

Chapter 1

Lesson 8 Knowledge Is Power!

Theme: Career Exploration

Lesson Objective:

Students will know how to use the *Occupational Outlook Handbook* to research personal career options and compare them to their interests, values, skills and preferences. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"The soul that has no established aim loses itself." - - Montaigne

"I not only use all the brains I have, but all I can borrow." –Woodrow Wilson

1. Post the quotations and discuss either applies to the Big Ideas and may apply to this lesson.
2. Explain: Students are going to have the opportunity to research some career choices that may fit their personal preferences.
3. Ask: "What are the things you would want to know about a job to help you decide if it was a good choice for you?" Ask students to write these ideas in the left column of the student worksheet, *Finding Out What I Need to Know S1*.
4. Ask the students the occupations or jobs they intend to research. At a minimum, each student should select five. Thus, **each student will need five copies of the worksheet, *Finding Out What I Need to Know S1*.**
5. Provide students with copies of the *Occupational Outlook Handbook*. Remind students that they should be looking for the information on their list. Point out the key words that are on both the worksheet and the *OOH* page. Have them complete the right column of the worksheet on each career that they research.
6. If you know some of the occupational interests of your students, make copies of relevant occupational descriptions prior to class.
7. Ask students to complete the worksheet *Is It A Comfortable Fit? S2*. If needed, help the students review their preferences, including values, interests, skills, and personality preference. They should list about 10 items.

8. Ask the student to decide whether the occupation matches the item in the left column. When it does, place a checkmark next to the item.
9. Teacher interviews student and completes *Career Assessment Checklist S3*. Or the student and teacher each fill out the assessment and then compare answers during a brief conference. Complete *Career Plan S4*.

Materials:

Finding Out What I Need to Know S1,
The Occupational Outlook Handbook or The Young Person's Occupational Outlook Handbook
Is It A Comfortable Fit? S2
Career Assessment Checklist S3
Career Plan S4

Evaluation:

Have students to write a paragraph describing the occupation they think fits them best and the reasons for this decision.
Rubric

Enrichment:

1. Show the video *From Parole to Payroll* from JIST Works, Inc. JIST also offers a variety of workbooks, several geared to the secure care population. The number to call is 1-800-648-5478.
2. *Make a Plan EN1*

Finding Out What I Need To Know

S1

Directions: Complete this form. Use the *Young Person's Occupational Outlook Handbook* to find this information.

1. Occupation _____

2. What kind of career is it? Circle one.

Executive, Administrative, Managerial		Professional & Technical		Marketing & Sales
Administrative Support, including Clerical		Service Occupations	Mechanics, Installers, & Repairers	Construction trades
Production	Transportation and Material moving occupations	Handlers, Equipment Cleaners, Helpers & Laborers		Armed Forces

3. What do these workers do on the job? List at least 5 duties.

4. Write the earnings for this occupation _____

5. List the subjects to study for this occupation.

6. Write the job outlook for this occupation _____

7. List the work experience needed for this occupation _____

8. List related jobs.

Is It A Comfortable Fit?

S2

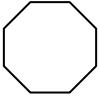
Name: _____

Date: _____

Instructions: Look at the example. In the left column, José wrote 10 things he has learned about himself in this course. He listed the things that are most important to him when he thinks about work—they might be his values, your interests, and your skills. Then he wrote the name of each job he researched. Then he thought about how his preferences matched each job. If there was a good match, he put an **X**.

Example

Things About Me	Job 1 Auto mechanic	Job 2 Veterinarian assistant	Job 3 Musician	Job 4 Cook at a big, fancy restaurant	Job 5 Long- haul Truck driver
Mechanical ability	X				
Realistic	X				
Interest in cars	X				
Use hands or repair things	X				
Selling and persuading people					
Sports					
Working for myself					
Make good salary	X				
Dependable job-I won't get laid off	X				
Animals					
Creative/problem solver	X				
Works with other people	X				
Won't need a lot more training	X				
Visual learner					
Travel					



Is It A Comfortable Fit? (Page 2)

S2

Things About Me	Job 1	Job 2	Job 3	Job 4	Job 5

Career Assessment Checklist

S3

Name: _____

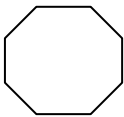
Date: _____

Grade: _____

Interviewer: _____

	Seldom	Sometimes	Most of the Time
A. SELF			
1. Can express his/her personal interests			
2. Knows how s/he feels about him/herself and how this affects him/her			
3. Aware of physical strengths and abilities			
B. INTERPERSONAL RELATIONS			
1. Displays appropriate emotional characteristics when interacting with others			
2. Knows what others think of him/her			
3. Understands and appreciates different characteristics in different people			
4. Knows that one will interact differently in different groups in different situations			
C. SELF AND SOCIETY			
1. Able to verbalize his/her own personal values			
2. Understands that people need to work if society is to survive			
3. Understands that the world is changing and jobs are changing			
D. DECISION MAKING			
1. Has some long-term goals regarding a career			
2. Knows his/her abilities, qualities, values, and hopes			
3. Takes responsibility for his/her decisions			
4. Matches his/her personal characteristics with possible career choices			
5. Understands what s/he needs to know for various career choices			
E. ECONOMICS			
1. Knows difference between consumers and producers			
2. Understands how supply and demand affects work world			
3. Understands how world of work (income, hours, etc.) affects lifestyle of individuals			
4. Understands the concept of fringe benefits, insurance, etc.			
5. Understands minimum wage and hour laws, social security, and federal and state income tax			

	Seldom	Sometimes	Most of the Time
F. OCCUPATIONAL KNOWLEDGE			
1. Knows how to use education as aid in developing skills for occupations			
2. Explores a wide range of occupations			
3. Knows what skills and education are needed for various jobs			
4. Knows general concept of what needs to be done to advance in various jobs			
5. Understands various working conditions with various jobs			
6. Understands role of employer, employee, manager, etc.			
7. Understands law of supply and demand as it applies to obtaining a job			
8. Understands how to seek employment			
G. WORK ATTITUDES AND BEHAVIORS			
1. Displays behavior appropriate for school and community			
2. Understands how working at a job integrates one into the community			
3. Understands that personal satisfaction is gained from work and leisure			
4. Understands that social recognition is related to work			
5. Understands monetary rewards come from work			
6. Understands that one may change jobs as one gets older and matures			



Think About It

1. Circle the areas you want to improve or strengthen. Write at least 3 long-term goals and then 3 short-term goals.
2. List what you will need to reach your goals.
What will I need from myself?

What will I need from other people?

3. What might interfere with you reaching your goals? Make a list.
4. The give **one thing you can think, do, or feel** that will help you overcome the obstacle.

S4

TABE <i>Present</i> Level of Performance	Career Aspirations	Education or Training need	Where and how I'll get the training
Elementary	1.	1.	1.
Middle	2.	2.	2.
High school	3.	3.	3.
	4.	4.	4.
	5.	5.	5.



EN1

My **goal**: _____

This goal is **important to me**, because _____

Steps I'll take: _____

I'll need: _____

I trust _____ to help me.

My plan to solve the problems:

If things don't go well, I'll:

NO