

Chapter 1

Lesson 1

What's In It For Me?

Theme: Career Planning

Lesson Objective:

Students will demonstrate knowledge of the relationship between self-awareness and career planning. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"If you find a career you love, your life will feel like a vacation." -- Liz Harris

1. Post the above quotation and discuss how it connects to the Big Ideas (Stop and Think and Increase Awareness of Yourself and the World). Ask: How this may connect to this lesson.
2. Tell: The work you do is an important way that you fit into the world. Although life may not exactly, "feel like a vacation," with some thinking and planning, the work you do can be one of the most important and rewarding aspects of your life. Most people stumble into their first jobs. If you learn about yourself and the workplace, you can plan how to start a career that fits you and that you like.
3. Tell: This chapter will help you answer the question, "Who am I?" Do you think there's one answer to this question? And once you know "the answer" it won't change? Of course not, you'll always be growing and changing. The world of work also changes and evolves. This lesson starts you thinking about how the "changing you" might fit into the "changing workplace".
4. Ask:
 - How do most people decide what work to do?
 - Do you think these are good methods for deciding?
 - How can knowing about yourself help you make better decisions about your life and career?
 - What things about yourself would you want to know before choosing a career?
5. Read *How Do People Decide on a Career?* S1
6. Complete the activity *Everyday Things* S2. Ask the student to explain how needs and wants create jobs. If needed, help the student brainstorm job ideas related to the everyday objects listed in the activity.

7. Read and complete *How Has Work Changed?* S3
8. Complete *What's In It For Me?* S4

Materials:

How Do People Decide on a Career S1?

Everyday Things S2

How Has Work Changed? S3

What's In It For Me? S4

Optional: Brown paper bag with everyday things

Evaluation:

Rubric

Enrichment:

Complete as much of *MY LIFE PLAN* (Parts 1 and 2) EN1 as he can. Save the form to review it in Chapter 1, Lesson 9 or Lesson 10.

Planning Calendar EN2 Student starts to put activities on a planning calendar.

Create a product or service. Think about the needs, wants and characteristics of society, individuals, yourself and your friends. What product or service could you create that would meet a need or want? What idea can you think of that solves a problem? Can you create a need that people don't even know yet that they have? Remember there was a time when there were no McDonald's, personal computers, email mailboxes, bumper stickers, drive through windows, shopping malls, video games, cell phones or CDs. There were no pet groomers, fast food cooks, landscapers, personal trainers, performers, clothing boutiques or computer programmers. There was no MTV.

Elaborate on the ideas of ethics and scientific progress, ethics and the workplace and ethics and human progress.

- Research entrepreneurs, explorers and inventors
- Research areas of biggest job growth and potential, biotech, medical, Internet, defense, for example. Research areas of decline, slow or no growth, forestry, for example.
- Research laws that apply in employment, i.e., ADA, Civil Rights labor laws
- Watch movies such as, *Apollo 13*, *Silkwood*, *2001: A Space Odyssey*, *Dancing with Wolves*, *Pirates of Silicon Valley*, *Charlie*.
- Read current magazines or newspapers, *Discover* or *USA Today*, for example.

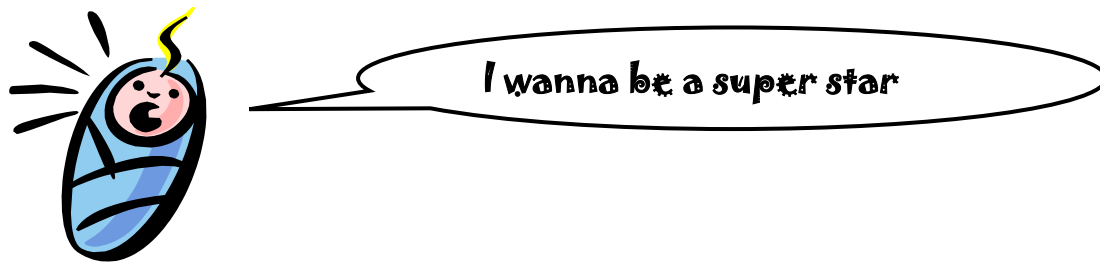
How Do People Decide on a Career?

