-the-job training required        |
| <input type="checkbox"/> Apprenticeship offered                                       | <input type="checkbox"/> License required                       | <input type="checkbox"/> Memory skills required              |
| <input type="checkbox"/> Working as a member of a team                                | <input type="checkbox"/> Good grooming required                 | <input type="checkbox"/> Using science skills                |
| <input type="checkbox"/> Advanced math skills required                                | <input type="checkbox"/> Basic math skills required             | <input type="checkbox"/> Union membership required           |
| <input type="checkbox"/> Typing skills required                                       | <input type="checkbox"/> Special skills required                | <input type="checkbox"/> College degree required             |
| <input type="checkbox"/> Social studies skills required                               | <input type="checkbox"/> Good manners required                  | <input type="checkbox"/> Working by myself                   |

**Step 2** Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

## Personal Career Statement

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think of each layer to your personal career goal:

- Your ideal career cluster
- Your ideal career title
- Your ideal type of company
- Your ideal work environment

Next, write your personal career statement below by filling in the blanks:

My goal is to work in (career cluster) as a (career title) in a (company) that is (work environment).

My goal is to work in \_\_\_\_\_ as a(n)

\_\_\_\_\_ in/ at \_\_\_\_\_ that is

\_\_\_\_\_

**Outcome #10**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Career Awareness Plan**

**Self-assessment**

What did you learn about your values and skills?

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What did you learn about yourself from the Career Aptitude test?

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**Explore**

What career clusters have you researched?

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What job titles have you researched?

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What training or education do you need? How long will this take?

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**Reflect**

What is your personal career goal?

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What are some challenges you might face in reaching your goal?

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How might you overcome these challenges?

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## Student Interview

Interviewer's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

1. Where are you from?

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2. What is your work experience?

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3. What is your level of education?

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4. What are your top three values?

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5. What motivates you?

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6. What were your career aptitude test results?

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7. What skills do you have? Can you give me an example of each?

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8. What career cluster are you most interested in? Why?

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9. What job titles are you going to apply for?

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10. What steps do you need to take to reach your career goal?

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11. Where do you want to be 5 years from now?

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12. Who in your life has influenced you to pursue your career goals? How?

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13. What are some things that might make reaching your goal challenging? What will you do to overcome these challenges?

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