

WHICH PATH SHOULD I TAKE?



**COMPETENCY
CATEGORY:** Career Development

**COMPETENCY
NUMBER:** A.1

COMPETENCY: Identify occupational interests, aptitudes and abilities.

OBJECTIVE: Upon completion of this module, students will be able to identify their occupational interests, aptitudes and abilities.



Copyright © 1999
by

JOBS FOR AMERICA'S GRADUATES, INC.

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG NATIONAL NETWORK.

JAG



Published by JOBS FOR AMERICA'S GRADUATES, INC.
1729 King St., Suite 100
Alexandria, VA 22314
Tel. 703.684.9479 • Fax. 703.684.9489

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.
972.691.4486 • 972.874.0063 Fax • www.jag.org

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity A.1-1 <ul style="list-style-type: none"> • Large grocery paper bags • Magazines, scissors and glue • Personal objects chosen by each student 			12
Learning Activity A.1-2 <ul style="list-style-type: none"> • Work Sheet—“Imagine This” 			13 14
Learning Activity A.1-3 <ul style="list-style-type: none"> • Work Sheet—“Jobs in Eight Fields” • Work Sheet—“What Careers Look Interesting?” 			16 17 18
Learning Activity A.1-4 <ul style="list-style-type: none"> • Work Sheet—“Interest Interview Questionnaire” 			19 20
Learning Activity A.1-5 <ul style="list-style-type: none"> • School counselor • Career interest inventory (chosen by counselor) 			26
Learning Activity A.1-6 <ul style="list-style-type: none"> • School counselor • Aptitude test (chosen by counselor) 			27
Learning Activity A.1-7 <ul style="list-style-type: none"> • Work Sheet—“Abilities People Need for Their Jobs” • Individuals for students to interview • Writing board and markers 			28 30
Learning Activity A.1-8 <ul style="list-style-type: none"> • Work Sheet—“Journal Writing” 			32 33
Learning Activity A.1-9 <ul style="list-style-type: none"> • Types of Support Linkages • Community Resources • Service Activity Action Plan 			34 35 36 37
Reading Activity A.1 <ul style="list-style-type: none"> • “Finding Out What’s Out There” 			39 40

Math Activity A.1			43
• Work Sheet—"Reading a Graph"			44
Pre-Assessment/Post-Assessment			46
Answer Key—Pre-Assessment/Post-Assessment			49
Answer Key—Reading Activity			52
Answer Key—Math Activity			53

INTRODUCTION

- Ask the following questions:
 1. How do people decide on what career path they want to follow?
 2. What information should you have in order to decide on the career path that is right for you?
 3. What are your career interests at this point in your life?
 4. What are your aptitudes and abilities-the things you are good at? How should these affect your career choice?
- We will address these and many others as we complete this module entitled, “Which Path Should I Take?”

Administer Pre-Assessment

OUTLINE

- A. Your perfect job
1. As young children, we usually have many ideas about what we want to be.
 2. But as we grow older, many people drift into occupations more by chance, or need for a job, than by choice.
 3. When we reach middle life, we often regret not following the dreams of our youth.
 4. It is never too early to start thinking about what career direction you would like to follow.
 5. To begin, you must first begin to learn as much about **yourself** as possible.

6. This will include learning about your interests, your aptitudes and your abilities.

COMPLETE LEARNING ACTIVITY A.1-1 “ME BAGS”

7. Let’s begin the process of creating your occupational goal by imagining your dream job.
8. Picture yourself at work in as much detail as possible.
 - a. What are you doing?
 - b. Where do you work?
 - c. What do you earn?

B. Occupational Interests

1. Identifying things that you like to do can help you find a potentially satisfying career.
2. If you enjoy your work, you can do it better.
3. Recognizing what kinds of work might give you pleasure is a key clue in finding a good “occupational fit.”
4. Your **interests** are the things you enjoy doing.
5. They are the things you’re curious about and like to spend time thinking about.
6. Your interests influence the decisions you make.
7. To identify your interests think about:
 - a. How you spend your leisure time.
 - b. What you talk about with your friends.
 - c. The books or magazines you read.