S1

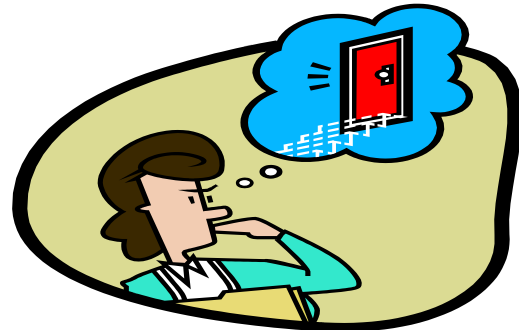
How do you think most people decide on their careers? Not their “job”, their “career.” What’s the difference? List three ways people get into their career.

Really, there are as many ways of following a career path, as there are workers. Each person has his own unique story.

But, in general, some people discover what they want to do while they are young. They hold on to their dream and make it happen. People like this are usually happy with their jobs and proud of their accomplishments.



Other people worked for a while, realized what they wanted (or didn't want) to do. They planned and set off determined to reach the goal. Usually these people are happy with their jobs and proud of their accomplishments.



However, some people don't know how to decide what they would like to do, so when it's time to get a job, they ask around. They drift into their first job because their uncle is a carpenter, or they have a friend who works at a company in the neighborhood. While it's a good idea to ask people for help when you're job-hunting, you may not end up with a job or career you like.

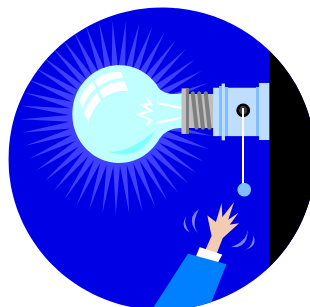
The Big Ideas: learn about yourself and your world. Think about what kind of careers may fit you.

Have you ever wondered how jobs come about? Jobs are created to solve problems—to provide a product or service that someone needs or wants. Sometimes people don't even know that there is a want, need or market for the service or product.

For example, do you know who Steve Jobs is? In 1973, in his garage, with a friend, Steve Jobs developed the personal computer that later became the Apple II. Now he is CEO of Apple, a leader in personal computers, which he co-founded in 1976, and Pixar, the Academy-Award-winning animation studios that he co-founded in 1986. Pixar has created four of the most successful and beloved animated films of all time: *Toy Story* (1995), *A Bug's Life* (1998), *Toy Story 2* (1999) and *Monsters Inc.* (2001). Pixar's four films have together earned more than \$1.5 billion box office receipts worldwide. Pixar's next films, *Finding Nemo* and *Pirates of the Caribbean* were released in the summer of 2003.

Big businesses and the government used computers. The computers were so big that they filled small rooms. However, Steve Jobs and others had the idea that every person needed a computer – a personal computer so small it would fit on a “desktop.” Every person would need his own computer as a part of his daily life. This was a revolutionary idea. At the same time, scientists, at Texas Instruments and Bell Labs were advancing silicon chip technology. Voila! Personal computers. What other products and services have come from the computer explosion started in the 1970's?

In this activity, you'll think about common objects to consider all the different kinds of jobs necessary to produce and deliver them. For example, how did construction work come about? Human beings need shelter, so people have jobs designing, building, advertising, selling, decorating and repairing homes.



Everyday Things (page 2)

S2

Below are several everyday things. Think of as many career ideas as possible for each object. Be creative! For example, watermelon might elicit the following ideas: farmer, trucker, grocery clerk, food broker, chef, creating a web site with recipes, and a web site that sells food.

Everyday object: - chair

Career ideas:

Everyday object: - house

Career ideas:

Everyday object: - DVD Player

Career ideas:

Everyday object: - aspirin

Career ideas:

Everyday object: - telephone

Career ideas:

Everyday object: - car

Career ideas:

Everyday object - computer

Career ideas:

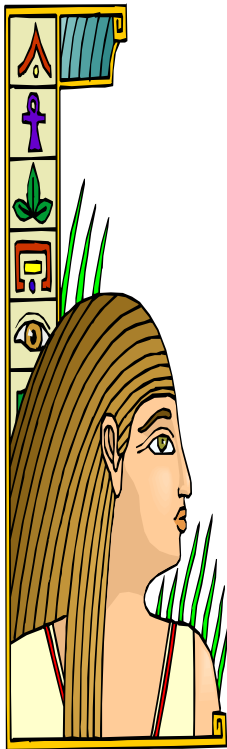
List here types of jobs you'd like to find out about:



The Stone Age

Work has always been a part of human existence. In the time before the written history, gathering food was important work. Hunting and fishing later became important work activities. Finding shelter and protection from the weather was also a work activity. Caring for young children was another important work activity.

