

THE GOOD LIFE FOR ME: LOOKING INTO MYSELF

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

Purpose: In these 3 lessons, students explore ways in which schoolwork, work habits, and personality traits are relevant to present and future choices. Self-assessments are completed, and the results used to help students identify their present interests and abilities. They have an opportunity to apply this information to current personal goals for the present and future.

PSC Note: *While it is important for students to learn about their interests/abilities and the application of the information to the World of Work (W.O.W) as a guide for their initial explorations, it is equally as important to convey the reality that their interests/abilities are likely to change in the future. It is easy for misperceptions about exploration of the W.O.W in elementary schools to lead to the perception that students are being tracked, even though the opposite is true: the goal is to expand students’ awareness and understanding about themselves and careers.*

*A word about vocabulary: The words “career”, “occupation”, “job” and “work” are recurring words in Career Development. It is wise to introduce students to the subtle differences among the words. An easy way to remember the difference is: An **individual has a career** (e.g., an educator) which includes more than the work he or she does; the **world of work has occupations** (e.g., teacher) and **workers have jobs** (e.g., 4th grade teacher); job tasks are the **work of workers--WOW** (a 4th grade teacher teaches 4th graders about mathematics). While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (W.O.W.).*

These lessons are closely related to the activities People Work for Many Reasons (CD.7.A); Thinking About Working Conditions (CD.7.A.) and Personality Profiles (CD.9.A).

Time: Four 50-60 minute lessons **Group Size:** Whole Class or Small Group **Grade Level:** 4-6

Lesson 1: The Future is Near! *Students learn the definitions of ability, aptitude, talent and interest and discuss the role of these personal characteristics in planning for the future. Imagined possibilities are explored. (May want/need to divide this lesson into two parts.)*

Materials: BIG calendar page for this month **fifteen (15) years from now** with today’s date circled in red (See Hook)

Lesson 2: The Future is Getting Closer! (Continuation of Lesson 1)

Materials: large pieces of chart paper (one for each group in Step) Student Thinking Papers: [*I Can Imagine Future Possibilities*](#) & [*A Comparison of 2 Occupations \(Venn Diagram\)*](#); Psc Resource: [*Sample Chart For Comparing Characteristics of workers in occupations*](#)

Lesson 3: My Future: It’s All About Me! *Students complete a self-assessment of the activities they like to do (or would like to do) and the activities they can do (or want to learn to do) and identify Career Pathways that fit their personal characteristics. The underlying focus is self-advocacy.*

Materials: Facsimile of a crystal ball; Student Thinking Papers: [*All About Me: I Like To...*](#) & [*All About Me: I Can...*](#); Student Thinking Paper/PSC Resource: [*Career Paths*](#)

Lesson 4: The Good Life..For ME *Students use self-assessment information to identify the Career Paths into which their interests and abilities fit*

Materials: Student Thinking Papers: [*The Good Life for Me: Looking Into Myself*](#) & [*Applying the Results of Looking Into Myself*](#) (download additional Career Path information from the Guidance eLearning Page (www.mcce.org)).

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.









Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Career Development Domain

Standard: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	CD 7.A,B,C	UNIT: Finding My Place in the Community		
5 th Grade	CD.7.A,B,C	UNIT: Finding My Place in the World		
4 th Grade	CD.8.A.	UNIT: The Road to Careerville: Exploring Career Paths...		
5 th Grade	CD.8.A	UNIT: It's Magic! Understanding...Workers in Various Careers		

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions (<i>World of Work and Workers</i> *) 7. the use of tools of social science inquiry (surveys, <i>self-assessment</i> *) *added
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See individual lessons.

Lesson Preparation/Motivation

Essential Questions: I'm only ____ years old! Why do I need to learn about myself and the World of Work? I don't have any control over my future—do I??? I know what I am going to be—a professional football player—Why do I need to think about any other careers?

PSC: This is a tricky question—remember...all professional athletes were the age of these students at one time—talking about need for Plan B falls on deaf ears; help students, instead, focus on personal characteristics (Abilities, Aptitude, Talents, Interests, Work Habits) and academic skills (reading contracts, calculating statistics) of professional athletes. These are all transferrable skills professional athletes need to develop so no one takes advantage of them.

Engagement (Hook): See individual lessons.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: THE FUTURE IS NEAR</p> <p>Materials: Drawing paper and markers/crayons for students; a BIG calendar page showing this month—15 years in the future—with today's date circled.</p> <p><i>PSC Note:</i> Throughout this lesson, observe systematically as students work. Be aware of and make note of students' involvement in self-projection especially those students who demonstrate an inability to make appropriate projections (e.g., projections are not age-appropriate for +15years or depict violent or illegal activity). Note those who choose not to participate in discussions. Remind students of the importance of listening and thinking about other students' thoughts and ideas.</p> <p><i>Hook:</i> biiggg calendar page for current month...fifteen (15) years in the future and today's date circled in red. OH MY!! Time goes so quickly. It is already "MM/DD/YYYY"!! Ham it up...didn't you know it is no longer YYYY???? Lead them to Step 1 of Lesson 1—projecting self 10 years into the future.</p> <ol style="list-style-type: none"> Transition to Lesson: Continue the <i>Hook</i> by instructing students to close their eyes and... Imagine (allow time for students to <i>imagine</i>) Imagine what you are doing on this very date, at this very time fifteen (15) years from now. How old are you? Where do you live? What are you doing? What do you usually do during the day? What do you do in the evening? How do you spend your time during the weekend? 15-Year Projection: Distribute blank paper and tell students to label paper: 15Years from Now...I am ____ Years Old; fold paper into 4 sections; in each section illustrate (quick sketch/stick figures) their 15-year self-projections (give students instructions section by section; invite clarifying questions): <ul style="list-style-type: none"> Section 1: Where do you live? Section 2: Divide 2nd section into 2 parts: (a) 	<p>LESSON 1: THE FUTURE IS NEAR!</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Listen/observe/project into future as school counselor holds up and talks about how quickly time flies.</p> <ol style="list-style-type: none"> Put your "imagination cap" on and project self fifteen (15) years into future; listen/answer (in your head) school counselor's questions about your life fifteen (15) years from right now. Fold paper as instructed; continue using "imagination cap" to help you follow school counselor's directions for each section of paper. Ask clarifying questions as needed.

