

Chapter 1

Lesson 6

I Can Do That! Exploring My Skills

Theme: Skill Identification

Lesson Objective:

Students will know how awareness of their skills and talents can provide valuable information to help them choose a career. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"People are not remembered by how few times they fall, but by how often they succeed. Every wrong step is another step forward." --Thomas Edison

"Whatever you put your attention on will grow stronger in life." – Deepak Chopra

1. Ask: How do you think the quotation(s) may connect to this lesson?
2. Ask: How would you describe your skills? Talents? What are some examples of skills? How do people get skills? How are skills and talents related? How do people "get" talents?
3. Explain: Skills provide important clues about the type of work that someone would enjoy doing. When they are thinking about a career they would probably like it if they were able to use the skills they enjoy.
4. Explain that everyone has skills and talents. We may take them for granted because they often come to us naturally. Read *Exploring My Skills and Talents S1*.
5. Complete *My Skills and Talents S1*. Explain that an accomplishment is something you are proud of doing - even if no one else knows about it. An accomplishment might be solving a problem, helping someone else, achieving a goal, or learning something new. Give examples such as the following: Helping a new classmate get to know people at school, learning to swim, or visiting someone who's sick. Allow at least 15 minutes for students to complete.
6. Ask the student to describe one of his/her accomplishments to you. As he/she talks, jot down a few of the skills used and show the list to the student. Compare it to *Skills Checklist S3*. Have the student complete *Skills Checklist*. Most people underestimate the skills they have, so encourage them to check as many skills as possible. If more than one student is working on this lesson, ask students to work in pairs. Using the *Skills Checklist*, ask them to help each other identify all the skills used in the accomplishments.

7. Ask students to look at their list of skills and discuss with you the patterns of skills they see. Were some of the skills used in several of the person's accomplishments? Are their skills clustered in a few categories, or do they have many types of skills? For each person, which categories contain the most skills?
8. Complete *Job-Related Interest and Preference Inventory S4*

Materials:

Exploring My Skills and Talents S1

My Skills and Talents S2

Skills Checklist S3

Job-Related Interest and Preference Inventory S4

Evaluation:

Ask students to write a paper that answers the following questions:

- 1) What did you learn about your skills?
- 2) Any surprises?
- 3) How could I develop my skills further?

Rubric

Enrichment:

Explain the concept of transferable skills.

- Include specific skills for a specific job (job content skills) e.g. “cook hamburgers at McDonalds” versus more general skills that transfer to a number of jobs, e.g. “cook breakfast and lunch meals at a restaurant.”
- When we talk about our skills, we usually put an object after the verb (i.e. draw pictures, sell clothes, and cook hamburgers.) You can expand your career ideas by changing the object after the verb (i.e. draw computer animations, sell houses, and cook restaurant meals.)
- Ask the student to name a few of their skills and help them brainstorm several different ways they could use those skills at a specific job, then transfer this skill to a more general context.

Sample Occupations by Level of Communication Skill EN1

Exploring My Skills

S1

Your skills and talents are another aspect of your personality to explore. The skills you develop are apt to be strongly related to your interests and talents. According to researchers, 80% of your skills probably overlap with your interests. If you think about it, this makes perfect sense. Anytime you became interested in something, you probably developed skills while pursuing your interests, like Donna and Archie.

As a child, Donna was interested in how things worked. She spent lots of time tinkering with things around the house. She had a talent for taking things apart and putting them back together. She was curious, always asking questions and following her dad around as he fixed things. Donna's interest in finding out how things work led to developing certain skills as she grew up. As an adult, Donna is good at fixing things and finding mechanical solutions. She knows how to solve problems and how to use many kinds of tools. What kinds of jobs do you think Donna would like?

Archie enjoys socializing. As a child, he made friends easily and was the one teachers said, "Sometimes talks too much." He organized activities in the neighborhood, and liked hanging out with other people. Now he's the kind of person who always knows the right thing to say. Friends go to him when they have a problem to solve. Over the years, Archie has developed skills in helping and leading others. He knows how to get everyone to agree on a solution. What kinds of jobs would match Archie's skills and talents?

Everyone has natural interests and skills like these. Recognizing your talents and skills will help you plan. You want to develop skills that support your interests and talent—that's why you're in school. You'll feel enthusiasm when you use these skills in your work. Don't worry that your skills aren't good enough. All skills are learned—developing skills is a gift you give yourself to create the life you want.

My Skills and Talents

S2

Name: _____ Date: _____

In the space below, write 3 accomplishment stories. An accomplishment is something you did that you enjoyed doing and were proud of doing at the time. You didn't have to win a medal, and maybe no one else knows you did it. It might be a story about something you taught yourself to do, like riding a motorcycle. It could be helping someone out, teaching someone to speak English or talking a friend through a personal problem.

