

TABLE OF CONTENTS
STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES
STRAND: CAREER DEVELOPMENT (CD)
GRADES 4-6

This document contains resources to support student learning of the concepts within the Curriculum Framework of the Missouri Comprehensive Guidance Program (MCGP). Each lesson in the series of Missouri Comprehensive Guidance Program Supplemental Lessons includes resources to support student learning; however, the supporting materials are appropriate for use with other classroom guidance lessons teaching the same MCGP concept. This document was developed to allow easy access to the supporting materials. Slight modifications may be required.

*The Table of Contents identifies the MCGP Strand, Big Idea and Concept code as well as the title of each lesson. Resources are identified as: **PSC Resources** (support for Professional School Counselors); **Student Thinking Papers** (student materials to stretch/apply their thinking skills); **Student Resources** (Resources for students to keep in a “handy-place” for reference. A few resources are designated as **PSC/Student Resources**—these are references/guides for both PSCs and students.*

4-6 CAREER DEVELOPMENT (CD)

CD.7.A & AD 5.A. Cumulative Record: Your Autobiography (1 lesson)

This is a duplicate of the AD.5.A. lesson of the same name.

No print materials required

CD.7.A. Thinking about Working Conditions and Me (2 lessons)

Lesson 1: Working Conditions? Why Should I Think about Working Conditions?

Materials:

Student Thinking Paper

[Working Conditions: My Preferences \(3 pages\)](#)

Lesson 2: Working Conditions! What are My Current Preferences?

Materials:

Student Thinking Paper:

[Summary of Results](#)

CD.7.A. The Good Life...For Me (4 [or 5] lessons)

Lesson 1: The Future is Near!

Materials:

No print materials are required.

Lesson 2: The Future is Getting Closer!

Materials:

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!

Materials:

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!

Materials:

Student Thinking Papers:

[*The Good Life for Me: Looking Into Myself*](#)
[*Applying the Results of Looking Into Myself*](#)

(Additional Career Path resources: Guidance eLearning Page: www.mcce.org)

CD.7.A. Work Satisfies Needs (3 lessons)

Lesson 1: What is Job Satisfaction?

Student Thinking Paper:

[*Job Satisfaction Interviews: Home and School Jobs*](#)

PSC/Student Resources

[*Interviewing Skills Pocket Guide*](#)

Lesson 2: Researching Worker Job Satisfaction

Student Thinking Paper:

[*W.O.W. * Worker Survey*](#)

PSC/Student Resources

[*Career Pathways Pocket Guide*](#)

[*Thank-you Note to Workers \(stationary\)*](#)

Lesson 3: Why are These Workers Happy in Their Work?

Student Thinking Paper

[*Results: Worker Job Satisfaction Interviews \(3 pages\)*](#)

[*Comparing Workers' Job Satisfaction \(page 1 of 3\)*](#)

[*Career Paths of Workers Interviewed \(page 2 of 3\)*](#)

[*Suggestions for Summarizing Worker Job Satisfaction Interviews \(page 3 of 3\)*](#)

CD.7.A. Personal Characteristics Guide Career Choices (1 lesson)

Materials:

Student/PSC Resource

[*Career Pathways*](#)

Student Thinking Paper

[*Matching Personal Characteristics with Career Pathways*](#)

[*Matching My Personal Characteristics with Career Pathways*](#)

CD.9.A. You Can: Be Successful! (4 Lessons [may be shortened to 1 or 2])

Note: This series culminates in a performance event; the "" resources are most appropriate for use with other lessons re: habits of work and school success.*

Lesson 1: Can We Predict Success?

Student Thinking Papers

[**Work Success Habits: Pre-Assessment*](#)

[**Habits of School Success: How They Help*](#)

Lesson 2: Take One, Part 1

Student Thinking Paper

[*Take One*](#); Student Resource/Thinking Paper

[**Habits of School Success: Checklist*](#)

Lesson 3: Take One, Part 2: Start from where you are!

Materials from prior lessons used in this lesson

Lesson 4: Show-Time:

Student Thinking Papers

[**Work Success Habits: Post-Assessment*](#)

[**Habits of School Success: My Self-Assessment*](#)

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Working Conditions—1 of 3 pages)

WORKING CONDITIONS: SURVEY OF MY CURRENT PREFERENCES

Name: _____ Class: _____ Date: _____

All jobs have good and not so good aspects. Only you can decide which not so good aspects you are willing to accept in order to enjoy the good aspects of any job.

The purpose of this survey is to encourage you to think about your thoughts and feelings about certain working conditions.