Professional School Counselor Procedures:	Student Involvement:
<p>sketch what are you doing on this very day, at this very time (b) usual activities during day (If working, what is your occupation? If studying/going to school for what occupation are you preparing?);</p> <ul style="list-style-type: none"> • Section 3: Evening activities; • Section 4: Weekend activities. <p>3. Small Group Conversations: Group students in quads and instruct them to have a conversation with each other about their self-projections. Guide their group conversations with encouragement to talk about such things as: comparing present activities and projected activities, interests—now/then, world of learning (what they study) or world of work roles (how they earn money).</p> <p>4. Public Sharing: Invite 3 or 4 students to tell about one of their projections (e.g., weekend activities).</p> <p>5. Vocabulary Development: Write on the board: Ability, Aptitude, Talent and Interest. Invite students to contribute their ideas about definitions for each word. <i>PSC: FYI—the on-line version of Merriam-Webster's Student Dictionary © 2007 (Merriam-Webster, Incorporated) and the Merriam-Webster English-Learner's Dictionary define the words as follows:</i></p> <ul style="list-style-type: none"> • <i>Ability: the quality or state of being able—the power to do something</i> • <i>Aptitude: 1. ability to learn; 2. a natural ability</i> • <i>Talent: 2. the natural abilities of a person; 3. a special often athletic, creative, or artistic ability [http://www.wordcentral.com/home.html]</i> • <i>Interest: something (such as a hobby) that a person enjoys learning about or doing [http://www.learnersdictionary.com/search/interests]</i> <p>6. Discuss Ability, Aptitude, Talent and Interest: Briefly discuss the meaning of each word, emphasizing:</p> <ul style="list-style-type: none"> • Students will hear these words more and more often as they get older. • One does NOT have to be born with an aptitude or talent to be successful at an activity • Aptitude and talent MAY make it easier to learn something new; however... • The right kind of practice and hard work are important factors, too. <p>Invite students to give an example of something they learned to do well by working hard and practicing</p>	<p>3. Work with 3 classmates (quad = 4 students [you + 3 others]) and talk about your projections. If can't think of anything to talk about, follow school counselor's suggestions.</p> <p>4. Volunteer to tell about a projection OR listen and ask questions as others tell about their projections.</p> <p>5. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>6. Listen to/think about the meaning to YOU of the school counselor's comments about the words.</p> <p>Volunteer to give an example of a skill it took time and practice to master.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>over and over (e.g., riding a bicycle, playing piano, playing soccer, drawing skills (art) or math facts).</p> <p>7. Planning for Future: Continue with a conversation about planning for the future, stressing such ideas as:</p> <ul style="list-style-type: none"> • People often make career choices based on their abilities, aptitudes, talents and interests; thus... • It is important for every person to identify their abilities, aptitudes, talents and interests so he or she can make choices that fit. • It is important to identify the abilities, aptitudes, talents and interests of people working in occupations currently of interest in order to know what areas to strengthen or develop further; • What they are learning in school is important for daily living, even though those skills may not be essential to specific occupations (e.g., knowing about fractions may not be required everyday by a lawyer, however, knowing fractions helps with cooking and gardening); • Education is preparation for the world of work. • Work habits established now will most likely be the same work habits they use in their chosen careers. <p>NOTE: <i>If time permits, you may want to begin the second lesson; the transition from this lesson to Step 2 of Lesson 2 should be easy; use CLOSURE process for this lesson and collect students' projection drawings for your review; adjust succeeding lessons accordingly.</i></p> <p>ASSESSMENT: Assessment is deferred until Lesson 2</p> <p>CLOSURE: Tell students to turn their projection papers over and write one question this lesson and their futures brought to their minds.</p> <p>State the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control over my future—do You??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Tell students they will hear those questions again; encourage them to think about the answers as they participate in these activities.</p> <p>Collect projection drawings</p> <p><i>Before the next lesson, review students' 15-year projections into the future for relevance and accuracy. Review questions they wrote; use information to help</i></p>	<p>7. As school counselor talks about planning for the future, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p>ASSESSMENT: Assessment is deferred until Lesson 2</p> <p>CLOSURE: Reflecting on everything you learned in this lesson, write one question you would like to have answered about your future.</p> <p>Give projection drawing to school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>plan ways to make future lessons relevant to their questions. Note those that require a direct answer; answer during the Hook for the next lesson.</i></p> <p>LESSON 2 THE FUTURE IS CLOSER! (Continuation of Lesson 1)</p> <p><i>Take projection drawings to class with you; distribute during Hook.</i></p> <p>Materials: large pieces of chart paper (one for each group in Steps 4 & 5); several dark markers for each group; Student Thinking Papers: <i>I Can Imagine Future Possibilities</i> & <i>A Comparison of 2 Occupations (Venn Diagram)</i>; <i>Psc Resource: Sample Chart For Comparing Characteristics of workers in occupations</i></p> <p>Hook: As you distribute students' 15-year projection drawings, comment on the projections in general; as appropriate, correct and/or discuss misconceptions that might influence "smart thinking" about their futures. Answer questions students wrote that require a direct answer.</p> <ol style="list-style-type: none"> Transition from Hook to this lesson: Invite students to volunteer to tell the class the most important idea they remember from the previous lesson. Introduce this lesson by summarizing their comments, filling in with key ideas they omitted (especially if they do not mention Ability, Aptitude, Talent and Interest). Explain that the focus of this lesson is matching their personal characteristics with those of the workers in a career/occupation they can imagine for themselves. Personal Characteristics of Self & Workers: (Note: The student thinking paper <i>I can Imagine Future Possibilities</i> is the content assessment activity for this lesson). Place students in work groups of 4. <ul style="list-style-type: none"> While students are getting into groups, repeat the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control you're your future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i> Ask: SHOW-ME...HANDS UP if you thought about the questions since the last lesson. Invite two people 	<p>LESSON 2 THE FUTURE IS CLOSER! (Continuation of Lesson 1)</p> <p>A Reminder to Students: Speak loudly and clearly enough for everyone to hear your great ideas. Use conventions of standard English for all writing and speaking.</p> <p>Hook: Review 15-year projections; listen inquisitively to school counselors comments about the drawings and his or her answers to questions asked (in writing) during the last lesson.</p> <ol style="list-style-type: none"> Volunteer to tell classmates the most important idea from the last lesson. Think about an occupation/career in which you can imagine working. Join the work group to which you are assigned. Listen to school counselor's questions—Participate in SHOW-ME...HANDS-UP: volunteer to answer on of the questions.