Write a paragraph or draw a picture about each situation. Describe who was involved, what you did, where this happened, when, and why you did it. What were the results?

Accomplishment #1:

Accomplishment #2:

Accomplishment #3:

Skills Checklist

S3

Name: _____

Date: _____

Directions. Skills can be categorized as you see in the tables on these two pages. Place a check mark by every skill you used in your accomplishments. If you used a skill in more than one accomplishment, place additional marks by that skill for each time you used it.

Communication/ Interpersonal	Organizing	Managing	Manual
<input type="checkbox"/> give advice <input type="checkbox"/> demonstrate <input type="checkbox"/> develop rapport <input type="checkbox"/> explain <input type="checkbox"/> instruct <input type="checkbox"/> interpret <input type="checkbox"/> entertain, perform <input type="checkbox"/> lead a group <input type="checkbox"/> interview for information <input type="checkbox"/> negotiate <input type="checkbox"/> listen <input type="checkbox"/> mediate conflict <input type="checkbox"/> sell <input type="checkbox"/> persuade <input type="checkbox"/> summarize <input type="checkbox"/> write <input type="checkbox"/> teach <input type="checkbox"/> train <input type="checkbox"/> supervise <input type="checkbox"/> deal with feelings <input type="checkbox"/> treat, nurse <input type="checkbox"/> host/hostess	<input type="checkbox"/> collect resources <input type="checkbox"/> coordinate <input type="checkbox"/> diagnose <input type="checkbox"/> set priorities <input type="checkbox"/> problem solving <input type="checkbox"/> summarize <input type="checkbox"/> team building <input type="checkbox"/> troubleshooting <input type="checkbox"/> schedule <input type="checkbox"/> plan <input type="checkbox"/> classify information <input type="checkbox"/> evaluate <input type="checkbox"/> inventory <input type="checkbox"/> record keeping <input type="checkbox"/> budget <input type="checkbox"/> streamline procedures <input type="checkbox"/> coordinate events <input type="checkbox"/> handle logistics	<input type="checkbox"/> approve work <input type="checkbox"/> assign work <input type="checkbox"/> coach <input type="checkbox"/> initiate projects <input type="checkbox"/> motivate <input type="checkbox"/> organize <input type="checkbox"/> scheduling <input type="checkbox"/> planning <input type="checkbox"/> trouble- shooting <input type="checkbox"/> lead others <input type="checkbox"/> set goals <input type="checkbox"/> create a plan of action <input type="checkbox"/> motivate <input type="checkbox"/> persuade <input type="checkbox"/> negotiate <input type="checkbox"/> review <input type="checkbox"/> make decisions <input type="checkbox"/> initiate change	<input type="checkbox"/> assemble parts <input type="checkbox"/> measure <input type="checkbox"/> construct <input type="checkbox"/> cut <input type="checkbox"/> drafting <input type="checkbox"/> repair <input type="checkbox"/> read plans <input type="checkbox"/> drive, transport <input type="checkbox"/> maintain equipment <input type="checkbox"/> operate equipment <input type="checkbox"/> improve designs <input type="checkbox"/> test equipment or materials <input type="checkbox"/> use physical coordination <input type="checkbox"/> use mechanical abilities <input type="checkbox"/> prepare food <input type="checkbox"/> produce skilled crafts <input type="checkbox"/> plant, cultivate <input type="checkbox"/> tend animals

Skills Checklist (page 2)

S3

Name: _____

Date: _____

Information	Creativity
<input type="checkbox"/> research, read	<input type="checkbox"/> draw, illustrate
<input type="checkbox"/> evaluate	<input type="checkbox"/> photograph
<input type="checkbox"/> analyze facts	<input type="checkbox"/> paint
<input type="checkbox"/> use logic to	<input type="checkbox"/> visualize
<input type="checkbox"/> solve problems	<input type="checkbox"/> imagine
<input type="checkbox"/> test for	<input type="checkbox"/> possibilities
<input type="checkbox"/> accuracy	<input type="checkbox"/> dream up new
<input type="checkbox"/> classify	<input type="checkbox"/> ideas
<input type="checkbox"/> information	<input type="checkbox"/> design
<input type="checkbox"/> inventory	<input type="checkbox"/> programs,
<input type="checkbox"/> record keeping	<input type="checkbox"/> products or
<input type="checkbox"/> budget	<input type="checkbox"/> environments
<input type="checkbox"/> computing	<input type="checkbox"/> use intuition
<input type="checkbox"/> observe,	<input type="checkbox"/> write reports,
<input type="checkbox"/> monitor	<input type="checkbox"/> letters, ads
<input type="checkbox"/> measure	<input type="checkbox"/> compose music
<input type="checkbox"/> proofread, edit	<input type="checkbox"/> stage shows,
<input type="checkbox"/> chart, graph	<input type="checkbox"/> produce events
<input type="checkbox"/> information	

List below your ten favorite skills:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

In which category(s) do most of your skills fall?