Directions: Circle "Y" for YES, "N" for NO or "M" for MAYBE for each question. **There are no right or wrong answers.** Actually, you should **not** answer yes **or** no to all questions.

1. WOULD YOU LIKE TO WORK WITH...	2. COULD YOU...
Y N M musical instruments	Y N M sit in one place for hours at a time
Y N M people	Y N M work alone
Y N M animals	Y N M work with other people
Y N M numbers	Y N M speak pleasantly regardless of how you feel
Y N M plants	Y N M be pleasant to someone who is unpleasant
Y N M words & books	Y N M do the same thing repeatedly and still be accurate and quick
Y N M machines	
Y N M Ideas	
SUB-TOTAL: Y _____ N _____ M _____	SUB-TOTAL: Y _____ N _____ M _____
3. WOULD YOU LIKE TO...	4. CAN YOU...
Y N M work outdoors	Y N M keep accurate records
Y N M have close contact with other people	Y N M follow written directions
Y N M work inside	Y N M follow oral directions
Y N M work with other people	Y N M do a job as directed
Y N M move around a lot	Y N M get your work done even if the boss is away
Y N M make new things	Y N M leave your personal problems at home
Y N M stay in one place	Y N M put up with a lot of noise
Y N M work with very small objects	Y N M put up with unpleasant odors
Y N M drive a car or truck	Y N M work at a job that requires a lot of physical endurance
Y N M work with people who are in trouble and need your help	
Y N M tell other people what to do	
Y N M responsible for seeing that people do their jobs.	
Y N M do many different things in the same day	
Y N M plan your own work and follow your plan	
Y N M persuade other people to do what you want them to do.	
SUB-TOTAL: Y _____ N _____ M _____	SUB-TOTAL: Y _____ N _____ M _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Working Conditions—2 of 3 pages)

Name: _____ Class: _____ Date: _____

5. IF YOU COULD EARN A LOT OF MONEY, WOULD YOU BE WILLING TO...	6. WOULD YOU BE WILLING TO...?
Y N M work 10 to 12 hours a day Y N M work very early in the morning Y N M work in the evening Y N M work on the night shift Y N M work on weekends if necessary Y N M travel and be away from home a lot Y N M earn a college degree Y N M enroll in a career/technical program Y N Y N M continue your education or training SUB-TOTAL: Y _____ N _____ M _____	Y N M be neat and clean all day Y N M dress professionally every day Y N M wear a uniform while you are working Y N M join a union Y N M be on time for work Y N M be reliable in your attendance on the job Y N M work without pay while you are learning the skills of a job Y N M get your hands and clothing dirty Y N M work at a job that can be dangerous SUB-TOTAL: Y _____ N _____ M _____
7. WOULD YOU BE PHYSICALLY ABLE TO...?	8. ARE YOU THE KIND OF PERSON WHO COULD...?
Y N M bend, stoop, and reach Y N M lift and carry heavy things Y N M climb a ladder Y N M use hand tools Y N M use a computer Y N M walk/ stand for hours at a time Y N M hear what other people are saying Y N M use your eyes on close work for hours at a time Y N M see with 20/40 vision or better Y N M see different colors SUB-TOTAL: Y _____ N _____ M _____	Y N M keep doing the same tasks and do them well Y N M work with people who are sick or injured Y N M make decisions and accept the blame if they are wrong Y N M give orders in such a way that other people will follow them Y N M think up new ideas and new ways of doing things Y N M remain calm in an emergency Y N M meet deadlines and have work ready when it is due SUB-TOTAL: Y _____ N _____ M _____

SUMMARY: Enter Y-N-M sub-totals for each section (columns); total Y-N-M rows; enter in last column.

	1	2	3	4	5	6	7	8	Total
Yes									Y
No									N
Maybe									M

If you have many "Yes" and "Maybe" answers, it is more likely you will be happy in many different types of working conditions. If you have many "No" answers, your options are more limited.

Circle your "yes" items in each section. Look for patterns.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

SUMMARY OF RESULTS

Name: _____ Class: _____ Date: _____

Based on your review of your “yes” responses, summarize your preferences below. Review the Career Pathways and identify pathways that include your current preferences. List the Career Pathways under Section 8.

1. I would like to work with:

2 I could:

3. I would like to:

4. I can:

5. If I could earn a lot of money, I'd be willing to:

6. I would be willing to:

7. Physically, I would be able to:

8. I'm the kind of person who could:

REFLECTIONS/PROJECTIONS: (use back of paper as needed):

I am surprised I _____.