Professional School Counselor Procedures:	Student Involvement:
<p>to volunteer an answer to one of the questions.</p> <ul style="list-style-type: none"> • Instruct students to recall imagination projections (Hook & Step 1) and the careers they were thinking about for themselves. Students select one career/occupation they can imagine for themselves. • Distribute the student thinking paper <i>I Can Imagine Future Possibilities</i>. Explain the directions; invite clarifying questions. • Thinking about workers in their imagined careers, students are to identify a minimum of: 3 work habits 3 abilities 3 aptitudes 3 talents 3 interests, The educational qualifications <p>Encourage group members to help each other.</p> <ul style="list-style-type: none"> • If they have difficulty identifying any of the sets of characteristics, encourage the use of prior knowledge about the career/occupation and their imaginations to think of what the characteristics might be. • When they have listed the worker characteristics of a worker in their imagined occupation, instruct them to circle the personal characteristics they already possess. <p>3. Vocabulary Review: “unique”, “in-common” and “Venn diagram”.</p> <p>4. Compare Personal Characteristics: (Students continue in same work groups.) When work group members have completed their thinking papers, instruct students to work in pairs (and use a Venn diagram) to compare personal characteristics of their imagined careers.</p> <ul style="list-style-type: none"> • Distribute the <i>Venn diagram thinking paper</i> (or have students create their own Venn diagrams). • Pairs label the circles with the occupations being compared. Students work together to list the unique personal characteristics identified for each occupation and the personal characteristics the occupations have in common. • Distribute a large piece of chart paper and several dark markers to each quad. When pairs complete task, join with the other pair in their quad, identify imagined occupations of each person. On the chart paper, make a list of the in-common personal characteristics for all four occupations. • Take chart-paper list and markers to next group. <p>5. Combine In-Common Characteristics: While</p>	<p>Select an occupation/career of current interest to you. That career becomes your personal focus of thinking paper, <i>I Can Imagine Future Possibilities</i>.</p> <p>Look over the thinking paper; ask clarifying questions.</p> <p>Complete the thinking paper with the help (as needed) of other members of their quads. Identify the occupation in which each will imagine working.</p> <p>Work together/help each other identify a minimum of: 3 work habits 3 abilities 3 aptitudes 3 talents 3 interests and the educational qualifications for each occupation.</p> <p>Circle the personal characteristics already possessed.</p> <p>3. Contribute to vocabulary review of “unique”, “in-common” and “Venn diagram”</p> <p>4. Continue in the same work group.</p> <p>Divide into pairs for first part of this activity.</p> <p>Compare the personal characteristic of each other’s imagined career. Label and complete a Venn diagram to graphically represent in-common and unique personal characteristics of the two occupations.</p> <p>When instructed to do so, join with the other pair in quad.</p> <p>Compare all 4 occupations. Generate a list of in-common (characteristics that are common among workers in the four occupations).</p> <p>5. When instructed to do so, join another work group to form an octet.</p>

Professional School Counselor Procedures:	Student Involvement:												
<p>student are working on tasks in Step 4 and in preparation for Step 5, draw a sample chart on board; (see example below and PSC Resource Sample Chart for Comparing Characteristics of Workers in Occupations)</p> <table border="1"><tr><th>Unique Characteristics</th><th>In-Common Characteristics</th><th>Unique Characteristics</th></tr><tr><td>1</td><td rowspan="4"></td><td>5</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>7</td></tr><tr><td>4</td><td>8</td></tr></table> <p>Join two quads to form octets; post lists of in-common characteristics of workers in occupations created by each quad.</p> <ul style="list-style-type: none">• Give each octet a large piece of chart.• Explain the sample 3-column chart drawn on board. Instruct students use their dark markers to replicate the chart on their chart paper; in the middle column (use lists created by each quartette in Step 4) list in-common personal characteristics of workers in the occupations identified by each member of the octet (8 total occupations). Eliminate duplicate characteristics.• Divide 1st and 3rd columns into four cells each (8 total); each student writes the name of his or her imagined career at the top of a cell and adds the unique personal characteristics of workers in that occupation. (There will be overlap among the unique characteristics.)• When complete, octets post charts.• Give students an opportunity to mill about and read what other students have written; especially, what others have written about their own imagined careers. <p>6. Discuss the charts; pointing out similarities among the charts' middle columns. During discussion, help students gain awareness of work habits and in-common/unique personal characteristics that lead to success in each occupation. Point out:</p> <ul style="list-style-type: none">• Work habits and in-common personal characteristics allow students to be successful in MANY careers.• Unique personal characteristics of workers in occupations help individuals narrow their choices.• It is important to explore and imagine self in many careers. <p>ASSESSMENT: Content: (See Step 2)</p> <p>ASSESSMENT: Personalization of Content: Call students' attention to their <i>I Can Imagine Future</i></p>	Unique Characteristics	In-Common Characteristics	Unique Characteristics	1		5	2	6	3	7	4	8	<p>Post each work group's list of in-common characteristics.</p> <p>Working in octets, follow school counselor's model to create a large 3-column chart on the paper provided.</p> <p>Members of group contribute to the list of the in-common personal characteristics of workers in the 8 occupations.</p> <p>Each group member adds the title of his or her imagined occupation/career in one of the cells and adds unique personal characteristics of that occupation to the chart.</p> <p>Post charts where school counselor indicates. Mill around; observe/note similarities and differences (e.g., different characteristics listed for similar occupations).</p> <p>6. Participate in discussion—ask questions and/or make comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p>ASSESSMENT: Content: (Step 2)</p> <p>ASSESSMENT: Personalization of Content: Listen and reflect on the new knowledge you gained about</p>
Unique Characteristics	In-Common Characteristics	Unique Characteristics											
1		5											
2		6											
3		7											
4		8											