List 4 jobs or career fields you think would use most of your favorite skills:

1. _____ 2. _____

3. _____ 4. _____

Job-Related Interest and Preference Inventory

S4

1. What job(s) would you like to have when you finish school? _____

Why? Have you done this job before? _____

2. What are your favorite days of the week to work? _____

Why? _____

3. What hours or time of the day do you want to work? _____

4. Are you willing to work nights or weekends, if the boss asks you to?

5. Do you want to work indoors or outdoors? _____

6. Would you rather be standing or sitting at work? _____

7. Do you want to work alone or with other people? _____

8. Do you want to work at a fast-paced and busy place or at a slow pace?

9. Do you like to be noisy or quiet when you work? _____

10. Do you prefer music or no music playing where you work? _____

11. Do you prefer a job that makes you wear a uniform? _____

12. Do you want a job that requires you to dress up in nice clothes for work?

13. Do you prefer to work for a business with a lot of employees or with just a few employees? _____

Job-Related Interest and Preference Inventory (page 2)

S4

14. What kind of setting(s) do you want to work in?

- | | | | |
|--|--------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> hospital | <input type="checkbox"/> outdoors | <input type="checkbox"/> stock room | <input type="checkbox"/> animals |
| <input type="checkbox"/> home | <input type="checkbox"/> business | <input type="checkbox"/> farm | <input type="checkbox"/> hotel |
| <input type="checkbox"/> office | <input type="checkbox"/> store front | <input type="checkbox"/> water | <input type="checkbox"/> cubicle |
| <input type="checkbox"/> shopping mall | | | |

15. How far/long are you willing to travel to get to work? _____

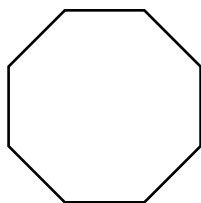
16. How much money would you like to make at a job? _____

17. What else are you looking for in a job? What does the job have to have?

18. What are your favorite places to go in the community? _____




19. What are your favorite subjects at school? _____

20. Why? _____



What career or job might fit with your preferences?

Sample Occupations by Level of Communication Skill EN1

Occupations Requiring Advanced Communication	Occupations Requiring Intermediate Communication	Occupations Requiring Basic Communication
<p>Accountants and auditors Actors, directors and producers Administrative services managers Adult education teachers Agricultural scientists Biological and medical scientists Chemists Dentists Engineering, science, & computer Systems managers Foresters and conservations Scientists General manager and top executives Geologist and geophysicists Government executives & legislators Lawyers and judges Librarians Management analysts and consultants Manufacturers and wholesale sales representatives Marketing, advertising, and public relations managers Meteorologists Optometrists Pharmacists Physicians Physicists and astronomers Podiatrists Psychologists Radio, TV, and newspaper announcers and reporters School teachers Speech-language pathologists and audiologists Writers and editors</p> 	<p>Adjusters, investigators, and collectors Architects Clerical supervisors Construction & building inspectors & managers Designers Employment interviews Financial managers Health information technicians Health services managers Hotel manager assistants Industrial production managers Insurance agents and brokers Library technicians Licensed practical nurses Paralegals Physical therapists Police, detectives, and special agents Property managers Real estate agents and brokers Receptionists Recreation workers Recreational therapists Restaurant/food service workers Retail sales workers Secretaries Social/human services workers Travel agents</p> 	<p>Bank tellers Bus drivers Cashiers Child care workers Correctional officers Counter and retail clerks Court reporters Credit authorizers and checkers Dispatchers Flight attendants Funeral directors General office clerks Loan clerks Mail carriers Medical transcribers Nursing aides Physical therapy assistants Postal clerks Pre-press workers Preschool teachers Proofreaders Psychiatric aides Reservation & transportation ticket agents & travel clerks Stenographers Taxi drivers Title searches Typesetters Word processors Visual artists</p> 
<p>Advanced communication requires a strong ability to communicate both orally and in writing; college-level English courses are recommended.</p>	<p>Intermediate communication requires the ability to accurately give and follow instructions; to persuade people to a particular point of view, and to write in an organized and grammatically correct manner, both high school and college English classes are helpful.</p>	<p>Basic communication requires the ability to interact with others and to follow simple oral and written instructions; high school English classes are helpful.</p>