Even though I know my current preferences can and will change as I get older and learn more, based on this survey, it appears I would NOT like to work in a job if I had to _____.

On the other hand, this survey indicates I would enjoy working in a job where I can _____.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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 this 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 _____.

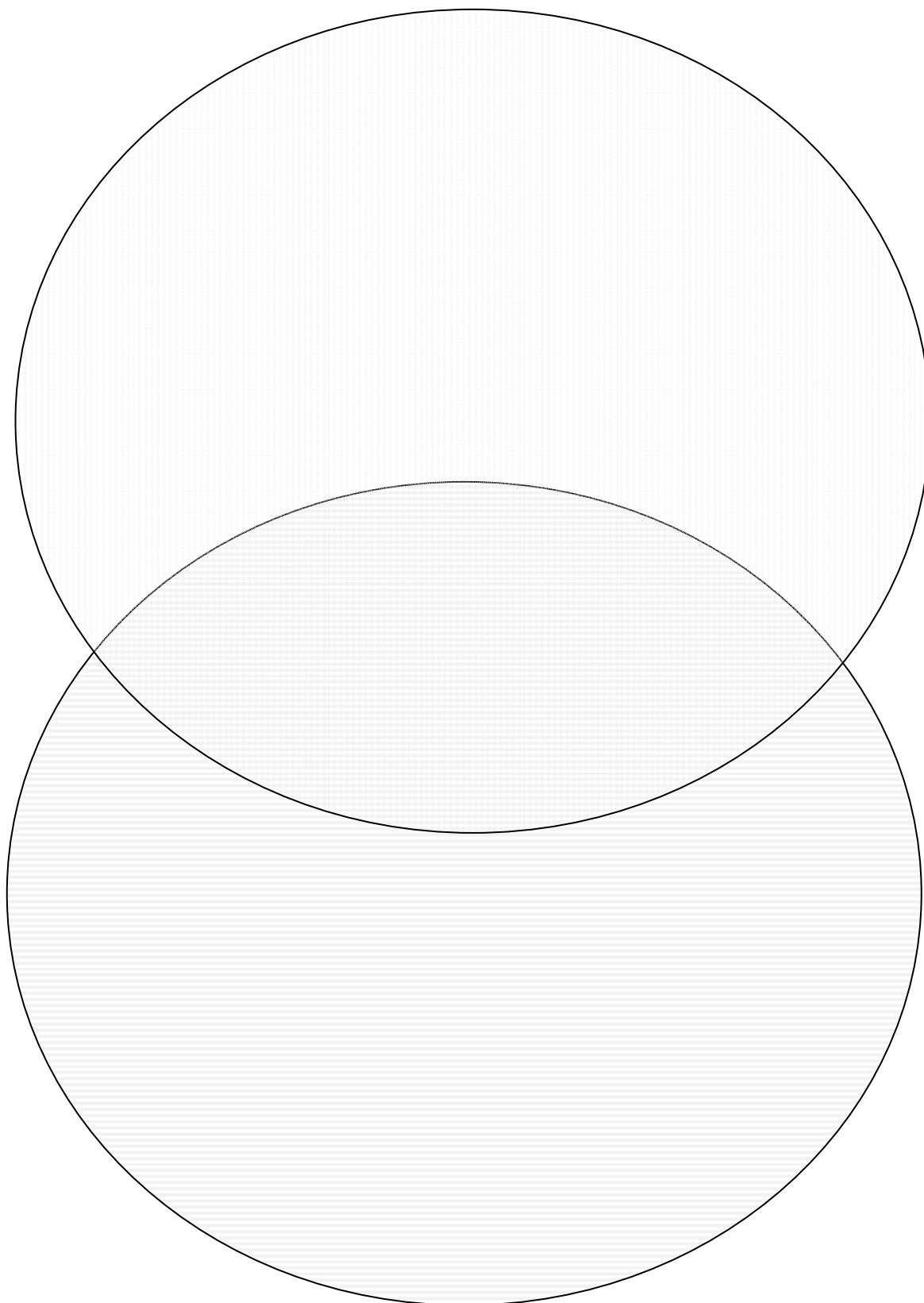
_____. I want to learn more about _____.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

Name: _____ and _____ Class: _____ Date: _____

Comparing 2 Occupations

<p>A COMPARISON OF _____ AND _____</p> <p> <input type="checkbox"/> Abilities <input type="checkbox"/> Aptitudes <input type="checkbox"/> Talents <input type="checkbox"/> Interests <input type="checkbox"/> Work Habits & </p>



Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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.