Professional School Counselor Procedures:	Student Involvement:
<p><i>Possibilities</i> thinking paper and the Reflection/projection section at the bottom of the page (repeated here FYI). Explain and read the sentence stems; invite clarifying questions.</p> <p>I learned I ____; I hope I ____; In the future ____; My future is ____; I want to learn more about ____</p> <p>When students finish reflections/projections, tell them to turn to a shoulder-partner and read their reflections and projections to each other; ask each other questions about dreams for future and compare similarities and differences in responses. If time permits, invite several students to read one of their sentences.</p>	<p>self and personal characteristics of workers in occupation of current interest. Ask clarifying questions. Complete the reflections and projections.</p> <p>Follow school counselors directions for talking with your shoulder-partner about the dreams each of you have for your futures.</p> <p>Volunteer to read one of your sentences to the class. If don't volunteer, listen inquisitively to what others want for their futures; compare ideas to your ideas.</p>
<p>Collect <i>I Can Imagine Future Possibilities</i> thinking papers</p>	<p>Give school counselor thinking paper.</p>
<p>CLOSURE: Conduct a quick whip-around.</p> <ul style="list-style-type: none"> Beginning with a specific person and continuing to the right (or left), each student reads one of his or her reflection sentences (Assessment: Personalization of Content). Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). If time does not allow a whip-around, invite volunteers to read one of their reflections. Encourage students to become observers of the world of work and workers (WOW) and to begin a running record of the workers observed. Make mental or written notes about the work habits, abilities, aptitudes, talents and interests of workers in specific occupations. Encourage observation of a worker in one of the careers of interest to them. 	<p>CLOSURE: Participate in whip-around OR volunteer to read a reflection. Remember: Speak loudly and clearly enough for everyone to hear great ideas.</p> <p>Think about workers to be observed; decide where to keep a running record of workers observed (e.g., small spiral notebook or special section of planner or)</p>
<p><i>Before Lesson 3, review thinking papers for students' accuracy in identifying the requirements of the occupations/careers they chose. Review reflections and projections for students' level of awareness about themselves and personal characteristics. Assess their use of age-appropriate conventions of standard written English and ability to articulate ideas in 1st person language. Return thinking papers during next lesson.</i></p>	
<p>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME! (Take students' completed <i>I Can Imagine Future Possibilities</i> thinking papers from Lesson 2 to class [distribute in Step 4]) Materials: Facsimile of a crystal ball; Student Thinking Papers: All About Me: I Like To..., All About Me: I</p>	<p>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME!</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in written and oral</p>

Professional School Counselor Procedures:	Student Involvement:
<p><u>Can...</u> & <u>Career Paths</u></p> <p>Hook: Place facsimile of a crystal ball (CB) where all students can see it. Perform hocus pocus and tell C.B. to SHOW-ME the future of everyone in this class...complain that the crystal ball is cloudy..."What's wrong with this crystal ball???" Question the crystal ball; end with CB saying "It's not about me—it's all about THEM!"</p> <ol style="list-style-type: none"> Transition from Hook to lesson: Ask students to hypothesize about what it meant when CB said: "It's all about them!" Invite 3 or 4 students to tell the class their hypotheses. Review of Lessons 1 & 2: Ask students to recall key points about their imagination projections (<i>Lesson 1: The Future is Near!</i>); the activities about the abilities, aptitudes, talents, interests and work habits of workers in careers/occupations of interest and comparing their personal characteristics with the in-common and unique characteristics in their imagined occupation/career (<i>Lesson 2: The Future is Closer!</i>). Review: Students' Observation of WOW: Ask students to think about the workers they observed in the world of work (WOW). Invite 3 or 4 volunteers to tell about the personal characteristics they observed. Introduce this Lesson: Reference the title of this lesson "MY Future: It IS All About ME". Distribute completed Lesson 2 thinking papers, <i>I Can Imagine Future Possibilities</i>; comment as appropriate about their collective responses (no names/neutral & instructive comments). Explain: <ul style="list-style-type: none"> <i>Lessons 1 & 2: The Future is Near and The Future is Closer</i> introduced them to the kinds of personal characteristics possessed by workers in careers of current interest to them. This lesson is all about them and their personal characteristics: abilities, aptitudes, talents, interests and work habits. Vocabulary Review: Write the words <i>abilities, aptitudes, talents, interests</i> and <i>work habits</i> on the board. <ul style="list-style-type: none"> Review the definitions. Remind students about the inter-relationships among their abilities, aptitudes, talents, interests, work habits and their success—in school and in the workplace. Invite questions and/or comments from students. 	<p>expressions of ideas.</p> <p>Hook: Watch/listen with curiosity as school counselor attempts to get crystal ball (CB) to reveal every student's future.</p> <ol style="list-style-type: none"> Volunteer a hypothesis about meaning of "It's all about them!" If do not volunteer, listen/think about other students' hypotheses. Do you agree or disagree? Recall projections in Lesson 1 and what discovered about workers in careers of interest. If you did not volunteer in Step 1, take the risk: volunteer to tell your classmates one key point you remember. If did not volunteer in Steps 1 or 2, courageously volunteer to tell your classmates about WOW observations. Look over the thinking paper completed in Lesson 1 as a reminder of the personal characteristics of workers in a career of current interest. Listen/think as school counselor introduces this lesson. In head, recall the definitions of the personal characteristics the school counselor writes on the board. Ask questions or add comments that will help clarify misconceptions or add new information.