Scientists tell us that these early Stone Age people entertained with stories and drawings and carried out spiritual religious activities. With the taming of animals and the raising of crops, agriculture became a major work activity. The use of new tools for hunting, fishing and food and shelter preparation created many new work activities.



Egypt, Greece, Roman Empire

Over hundreds of years many civilizations developed, for example, Egypt, Greece, and later the Roman Empire had a much greater variety of work activities. Agriculture and road and building construction became major work activities. Mathematics, science, literature, drama, and inventions were also lifetime work activities. The Egyptians, Greeks and Romans used a system of slavery to do most of the physical work. Writing, inventing, and discovering were considered leisure activities for the privileged few. The privileged people considered work only to be physical work that slaves do.

It is no wonder that some people considered physical work as less valuable than mental work.



The Middle Ages

After the decline of the Roman Empire, the Middle Ages is considered important to our views of work. During the medieval period farming methods improved enough to support towns and small cities. With fewer people needed for producing food, other people had time for inventing, planning, and exploring. For example, the printing press was invented in 1447. Sailing ships and navigation improved, as did ways of organizing business and trade. Exploration of other continents followed.

Settlement of North America

During the early settlement of North America, especially the New England colonies, work became a variety of activities. Farming, small craft shops and trading were important. The daily work in the home with food shelter, and childcare took many hours.

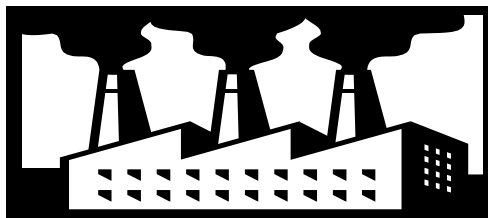


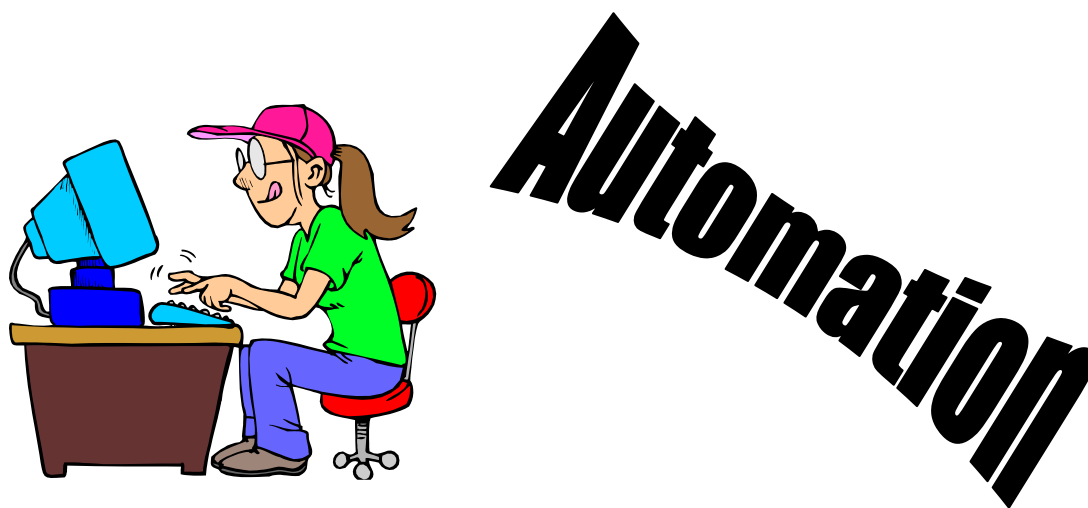
Children often worked in and out of the home at an early age. Most people, including many children, worked from sun up to sun down six days a week. All work activities that helped the home and community were highly valued by the colonists. Religious values were often associated with work. Compared to the time of hunting, fishing, and gardening, a wide variety of occupations had developed. In cities and towns, people were becoming more dependent upon the work of others

Factory System

The 19th century saw the rise of the factory system in homes and small shops. With the invention of the assembly line, (used first to make pins) paid work activities changed. Men, women, and children worked long days in large factories and mines. Child labor laws were later passed to protect children from unsafe and unhealthy working conditions.