I LIKE TO DO ✓ I WOULD LIKE TO DO IN THE FUTURE → NO INTEREST X

- | | | |
|--|--|---|
| _____ 1. Work on a cure for cancer | _____ 20. Raft and fish | _____ 37. Read about solar energy |
| _____ 2. Read the newspaper | _____ 21. Play a musical instrument | _____ 38. Think about others before myself |
| _____ 3. Invent things | _____ 22. Visit a farm | _____ 39. Construct things |
| _____ 4. Write news stories | _____ 23. Work outdoors | _____ 40. Study nature |
| _____ 5. Paint | _____ 24. Learn about grammar | _____ 41. Help people solve their problems |
| _____ 6. Conduct science experiments | _____ 25. Learn about teaching business classes | _____ 42. Cook |
| _____ 7. Deal with challenging problems | _____ 26. Visit auto repair shops | _____ 43. Debate |
| _____ 8. Learn about business | _____ 27. Visit a computer-oriented office | _____ 44. Operate equipment |
| _____ 9. Act in plays | _____ 28. Visit the library | _____ 45. Study germs that make people sick |
| _____ 10. Be a leader | _____ 29. Explore new places | _____ 46. Be accurate |
| _____ 11. Sing in a choir | _____ 30. Discover how people think & feel | _____ 47. Work with animals |
| _____ 12. Learn about agriculture | _____ 31. Solve problems | _____ 48. Wear a uniform |
| _____ 13. Organize and sort things | _____ 32. Care for injured animals and pets | _____ 49. Do the same thing over and over |
| _____ 14. Study water | _____ 33. Work with hand tools | _____ 50. Work in a garden |
| _____ 15. Do math problems | _____ 34. Learn about families and being a wise consumer | |
| _____ 16. Design and draw | _____ 35. Spend time in the city | |
| _____ 17. Keep accurate records | _____ 36. Do things for others | |
| _____ 18. Watch a repair person fix a television | | |
| _____ 19. Take photographs | | |

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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.

I can ✓

I want to learn →

No Interest X

- | | |
|---|---|
| _____ 1. grow fruits and vegetables | _____ 29. be outside in any weather |
| _____ 2. work well with others | _____ 30. talk to people and explain things carefully |
| _____ 3. follow written/oral directions | _____ 31. keep a budget |
| _____ 4. write a story | _____ 32. take something apart and put it together |
| _____ 5. usually get what I want | _____ 33. study a procedure & find a better way. |
| _____ 6. look at a person and know what kind of clothes look best on him or her | _____ 34. rewrite an advertisement in the newspaper to make it sound better |
| _____ 7. write a sentence | _____ 35. protect the environment |
| _____ 8. repair certain things | _____ 36. solve problems faster than my friends |
| _____ 9. design a set for a play | _____ 37. feel comfortable interviewing people |
| _____ 10. solve math problems easily | _____ 38. understand when people need to talk about their problems |
| _____ 11. do science projects easily | _____ 39. spend time with people and not be bored |
| _____ 12. start a project and finish it | _____ 40. feel comfortable working outside on a job |
| _____ 13. plan activities for others | _____ 41. be creative in most things that I do |
| _____ 14. "type" | _____ 42. express myself |
| _____ 15. see something and explain it to others | _____ 43. work well in a laboratory environment |
| _____ 16. use a calculator | _____ 44. draw or paint |
| _____ 17. sell things to benefit the school | _____ 45. _____ |
| _____ 18. understand that people have moods | _____ 46. _____ |
| _____ 19. teach or supervise outdoor sports | _____ 47. _____ |
| _____ 20. write a play | _____ 48. _____ |
| _____ 21. work with metric numbers | |
| _____ 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 | |
| _____ 28. fix a broken toy | |

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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

- 6.
- 7.
- 8.
- 9.
- 10.

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.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

**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 _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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,

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)
Interviewing Skills Pocket Guide

INTERVIEWING SKILLS:

- ☐ Ask question;
- ☐ Wait for answer;
- ☐ Take notes;
- ☐ Write exactly what person says;
- ☐ Ask for more information (e.g., tell me more, describe what you think while you do the job);
- ☐ Thank the interviewee;
- ☐ Follow-up with a thank you note.