Professional School Counselor Procedures:	Student Involvement:
<p>6. Thinking Paper: Distribute the <u>All About Me: I Like to...</u> Student Thinking Paper (this thinking paper is about students' interests)</p> <ul style="list-style-type: none"> • Give students a few minutes to look over the list of activities. • Explain the directions, emphasizing the marks to use to indicate current interest/non-interest in an activity; invite clarifying questions. • Allow students 5-7 minutes to complete thinking paper. <p>Between Steps 6 & 7, ask the Essential Questions again and invite 3 students to respond: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work?</i> <i>You don't have any control over my future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>7. Thinking Paper: Distribute the <u>All About Me: I Can...</u> Student Thinking Paper (this thinking paper is about students' abilities).</p> <ul style="list-style-type: none"> • Give students a few minutes to look over the list of activities. • Emphasize that the activities on this Student Thinking Paper are things they can already do or want to learn to do (or have no interest in learning to do). • Explain the directions, emphasizing the marks to use to indicate current abilities; invite clarifying questions. • Allow students 5-7 minutes to complete thinking paper. <p>8. Discuss Responses with Partner: In pairs, instruct students to discuss their responses, including the ease with which they were able to indicate either interests or abilities.</p> <ul style="list-style-type: none"> • Tell students to tell their partners the name of the occupation/career they imagined for themselves in Lesson 2. • Compare their (individual) responses on each thinking paper: • Identify the areas that are the same on their individual lists (interests and abilities match) • Make a list of interests/abilities that match • Identify activities on both lists that indicate non-interest and/or perceived inability. • Make a list of activities that indicate non-interest and/or perceived inability. 	<p>6. Look over the activities listed on the thinking paper <i>All About Me: I Like to....</i> Ask clarifying questions about unfamiliar activities or directions; complete thinking paper.</p> <p>Volunteer to answer one of the questions posed by school counselor.</p> <p>7. Look over the abilities listed on the thinking paper <i>All About Me: I Can....</i> Ask clarifying questions about unfamiliar abilities or directions; complete thinking paper.</p> <p>8. Talk with a partner about each other's responses to the 2 thinking papers. Follow school counselor's suggested ideas for conversation with partner.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Discuss similarities between partner's' lists and their lists (and vice-versa). • Compare their interests and abilities with the personal characteristics of the workers in their imagined occupation/career. <p>9. Class Conversation: Invite a class conversation about results and ideas that came to their minds as they discussed their individual results with their partners. Point out:</p> <ul style="list-style-type: none"> • Importance of recognizing activities in which they are not interested • Acknowledgement of a current non-interest helps them discover patterns and/or inconsistencies in their current (and future) thinking and feeling about careers of interest (if one is not interested in learning about grammar, he or she (most likely) would not be happy (or effective) as a teacher. <p><i>PSC Note: Students may or may not be familiar with Career Paths; if this is their first experience with them, elaborate on explanation.</i></p> <p>10. Career Paths: Review the purpose of Career Paths. Explain:</p> <ul style="list-style-type: none"> • They help students categorize the world of work in order to learn more about the many careers that match their abilities, aptitudes, talents, interests and work habits. • Not everyone would be happy (or successful) working in every career path—give an example of the disparity between your chosen career path and one in which you would be neither happy nor successful. <p>ASSESSMENT: Content: Each student demonstrates knowledge of the six Career Paths and his or her personal work-related characteristics by categorizing a minimum of fifteen (15) of his or her “LIKES”, “WOULD LIKE TOs” and/or “CANS” into two or more Career Paths.</p> <ul style="list-style-type: none"> • Ask each pair of students (Step 8) to join with another pair of students. Distribute the Career Paths Student Thinking Paper/PSC Resource. • Give students time to look over the descriptions of the Career Paths. Invite questions. • Ask students to think back to the imagined occupation/career they studied in Lesson 2 and Step 8 above. Which Career Path would the personal characteristics of workers in that occupation/career be most suited? Write the name of the occupation/career in the “best-fit” 	<p>9. Participate/contribute to whole-class conversation about thinking papers and observations made during conversations with partners. Consider the activities in which you are not interested; how will this information help you as you consider the many choices in the WOW?</p> <p>10. As school counselor talks about Career Paths, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p>ASSESSMENT: Content: Demonstrate knowledge of Career Paths</p> <p>With Step 8 partner, join another pair to form a quad.</p> <p>Look over thinking paper; ask clarifying questions about Career Paths.</p> <p>Listen to and think about school counselor's explanation and instructions for <i>Career Paths</i> thinking paper; ask clarifying questions about directions that are unclear.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Career Path. (Grammar time: Remind students “most” and “best” are superlatives so there is only one [even though the worker’s personal characteristics are more suited for some Career Paths than others and some may be a better fit than others])</p> <ul style="list-style-type: none"> Explain the directions for the thinking paper; provide several examples of an ability, aptitude, talent, interest or work habit that would fit 2 Career Paths and not a third. Working with the others in their quads, students help each other complete their individual thinking papers (this helps students learn more about their peers as well as themselves). Encourage students to use their completed <i>All About Me: I Like to...</i> and <i>All About Me...I Can...</i> thinking papers, the personal characteristics of workers in their imagined occupation and any additional personal characteristics as stimuli for completing this thinking paper. <p><i>Observe students as they work with partners. Make note of those who have difficulty speaking up or taking too much responsibility for partners’ thinking, e.g., consistently tells partner what to write.</i></p> <p>ASSESSMENT: Personalization of Content: On the backs of their <i>Career Paths</i> thinking paper, instruct students to respond to the following reflection stems: I discovered that my areas of interest _____. I was surprised I _____. After doing this activity with the class, I _____. Learning about the world of work and me is _____. My future is ALL ABOUT ME; therefore, I _____.</p> <p>As time permits, invite students to read one of their reflections.</p> <p><i>Collect completed Career Paths thinking papers.</i></p> <p>As students are handing in papers, ask the Essential Questions again; invite 4 students to answer one question: <i>You’re _____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>CLOSURE: Summarize as appropriate:</p> <ul style="list-style-type: none"> Encourage students to share the results of their <i>I Like Toand I Can...</i> thinking papers activity with their adult(s) at home. 	<p>Work with (i.e., contribute, help and encourage) other group members as each member categorizes at least 15 personal work-related characteristics into two or more Career Paths. Remember—you are to respond for yourself—your responses will be unique to you.</p> <p>Categorize at least 15 personal work-related characteristics into two or more Career Paths.</p> <p>ASSESSMENT: Personalization of Content: Complete reflection stems as instructed; volunteer to read one of your reflections to your classmates.</p> <p>Give completed <i>Career Paths</i> thinking papers to school counselor.</p> <p>Volunteer to answer one of the questions school counselor poses.</p> <p>CLOSURE: Think about when and where thinking papers will be shared with “your adults”. Commit to WOW observations and keeping a running record of workers observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Urge students to continue to be observers of the world of workers. • Continue their running records of the workers they observe and the personal work-related personal characteristics they demonstrate; see who can observe the most workers. <p><i>Before next lesson, review thinking papers for students' ability to match interests and abilities with appropriate career paths. Assess responses to open-ended statements (Assessment: Personalization of Content) for age-appropriate awareness of relationship of personal characteristics and the World of Work. Review/make note of students' age-appropriate command of conventions of standard written English and their ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 4: THE GOOD LIFE...FOR ME PSC Note: Take the completed Career Paths student thinking paper [Lesson 3] to class with you; distribute in Assessment: Content step.) Materials: Student Thinking Papers: The Good Life for Me: Looking Into Myself & Applying the Results of Looking Into Myself (download additional Career Path information from the Guidance eLearning Page (www.mcce.org)).</p> <p><i>Hook:</i> Use the crystal ball (CB) (Lesson 3). Again, attempt to persuade CB to predict what everyone in class will be happy doing in the future. When it doesn't work...say, (something like...)</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT...with words—one-at-a-time: Why can't I get CB to work? When several students have offered their suggestions continue with review emphasizing self-advocacy, i.e., their future is theirs and it is their responsibility to make it a good life—no matter what the choice. 2. Sharing with adults at home: hold up your hand if you talked with your adult(s) about your results on <i>I Like To ...and I Can...</i> thinking papers. Invite several students to tell about their adults' reactions. 3. Observing the World of Workers (WOW): invite several volunteers to tell about their WOW observations. Ask for a show of hands re: who started a running record of WOW observations. How many occupations are on their lists? Encourage students to continue and/or start their running records. <p>ASSESSMENT: Content: This content assessment is</p>	<p>LESSON 4: THE GOOD LIFE...FOR ME</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook:</i> The crystal ball (CB) is not cooperating—again...</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUT Offer suggestions about why CB isn't telling what everyone in class will be happy doing in future. 2. Volunteer to tell about the reactions of “your adult” when you talked about your thinking papers. If don't volunteer, listen and think about others' comments. 3. Volunteer to tell about the WOW observations. If don't volunteer, listen and think about others' comments. Remember: keep a running record of WOW observations. <p>ASSESSMENT: Content: Recall (in head) the previous</p>