COMPLETE LEARNING ACTIVITY A.1-2
“IMAGINE THIS”

8. It is important that people have opportunities to learn about different types of work so they can relate these to their interests.

Examples for students include field trips, guest speakers, worker interviews and job shadowing.

COMPLETE LEARNING ACTIVITY A.1-3
“WHAT CAREERS LOOK INTERESTING?”

9. One of the most common ways to measure occupational interests is an interest inventory.
10. Interest inventories are surveys that have no right or wrong answers.
11. People are asked to choose between different types of activities, sometimes rating activities as “most liked” and “least liked”.

COMPLETE LEARNING ACTIVITY A.1-4
“INTEREST INTERVIEW QUESTIONNAIRE”

COMPLETE LEARNING ACTIVITY A.1-5
“CAREER INTEREST INVENTORY”

C. Aptitudes

1. Aptitudes are the skills you are good at.
2. Aptitudes are distinguished from achievement in that aptitudes represent potential or abilities while achievement represents accomplishments.
3. Aptitudes are most often measured by aptitude tests.

4. Aptitude tests do not necessarily predict whether a person has the ability to learn, but rather they provide information about the level of difficulty a person may have in performing certain tasks and learning procedures related to those tasks.
5. Some general areas measured by aptitude tests include a person's:
 - a. General learning ability - understanding facts, ideas and opinions related to things you learn in school
 - b. Verbal aptitude - understanding words and ideas and their meanings
 - c. Numerical aptitude - ability to perform math problems with speed and accuracy
 - d. Clerical perception - ability to observe all details and notice errors in spelling and punctuation and accurately recording details
 - e. Motor coordination - moving eyes, hands and fingers together to do a job rapidly and smoothly
 - f. Finger dexterity - moving fingers quickly and accurately to work with small objects
 - g. Eye-hand coordination - moving hands and feet together quickly and accurately
 - h. Color discrimination - noticing differences and similarities between colors or colored shapes
6. Judging your own aptitudes can be difficult because you may have an aptitude for something you've never done before.
7. Looking at your skills and abilities, however, can give you some ideas about your possible aptitudes.

8. Knowing what your aptitudes are can help you narrow your alternatives of careers to those in which you are most likely to be the most successful with the least amount of effort or training.
9. Knowing what your aptitudes are will help you predict how well you will perform the job duties of a specific career.
10. Knowing what your aptitudes are will help you and others predict how well you will do with additional training and/or education.
11. If a career that you are truly interested in does not require the use of aptitudes that you have found that you possess, look at careers that are similar to your aptitudes.

COMPLETE LEARNING ACTIVITY A.1-6
“APTITUDE TEST”

D. Abilities

1. Abilities are the skills needed to do something.
2. Different jobs require different abilities.
3. Some of the abilities people use in their jobs are:
 - a. Working with special tools
 - b. Operating machinery
 - c. Drawing
 - d. Solving problems
 - e. Writing

COMPLETE LEARNING ACTIVITY A.1-7
“ABILITIES PEOPLE NEED FOR THEIR JOBS”

4. There are a number of important things to keep in mind as you measure your skills and abilities.

5. Everyone is different.
6. Not everyone has the same skills.
7. Even people who happen to be good at the same things want to use their skills in different ways.
8. Academic skills are not equally important for all jobs.
9. There are many meaningful and worthwhile jobs that don't require you to have the best grades.
10. Just because you are strong in a skill does not mean that you should stop trying to develop it more.
11. You must keep working to improve your abilities because you may be competing with large numbers of people for jobs.
12. The better your skills, the better your chances for a job with a good salary and benefits.
13. You will need all sorts of skills to survive when you are on your own.
14. Most people are more successful at the things they enjoy doing.
15. When people are having a good time, they just naturally seem to do well.
16. Comparing your aptitudes and skills with others is a way of learning where you would best fit into the world of work.