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Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

JOB SATISFACTION INTERVIEWS: STUDENTS' HOME AND SCHOOL JOBS

Interviewer: _____ Class: _____ Date: _____

Interviewee: _____

Directions: Interview a classmate about 2 jobs he or she does at school and/or home. Circle whether it is a "Home" or "School" job (use back as necessary). Remember: use conventions of standard English.**_____ 'S JOBS****Job 1 Title (Home or School):** _____**Job Description:** _____**Job Tasks:** _____**School Subjects that help _____ do this job well:** _____**The personal needs _____ meets by doing this job (name at least 2) are:** _____**What _____ likes about this job:** _____**What _____ doesn't like about this job:** _____**All things considered, _____'s feelings about this job are:** _____**Because** _____

Job 2 Title (Home or School): _____**Job Description:** _____**Job Tasks:** _____**School Subjects that help _____ do this job well:** _____**The personal needs _____ meets by doing this job (name at least 2) are:** _____**What _____ likes about this job:** _____**What _____ doesn't like about this job:** _____**All things considered, _____'s feelings about this job are:** _____**Because** _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

W.O.W.* WORKER SURVEY

* World of Work

Name: _____ **Class:** _____ **Date:** _____**Directions:** Interview four (4) adult workers about their jobs. Add the information to the table below.

Job Tasks	What school subjects does the worker use on the job?	What is the greatest personal satisfaction the worker gets from this job? What does worker like most/least about job? Overall, is worker satisfied or dissatisfied with job? What factors influence worker's satisfaction and/or dissatisfaction about the job?	How does this job fit YOU (student)? Scale=1-10 1 low/10 high
1. Family Member: _____ Job Title _____ Career Path _____			
2. Family Member: _____ Job Title _____ Career Path _____			
3. Name of Worker _____ Job Title _____ Career Path _____			
4. Name of Worker _____ Job Title _____ Career Path _____			

Reflection (write responses on back): I learned ____ about the job satisfaction needs of workers. Comparing my job satisfaction needs with those of the workers I interviewed, I would be happiest working in a job _____. I would NOT be happy working in a job _____. My favorite school subjects are: _____. The workers I interviewed who use _____ in their jobs were: ____, ____, _____. I learned I _____. I want to learn more about the following jobs: ____, ____, ____, ____, _____. In conclusion _____.

Career Pathways

Use these mini-descriptions to help identify
Career Paths of workers you interview

Fixing & Building: *People who like to figure out how things work and build things.*

Health: *People who like to care for animals and people.*

Helping: *People who like to make things better for others.*

Nature: *People who like to work outdoors with plants and animals.*

Creative: *People who like to draw, write or perform for other people.*

Business: *People who like to do math, sell things, or use computers*

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Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

Thank-you Note to Workers
(Separate before class)

THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs) page 1 of 3

RESULTS: WORKER JOB SATISFACTION INTERVIEWS**Comparing Worker Job Satisfaction Factors**

Name: _____ and _____ Class: _____ Date: _____

DIRECTIONS FOR COMPARING WORKER JOB SATISFACTION FACTORS AND CAREER PATHS OF WORKERS THINKING PAPERS (*this thinking paper and the thinking paper, Career Paths Of Workers Interviewed, are complementary and are completed simultaneously by partners*).

1. One person writes job titles and names workers he or she interviewed in the top row of the table below while partner adds his or her interview information to the next thinking paper: *Career Paths of Workers Interviewed*.
2. Partners switch papers and follow same procedure for second thinking paper.
3. Partners work together to enter information in chart below:
 - In the **first column**, list the job satisfaction factors/needs identified by the workers you and your partner interviewed (eliminate duplicate factors);
 - Place an **"X"** in column for each worker who identified the factor (see example).

Job Satisfaction Factors/Needs	Worker 1	Worker 2	Worker 3	Worker 4	Worker 5	Worker 6	Worker 7	Worker 8
Working with others		X	X		X		X	

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs) page 2 of 3

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Career Paths of Workers Interviewed

(See Directions for the thinking paper: Comparing Worker Job Satisfaction Factors)

Name: _____ and _____ 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: Write the job titles and names of workers interviewed in the appropriate career paths.

Fixing & Building: People who like to figure out how things work and build things.

Workers interviewed (and their job titles) in the Fixing and Building Career Path

11.

12.

13.

14.

15.

Health: People who like to care for animals and people.

Workers interviewed (and their job titles) in the Health Career Path

6.

7.

8.

9.

10.

Nature: People who like to work outdoors with plants and animals.

Workers interviewed (and their job titles) in the Nature Career Path

16.

17.

18.

19.

20.

Helping: People who like to make things better for others.

Workers interviewed (and their job titles) in the Helping Career Path

6.

7.