Professional School Counselor Procedures:	Student Involvement:
<p>based on the 3 prior lessons; it is a summative assessment of the students' learning about themselves and the World of Workers (WOW).</p> <ul style="list-style-type: none"> • Distribute completed <i>Career Paths</i> thinking papers; allow time for students to review their responses. • Explain that another way to use information about self and careers is to engage in leisure activities that allow individuals to use their personal characteristics. Nobody wants to work ALL the time! • Instruct students to turn over their papers and list a minimum of three (3) school activities in which they can engage based on their abilities, aptitudes talents and/or interests, (e.g., science club, volleyball or basketball team, choir, gardening club). • Suggest to 5th / 6th graders that they think about Middle School/Junior High activities, too. <p>Invite several students to share their ideas with the entire class so all can hear choices they have not considered.</p>	<p>2 lessons; think about the most important thing learned.</p> <p>Review completed <i>Career Paths</i> thinking paper.</p> <p>Follow school counselor's instruction; create a list of school activities you might enjoy.</p> <p>Volunteer to share 1 activity in which you will participate and to what personal characteristic (e.g., interest[s]) the activity relates.</p>
<p>ASSESSMENT: Personalization of Content:</p> <p>A. All students will demonstrate their ability to synthesize, analyze and personalize data they gathered about the world of work and workers (WOW) and themselves during Lessons 1 & 2.</p> <p><i>Depending upon the developmental level of students' attention span, you may want to read each statement to students and take a break mid-way through OR break the thinking paper into segments by telling students to complete statements x-x; check-in with them and then "assign" another set of statements.</i></p> <ul style="list-style-type: none"> • Distribute the Student Thinking Paper: <i>The Good Life for Me: Looking Into Myself</i>. • Give students time to look over the thinking paper; explain directions; invite clarifying questions about directions and/or the statements. Allow about 12 minutes for students to complete thinking paper. <p><i>PSC NOTE: as students are completing thinking paper, systematically observe each individual's approach to completing the paper; be aware of students who have difficulty completing specific statements, especially statements related to acknowledgement of their abilities as well as those who are unable to identify areas to improve.</i></p>	<p>ASSESSMENT: Personalization of Content</p> <p>A. Synthesize, analyze and personalize data (information) gathered about self and WOW...What does it mean?</p> <p>Look over <i>The Good Life for Me: Looking Into Myself</i>. Ask clarifying questions about specific statements or the instructions. Respond with the first things that come to your mind—review responses/add more information after "first thought" responses.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>B. Students apply the results of their synthesis, analysis and personalization (A) by writing a letter to self. Distribute the student thinking paper: <i>Applying the Results of Looking into Myself</i>.</p> <ul style="list-style-type: none"> • Give students time to look over thinking paper; explain directions and invite clarifying questions. Allow approximately 16 minutes to complete letter. • When students have completed letters to self, invite volunteers to read all or parts of their letters. <p>Before collecting <i>The Good Life for Me: Looking Into Myself & Applying the Results of Looking Into Myself</i> thinking papers, inform students that you will be reading their letters and their classroom teacher might read them. Is that OK? In the event Tell students who want their responses to be private to write “PLEASE DO NOT SHARE” at top of letter. Collect papers</p> <p>CLOSURE: Once again, ask the Essential Questions and invite answers from all; use responses as a summary of lessons; fill in the gaps if key points are not mentioned.</p> <p><i>You’re ____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Encourage students to continue their WOW observations and keeping a running record of the occupations they observe.</p> <p><i>After class, review students’ responses for each of the thinking papers noting persistent misperceptions about their personal characteristics (e.g., saying/writing indications of helplessness in re: the future or a seeming lack of ability to identify positives and an eagerness to identify negatives).</i></p> <p><i>Review The Good Life For Me for students’ age-appropriate depth of thinking about the self-knowledge they gained and their awareness of how to use that information to plan their present and future world of work and leisure activities. Make note of students who seem to have gained new level of self-knowledge as well as those who appear to have made light of the activities.</i></p> <p><i>Review students’ letters to themselves for their (age-</i></p>	<p>B. Apply synthesis, analysis and personalization of data to the future.</p> <p>Look over the thinking paper <i>Analyzing the Results of Looking into Myself</i>. Ask clarifying questions.</p> <p>Follow school counselor’s instructions and write a letter to self about the good life—FOR YOU. Letter will include a plan of action to assure the attainment of goals.</p> <p>Volunteer to read a part of letters to classmates.</p> <p>If you want your responses to be private between you and school counselor, write “PLEASE DO NOT SHARE” at top of letter. Give papers to school counselor.</p> <p>CLOSURE: Contribute answers to the questions and participate in the whole-class discussion. Remember to talk <i>with</i> classmates and be sure the person sitting farthest from you can hear your great thoughts.</p> <p>Commit to continuing WOW observations and keeping a running record of occupations observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>appropriate) ability to identify discoveries about self, to project themselves into the future AND to develop a basic plan of action.</i></p> <p><i>As you review students' responses to the thinking papers, make note of students' (age-appropriate) ability to:</i></p> <ul style="list-style-type: none"> <i>respond accurately/appropriately to the prompts;</i> <i>include the specified elements in their responses (especially the points to be included in their letters to self</i> <i>follow the conventions of standard written English</i> <i>articulate ideas in first-person language (to own their thoughts and feelings).</i> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write "Please do not share" on papers. Personally deliver letters to those students after your review.</i></p>	

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson: [I Can Imagine Future Possibilities](#) , [A Comparison of 2 Occupations \(Venn Diagram\)](#); [Psc Resource: Sample Chart For Comparing Characteristics of workers in occupations](#), [All About Me: I Like To...](#) & [All About Me: I Can...](#); [Career Paths](#), [The Good Life for Me: Looking Into Myself](#) & [Applying the Results of Looking Into Myself](#) (

Summarize Systematic Observations: Identify students who had difficulty with content aspects of lessons:

Identify those who:

- Appeared to lack ability to identifying personal discoveries about self, to project self into the future AND develop a basic plan of action.
- Made projections; however, they were not age-appropriate for +15years or depicted violent or illegal activity.
- Could not or did not match interests and abilities with appropriate career paths and
- Appeared unable to integrate self-knowledge with planning their present and future world of work and leisure activities.
- Lacked age-appropriate awareness of relationship of personal characteristics and the World of Work.