More people were working for wages or a salary while the number of people in farming decreased. Trade between countries increased the interdependence of people around the world. Many of the American factory and mine workers were immigrants from Europe and other places. Many of these immigrants were pleased to have jobs.





The 20th century saw mass production and the use of modern machinery in farming. Fewer people could produce more goods and services in less time. He paid workweek decreased. People were living longer and had ore time for leisure and volunteer activities. Now changes in how people lived and worked occurred in one's lifetime. In the past, major changes in lifestyle took many generations. Our present society is often called the age of automation. Automation means the use of computers and other machines to operate much of the manufacturing process.

People began to expect more from their life in paid work and in their un-paid work. Now many people change their career activities several times. Paid work opportunities cover 22,000 occupations. These 22,000 occupations are becoming more open to men and women of all racial and ethic groups.

Now each person we meet may have their own view of what work means to them. Some people see work as only something to earn a living. Some people see work as a necessary part of being happy. Others have different views of work at different times of their lives. Young people sometimes view work differently from older people. People in some occupations may view work differently from people in other occupations. Views of work are often different between people in different countries in different cultures.

Discussion Questions

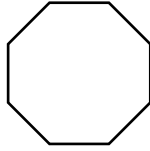
Be prepared to give reasons for your answer.

1. How would you describe the rate of changes in how people work over our past history
2. Is work more important in people's lives now than in the past?

What's In It For Me?

S4

Think About It:



1. What's in it for you? How can knowing about yourself help you make better decisions about your life and career? List at least 6 ways increasing your self-awareness helps you.

2. What things about yourself would you want to know before choosing a career? List at least 6 things.

3. Use your lists to write 2 or 3 paragraphs that describe why it's worth the effort to learn about yourself as you think about careers. Include topic sentences, examples and details.

MY LIFE PLAN (Part 1)

EN1

Student:_____ Age:_____ Date:_____

If my present academic level in reading_____, math_____, and language_____(test scores from TABE, WOJO, New Century, or other), and my career aspirations are_____ (based on recent assessment or work experience), what education and/or training do I need to achieve my career goal?

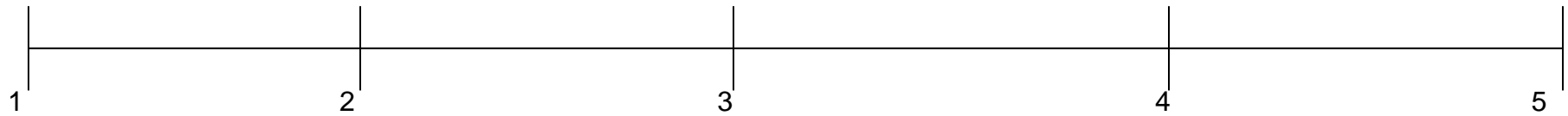
Continuum of Education

- ☐ 8th grade diploma/literacy (anticipated or completion date:_____)
- ☐ High School Diploma (current number of credits:_____, number required:_____, anticipated or completion date:_____)
- ☐ GED (anticipated or completion date:_____)
- ☐ Vocational/Trade School (area/subject:_____; cost \$_____; anticipated or completion date:_____)
- ☐ Community College (2 year) (area/subject:_____; cost \$_____; What barriers or challenges exist? How will I overcome them?)

MY LIFE PLAN (Part 2)

EN1

My 5 Year Career Plan Time Line



My Life Plan (Future Vision)



Planning ideas:

Financial:
Community:
Leisure:
Relationships:
Career/Learning:
Family:
Spiritual:
Health/Wellness:
Other:

Thoughts and reflections:

PLANNING Calendar for the month of _____

EN2