8.

9.

10.

Creative: People who like to draw, write or perform.

Workers interviewed (and their job titles) in the Creative Career Path

6.

7.

8.

9.

10.

Business: People who like to do math, sell things, or use computers

Workers interviewed (and their job titles) in the Business Career Path

6.

7.

8.

9.

10.

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Suggestions for Summarizing Worker Job Satisfaction Interviews

With your partner, describe and summarize the information the two of you gathered about worker job satisfaction.

You may complete the following sentences OR write your own description and summary using the following sentences as examples for your description:

The data collected through worker interviews conducted by _____ & _____ indicated the following:

1. The job satisfaction factors/needs _____, _____ and _____ were shared by _____ of the 8 workers interviewed. The Career Paths represented by the workers interviewed were: _____, _____ and _____.
2. Is money the only reason people work? YES NO
We found that of the eight (8) workers we interviewed, _____ identified factors other than money as the most important reason they work. Examples of most important factors workers identified were: _____, _____ and _____.
3. We discovered that _____ of the eight (8) workers interviewed expressed positive feelings about their work and _____ of the 8 workers expressed negative feelings about their work.
4. The following factors influenced workers' **satisfaction** with their jobs: _____, _____ and _____.
5. The following factors influenced workers' **dissatisfaction** with their jobs: _____, _____ and _____.
6. Workers were asked what school subjects helped them do their jobs well. The results of the school subject question, suggests the following:

7. In addition, we learned the following about work and working from the workers we interviewed: _____

CAREER PATHWAYS

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

PSC NOTE: The 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/

Fixing & Building: *People who like to figure out how things work and build things.*

Examples of occupations in the Fixing and Building Career Path

21.

22.

23.

24.

25.

Health: *People who like to care for animals and people.*

Examples of occupations in the Health Career Path

11.

12.

13.

14.

15.

Nature: *People who like to work outdoors with plants and animals.*

Examples of occupations in the Nature Career Path

26.

27.

28.

29.

30.

Helping: *People who like to make things better for others.*

Examples of occupations in the Helping Career Path

11.

12.

13.

14.

15.

Creative: *People who like to draw, write or perform.*

Examples of occupations in the Creative Career Path

11.

12.

13.

14.

15.

Business: *People who like to do math, sell things, or use computers*

Examples of occupations in the Business Career Path

11.

12.

13.

14.

15.

MATCHING PERSONAL CHARACTERISTICS WITH CAREER PATHWAYS

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

Directions: Read each scenario and suggest two (2) career paths for each person.

James lives outside of town on a large farm where his family has cattle and other animals. He often helps his mother, who has a machine shop on the property. They repair farm machinery and small motor vehicles. James likes math and also likes to build things. He is big and strong for his age and everyone says he is a good ball player.

Possible Career Paths for James:

1.

2.

Wei loves to talk— all of the time!! Wei likes to be in plays and always volunteers to be the class speaker. She would much rather give an oral report than prepare a written one. In her spare time, she organized a neighborhood fair for her favorite charity and last year she sold the most Girl Scout cookies in her troop. Wei gets along with people quite well, although some people are afraid of her outgoing personality.

Possible Career Paths for Wei:

1.

2.

Kristen is a quiet girl who enjoys her home and her family. She is interested in cars and all kinds of motors. She reads a lot about them and often draws sketches of sports cars. The other kids think Kristen is a good friend; she goes out of her way to be nice and do favors for them.

Possible Career Paths for Kristen:

1.

2.

Irving lives in the city where there are lots of opportunities. He enjoys taking care of animals or pets with which he comes in contact in his neighborhood. He would much rather go to the zoo than go to the movies with friends. He enjoys responsibility and is a very compassionate and sensitive person.

Possible Career Paths for Irving:

1.

2.

MATCHING MY PERSONAL CHARACTERISTICS WITH CAREER PATHWAYS

Name: _____ Class: _____ Date: _____

MY STORY

Part I: DIRECTIONS: Write a story about yourself that is similar to the stories of the people in the scenarios. Include several of your personal characteristics, e.g., interests, activities, everyday things you enjoy and/or “things” you do well).

Part II: DIRECTIONS: Identify two (2) Career Paths that match your personal characteristics:

Career Path # 1 _____ Career Path # 2 _____

Part III: REFLECTIONS/PROJECTIONS: Complete the sentences below; be sure your words make the sentence complete and you use conventions of standard written English.