Identify students who had difficulty processing the content of lessons, for example students who:

- Chose not to participate in discussions.
- Did not appear to respect other students' thoughts and ideas.
- Had difficulty speaking up
- Took too much responsibility for partners' thinking, e.g., consistently told partner what to write.

Make note of students age appropriate ability to:

- Respond accurately/appropriately to the prompts
- Include the specified elements in their responses (especially the points to be included in their letters to self
- Follow the conventions of standard written English
- Articulate ideas in first-person language (to own their thoughts and feelings)

Consult with Classroom Teacher: Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom concerns as well? If so, collaborate to further identify the extent and source of the concerns. How is it evidenced in the classroom? What intervention has he or she implemented? Success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate and learn content but lacks the motivation/confidence to take the risk to contribute in a group setting (**will**)? Or does the student lack the **skill** or background knowledge to participate?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the world of work and/or self knowledge, skills of group participation. Are Responsive Services indicated? For example with individuals benefit from more intensive involvement (e.g., individual/group counseling about identifying/owning personal characteristics and using the knowledge to make short-term plans. More intensive parental involvement might be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: _____ Class: _____ Date: _____

I CAN IMAGINE FUTURE POSSIBILITIES

When I imagine my future, one of the many careers I imagine for myself is:

(Think about this career as you complete your thinking paper.)

People who work as _____ perform many different job tasks. Three tasks they have to do well are:

1. _____
2. _____
3. _____

Work habits matter, too! Three important work habits for a _____ are:

1. _____
2. _____
3. _____

Ability, aptitude, talent and interests will contribute to my success in any career. If I choose _____ as my career, I should have or develop certain personal characteristics, for example:

ABILITIES

1. _____
2. _____
3. _____

TALENTS

1. _____
2. _____
3. _____

APTITUDES

1. _____
2. _____
3. _____

INTERESTS

1. _____
2. _____
3. _____

In addition to personal characteristics, being a _____ requires the following training and/or education after high school: _____

Reflections/Projections: I learned I _____.

I hope I _____. In the future _____.

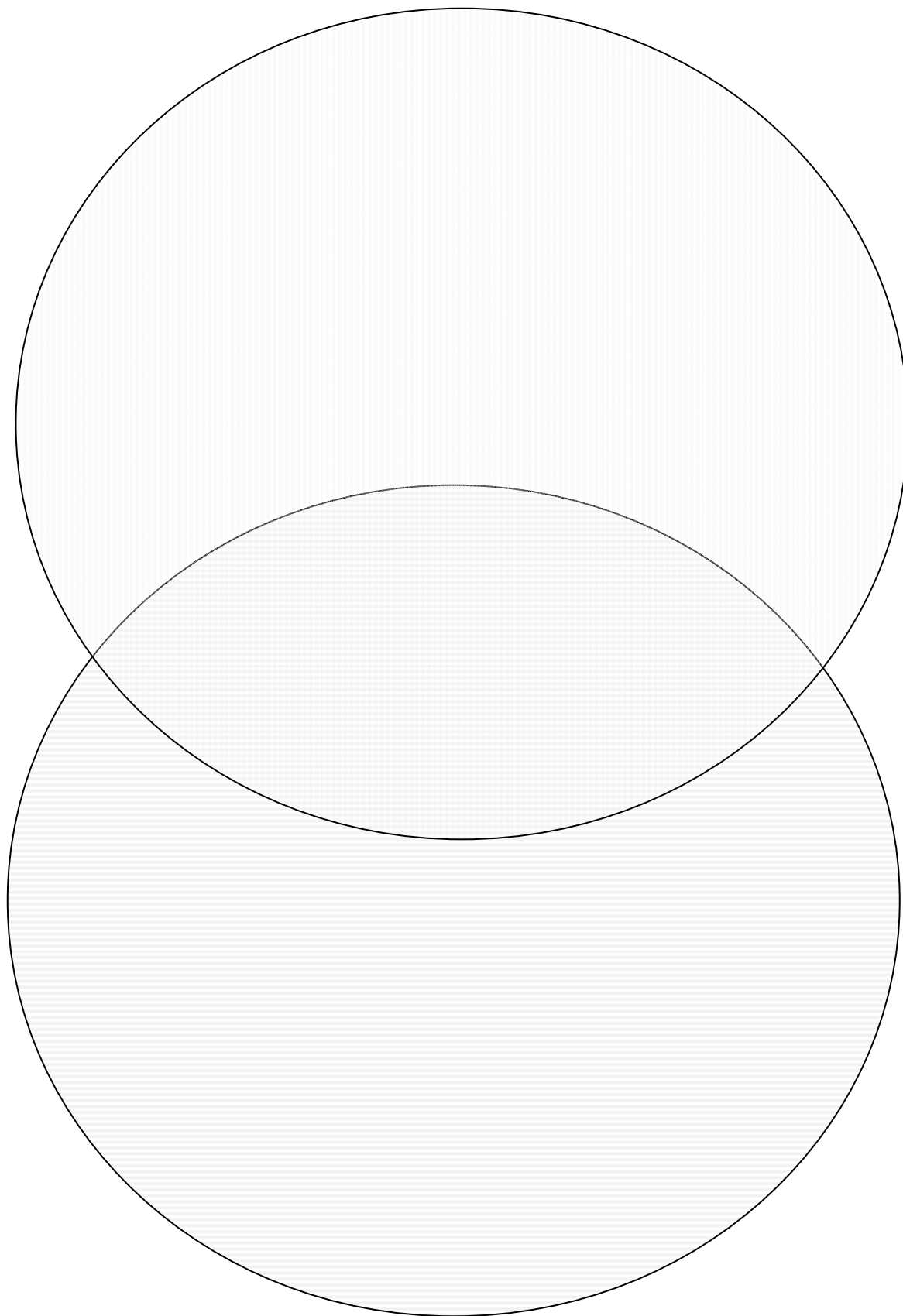
My future is _____.

I want to learn more about _____.

Name: _____ and _____ Class: _____ Date: _____

A COMPARISON OF _____ AND _____

☐ Abilities ☐ Aptitudes ☐ Talents ☐ Interests ☐ Work Habits & Qualifications



SAMPLE CHART FOR COMPARING CHARACTERISTICS OF WORKERS IN OCCUPATIONS

Occupation: _____ Unique Personal Characteristics	In-Common Personal Characteristics	Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics

ALL ABOUT ME: I LIKE TO...

Name: _____ Class: _____ Date: _____

Directions: Place a **check mark (✓)** next to the things you like to do now, an arrow (**→**) next to the things you would like to do in the future and an **X** next to activities in which you have no interest.

<u>✓</u> I LIKE TO DO	<u>→</u> I WOULD LIKE TO DO IN THE FUTURE	<u>X</u> NO INTEREST
_____ 1. Work on a cure for cancer	_____ 19. Take photographs	_____ 36. Do things for others
_____ 2. Read the newspaper	_____ 20. Raft and fish	_____ 37. Read about solar energy
_____ 3. Invent things	_____ 21. Play a musical instrument	_____ 38. Think about others before myself
_____ 4. Write news stories	_____ 22. Visit a farm	_____ 39. Construct things
_____ 5. Paint	_____ 23. Work outdoors	_____ 40. Study nature
_____ 6. Conduct science experiments	_____ 24. Learn about grammar	_____ 41. Help people solve their problems
_____ 7. Deal with challenging problems	_____ 25. Learn about teaching business classes	_____ 42. Cook
_____ 8. Learn about business	_____ 26. Visit auto repair shops	_____ 43. Debate
_____ 9. Act in plays	_____ 27. Visit a computer-oriented office	_____ 44. Operate equipment
_____ 10. Be a leader	_____ 28. Visit the library	_____ 45. Study germs that make people sick
_____ 11. Sing in a choir	_____ 29. Explore new places	_____ 46. Be accurate
_____ 12. Learn about agriculture	_____ 30. Discover how people think & feel	_____ 47. Work with animals
_____ 13. Organize and sort things	_____ 31. Solve problems	_____ 48. Wear a uniform
_____ 14. Study water	_____ 32. Care for injured animals and pets	_____ 49. Do the same thing over and over
_____ 15. Do math problems	_____ 33. Work with hand tools	_____ 50. Work in a garden
_____ 16. Design and draw	_____ 34. Learn about families and being a wise consumer	
_____ 17. Keep accurate records	_____ 35. Spend time in the city	
_____ 18. Watch a repair person fix a television		

ALL ABOUT ME: I CAN...

Name: _____ Class: _____ Date: _____

Directions: Place a check mark (✓) next to the things you can do now and an arrow (→) next to the things you want to learn to do and an X next to the things in which you have no interest. Add any of your current abilities or things you want to learn that are not listed.

<u>✓</u> I can	<u>→</u> I want to learn	<u>X</u> No Interest
_____ 1. grow fruits and vegetables	_____ 28. fix a broken toy	
_____ 2. work well with others	_____ 29. be outside in any weather	
_____ 3. follow written/oral directions	_____ 30. talk to people and explain things carefully	
_____ 4. write a story	_____ 31. keep a budget	
_____ 5. usually get what I want	_____ 32. take something apart and put it together	
_____ 6. look at a person and know what kind of clothes look best on him or her	_____ 33. study a procedure & find a better way.	
_____ 7. write a sentence	_____ 34. rewrite an advertisement in the newspaper to make it sound better	
_____ 8. repair certain things	_____ 35. protect the environment	
_____ 9. design a set for a play	_____ 36. solve problems faster than my friends	
_____ 10. solve math problems easily	_____ 37. feel comfortable interviewing people	
_____ 11. do science projects easily	_____ 38. understand when people need to talk about their problems	
_____ 12. start a project and finish it	_____ 39. spend time with people and not be bored	
_____ 13. plan activities for others	_____ 40. feel comfortable working outside on a job	
_____ 14. "type"	_____ 41. be creative in most things that I do	
_____ 15. see something and explain it to others	_____ 42. express myself	
_____ 16. use a calculator	_____ 43. work well in a laboratory environment	
_____ 17. sell things to benefit the school	_____ 44. draw or paint	
_____ 18. understand that people have moods	_____ 45. _____	
_____ 19. teach or supervise outdoor sports	_____ 46. _____	
_____ 20. write a play	_____ 47. _____	
_____ 21. work with metric numbers	_____ 48. _____	
_____ 22. draw a picture of what someone describes		
_____ 23. plant flowers and trees		
_____ 24. play a musical instrument		
_____ 25. understand how drugs affect my body		
_____ 26. spell words correctly		
_____ 27. perform science experiments		

CAREER PATHS

Name: _____ **Class:** _____ **Date:** _____

PSC NOTE: The Guidance e-Learning Center (www.mcce.org) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at:

www.missouricareereducation.org/for/content/career/

Directions: Using your responses to the Student Thinking Papers *It's All About Me: I Like to...* and *It's All About Me: I Can...*, categorize a minimum of fifteen (15) of your "LIKES", "WOULD LIKE TOs" and/or "CANS" into two or more appropriate Career Paths. This will give you a general idea of W.O.W. areas to explore as you think about careers of interest to you.

Fixing & Building: *People who like to figure out how things work and build things.*
Examples of my interests/abilities that relate to the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Health: *People who like to care for animals and people.*
Examples of my interests/abilities that relate to the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Nature: *People who like to work outdoors with plants and animals.*
Examples of my interests/abilities that relate to the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Helping: *People who like to make things better for others.*
Examples of my interests/abilities that relate to the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Creative: *People who like to draw, write or perform.*
Examples of my interests/abilities that relate to the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Business: *People who like to do math, sell things, or use computers*
Examples of my interests/abilities that relate to the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**THE GOOD LIFE FOR ME:
LOOKING INTO MYSELF**

Name: _____ **Class:** _____ **Date:** _____

Directions: Complete the following statements:

My Abilities, Aptitudes, Talents and Interests

1. I like the following kinds of activities: _____

2. I have a special talent/aptitude for _____
3. My favorite school subjects: _____
4. School subjects in which I want to do better: _____
5. My least favorite activities are _____
6. Some things that are important to me are _____

7. In the classroom I do my best work when _____

8. In the classroom I do my worst work when _____

9. When I am not in school, I like to _____
10. My hobbies/interests are: _____
11. When I look into MY crystal ball of the future, I see myself _____

12. I am most interested in careers in the following Career Paths: _____
_____. Specifically, I am interested in the following careers: _____

13. I already know I'm good at: _____
14. With training or education, I can probably be good at: _____

15. These school subjects are very important to my success: _____

16. My current work habits _____

APPLYING THE RESULTS OF LOOKING INTO MYSELF

Directions: Write a letter to your self: Include the following in your letter:

- ☐ Discoveries you made about yourself and your abilities, aptitudes, talents and interests, current work habits.
- ☐ Describe the “good life” for you
- ☐ Your “right now” goals for the future (they will most likely change in some way).
- ☐ What you need to do to reach your goals:
 - Do more of...
 - Do less of...
- ☐ Your plan to reach goals
- ☐ Help you need to reach goals. From whom do you want help?

Date:

Dear Self,