The Career Pathways that match my (current) personal characteristics are _____ and

_____. At the present time, I think I would be happy unhappy (circle one) working in

these Career Pathways because _____

In the future I want to learn how to _____

and/or about _____

In this lesson, I learned I _____

In the future I want to _____

I will _____

Additional thoughts and ideas I have about me and my future _____

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

WORK SUCCESS HABITS: PRE-ASSESSMENT

Name: _____ Class: _____ Date: _____

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not, place "N" in "NO" column.

Work Success Habit	T	F	?	School Success Habit	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
4. It is important to finish work assignments as close as possible to their due dates.					
5. Work considered priority should always be completed first.					
6. Arranging materials so they can be easily found is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

HABITS OF SCHOOL SUCCESS: HOW THEY HELP**Name:** _____ **Class:** _____ **Date:** _____

Directions: Write the habits your class listed on the board. Next to each habit, write how this habit contributes to school success and worker success. After you have completed your answers, rank the habits with number one being the most important to you and number ten being the least important to you.

Rank	Success Habits	Contribution to School Success	Contribution to Worker Success

When I started this lesson, I thought my school success depended upon _____
 _____. After this lesson, I _____
 _____. From now on I _____

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

HABITS OF SCHOOL SUCCESS: CHECKLIST

PSC Note: Students generate a list of Habits of School Success. Students copy the list generated. Encourage students to keep the checklist in their planners or notebooks so they can use it every day to monitor their journey to even greater success.

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

Directions: Use this checklist to monitor your use of the Habits of School Success every day. If you have difficulty applying any of them or if it seems they are not working—talk with your classroom teacher and/or your school counselor. We all want YOU to be successful! REMEMBER: YOU CAN—BE SUCCESSFUL! PLAN FOR IT! BE A SELF-ADVOCATE!

Date	Habits of School Success	How I Used This Habit To Be Successful	The Help I Need To Be Even More Successful In School.

Other thoughts (or doodles)

TAKE-ONE!

A commercial is an attempt to sell a product. Your commercial must be designed to sell your assigned Habit of Success to your audience. Why should everyone buy this Habit of Success? You have **one (1) minute** to sell your Habit via your commercial. (Most television commercials are 30 seconds.)

First Work Session: GOAL: Roles assigned and storyboard for commercial developed

Assign roles (may assume more than one role):

1. Director—coordinates workers' production, keeps team moving along and checks that tasks are being completed.
2. Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit.
3. Editor—works with copywriters to make sure everything “fits” together and is accurate.
4. Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used)).

Director: *One of your tasks is to make sure that every person has a say and that each team member respects the ideas of each other team member. Be sure every person has his or her say! Everyone won't get his or her way, but everyone must have a say in decisions!*

NOTE: *The time allotted for each task AND the total time (running time) used are expressed as: (___ minutes [task time]/running time ___ minutes [total time used]). Times are estimates; however, establishing time limits for discussions will help team accomplish task by end of work session.*

TASKS & TIME ESTIMATES FOR FIRST WORK SESSION (The director facilitates the discussion; write ideas on chart paper for each step—so all team members have a visual to help them remember the points made):

1. **Define assigned Habit of Success** (5 minutes/running time 5 minutes)
Write the name of your Habit of Success at the top of your large page of chart paper in large letters.
Discuss its meaning and write the definition under the name of the habit on the chart paper. This will be your team's memory one of the anchors you will use throughout your work sessions.
2. **Brainstorm the characteristics (e.g., age, interests) of your audience** (classmates) (4 minutes/running time 9 minutes)
Write the list on chart paper.
3. **Identify the features (benefits) of your Habit of Success** (8 minutes/running time 17 minutes)
As a team, develop a list of the benefits of your Habit. Answer the questions: “Why should your audience (classmates) “buy” the Habit? How will it help them become more successful in school and in present/future jobs? Is there a success story you can tell? List the benefits on the chart paper. Remember—you want every team member to have a visual reminder of your discussions for current and future reference.
4. **Brainstorm the elements of existing commercials** that appeal to this audience (5 minutes/running time 22 minutes)
5. **Decide on consistent message/theme** (8 minutes/running time 30 minutes)
Use the list of benefits and the characteristics of your audience (better grades might be a theme)

6. **Develop a story board (15 minutes/running time 45 minutes):**


- A story board is similar to a rough draft with estimated time allotments; it will be the basis for the script, e.g.:
 - grab interest (how?) 3 seconds;
 - habit name + 3 benefits of habit: 6 seconds/9 seconds;
 - success story or result of using this habit in school: 8.5 seconds/17.5 seconds;
 - long-term benefits e.g., happier parents, earn more money if use when doing jobs for neighbors: 10 seconds/27.5 seconds;
 - how to obtain the habit: 6 seconds/33.5 seconds;
 - BUT WAIT--there's more: (success story or more benefits): 7 seconds/40.5 seconds;
 - Summary/Closing Pitch/How/where to "buy"/guarantee (?): 19.5seconds/60 seconds.
 - Your storyboard may be a "list" (see "Sample Format for Storyboard—I") or it may be a series of pages with visual and auditory elements for each segment on each page (see "Sample Format for Storyboard—II")
7. **IF TIME PERMITS:** after completed storyboard, brainstorm possible logo/slogan/jingle for your team's habit of success.
8. After this work session, put your storyboard and "team memory" (chart paper lists/notes) in a safe place—you will need them during the next session.

SAMPLE FORMAT FOR STORYBOARD--I (Expand boxes so you can include sketches and words)		
Visual (Art and/or Character Activity) What will audience see/hear?	Approx. Time/Running Time (part of final edit)	Key Points of Narration What will audience be told/learn
Grab Interest of Audience	3 seconds/3seconds	
	/60 seconds	

Sample Format for Storyboard—li

Scene 1: Grab interest of audience: NARRATOR says something like:

Do you ever think?



"Everyone has something to say ...EXCEPT ME!"
 Listen up--we have the perfect solution for
 BLANK MIND SYNDROME...

SECOND WORK SESSION: Start Where You Are: GOAL: Commercial developed, including script (art/music for logo/jingle/theme/characters and actions/narrative)

TASKS FOR SECOND WORK SESSION (The director facilitates the discussion):

During this work session, times for tasks are not included because each team is working at a different stage in the development of its commercial. The goal is the same for all teams—a completed commercial.

1. Post “team memory” chart papers and make sure everyone has copy of *Take-One* and has visual access to the storyboard.
2. Review work of last session/identify what needs to be done to complete your 60 second commercial (including: logo/slogan/jingle to carry out consistent theme).
3. Everyone “signs-off” on general ideas presented in storyboard.
4. Assign tasks: You may want to work in sub-groups (e.g. Art Director and Artists work together to create visuals; copywriters work together to write narrative).
5. Identify times for sub-groups to report-out to the team. Plan several times during the session so that every member of the team is involved in every aspect. Periodic reporting-out helps avoid disagreements later.
6. Gather supplies (e.g., poster board, markers, paper) and make sure everyone has visual access to story board
7. GO TO WORK! HAVE FUN WITH TASKS!
8. Report-out!
9. Back to work! Have fun!
10. Editor: Review final script—EVALUATE TIME ALLOTMENTS TO MAKE SURE THEY ARE WITHIN THE 60 SECOND LIMIT.
11. If you have not done so, assign character roles for commercial (Narrator, actors)
12. Rehearse! TIME—CUT/ADD TO AS NEEDED. REHEARSE & TIME AGAIN.
13. ENJOY SUCCESS!

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

HABITS OF SCHOOL SUCCESS: MY SELF-ASSESSMENT

Name: _____ Class: _____ Date: _____

ASSESSMENT: Content: Respond to the following (use the back of this paper if needed):

1. Before these lessons, I thought my school success depended upon _____.
2. These lessons, helped me know I _____.
3. From now on, I _____.
4. The important things I learned about the Habits of School Success are _____.
5. The Habits of School Success that I need to change are _____.
6. My Plan: To make the needed changes, every day I _____.
7. I will know I have been successful when _____.
8. My accountability person will be _____; he or she will help me stay on-track by _____.
9. We will celebrate my success by _____.

ASSESSMENT: Personalization of Content: Reflection/Projection:

1. What did you like about your work as a team member? _____.
2. What did you like most about the assignment? _____.
3. What did you like least about the assignment? _____.
4. What would you change (about you) if doing the exact same assignment again? _____.
5. In the future, how will you use what you have learned? _____.
6. I (your school counselor) will teach these lessons again. What advice do you have to make the assignment better for students like you? (Answer with integrity [honestly and thoughtfully]). _____.

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

WORK SUCCESS HABITS: POST-ASSESSMENT

Name: _____ Class: _____ Date: _____

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not place "N" in "No" column.

Work Success Habits	T	F	?	School Success Habit?	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
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5. Work considered priority should always be completed first.					
6. Arranging materials so they can be found easily is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
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10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed on any job.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

As a result of these lessons, I learned I _____

Things about school and work success habits that I still want to learn or know more about _____