COMPLETE LEARNING ACTIVITY A.1-8
"JOURNAL WRITING"

COMPLETE LEARNING ACTIVITY A.1-9
"SERVICE LEARNING"

COMPLETE READING ACTIVITY A.1
“FINDING OUT WHAT’S OUT THERE”

COMPLETE MATH ACTIVITY A.1
“READING A GRAPH”

Administer Post-Assessment

LEARNING ACTIVITY A.1-1
“ME BAGS”

OBJECTIVE: To share information about personal interests

RESOURCES:

- Large grocery paper bags
- Magazines, scissors and glue
- Personal objects chosen by each student

SUGGESTED TIME: 2 hours (one hour on each of two separate days)

DIRECTIONS:

Day One

1. Have students decorate the outside of the paper bag using pictures from magazines that would show others something about themselves and their interests.
2. Assign students to fill the bag with objects that show their interests (examples: tennis rackets, books, video games, etc.)

Day Two

1. Have students share their “Me Bag” with the class, including the outside of the bag and the contents.
2. Conduct a discussion about how personal interests influence career decisions.

LEARNING ACTIVITY A.1-2
“IMAGINE THIS”

OBJECTIVE: To use imagination to examine personal interests

RESOURCES: Work Sheet—Learning Activity A.1-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.1-2.
2. Tell students that they are to use their imagination and try to be honest about their interests.
3. After students have completed the work sheet for Learning Activity A.1-2, have them share the results in small groups of 3 to 4.

LEARNING ACTIVITY A.1-2
“IMAGINE THIS”
WORK SHEET

DIRECTIONS: Use your imagination and be honest about your interests as you answer the following questions:

1. You are going to be flown to a deserted island. You will be there for one year and you will be given the necessities of life (food, water and shelter). You will be allowed to bring with you five personal possessions. What five items will you take with you? People do not count.

a. _____ b. _____
c. _____ d. _____
e. _____

2. You are on a committee for your school’s Career Awareness Night. It is your job to select three people in your community who represent three careers. These people will come to the school and speak to the students about their jobs. What three types of career people will you select?

a. _____
b. _____
c. _____

3. If we were to organize a school newspaper to be published, in which of the following categories would you be willing to work? Place a “1” by those that you would be willing to work at all the time. Place a “2” by those you would not mind working at occasionally. Place a “3” by those that do not interest you at all.

___ write movie reviews	___ draw/write comics
___ write sports articles	___ conduct/write interviews
___ write a Dear Abby column	___ develop crossword puzzles
___ develop a horoscope	___ write book reviews
___ write about popular music	___ help with the printing
___ write editorials	___ write school news and announcements
___ write about fashions	___ proofread

4. If you could choose any person in the world to be your teacher for two weeks, who would it be? Why?

5. You are a famous author. What kind of books do you write? What is the title of the “best book” you have written?

6. If the class puts on a play this year, which of the following jobs would you prefer to have? Number, in order, “1”, “2”, “3.”

- | | | |
|--|------------------------------------|---|
| <input type="checkbox"/> actor/actress | <input type="checkbox"/> dancer | <input type="checkbox"/> light/sound person |
| <input type="checkbox"/> advertising | <input type="checkbox"/> writer | <input type="checkbox"/> costumes |
| <input type="checkbox"/> director | <input type="checkbox"/> announcer | <input type="checkbox"/> design scenery |
| <input type="checkbox"/> other: _____ | | |

LEARNING ACTIVITY A.1-3
“WHAT CAREERS LOOK INTERESTING?”

OBJECTIVE: To identify careers that may be of interest

RESOURCES: Work Sheets—Learning Activity A.1-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.1-3.
2. Tell students to spend a few minutes looking over the work sheet “Jobs in Eight Fields”.
3. Have students underline those jobs that they are interested in.
4. Have students list the jobs that they are interested in inside the left column of the work sheet.
5. Next to each job have students identify what interests them about the job.

LEARNING ACTIVITY A.1-3
“WHAT CAREERS LOOK INTERESTING?”
WORK SHEET

JOBS IN EIGHT FIELDS

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter magazine writer author advertising writer librarian teacher editor proofreader news broadcaster
SCIENTIFIC WORK	doctor laboratory technician dietician engineer electronics technician chemist dentist pharmacist biologist physicist space scientist draftsman bacteriologist
MECHANICAL WORK	heavy-machinery operator auto mechanic airplane maintenance or repairer TV or radio repairer small-appliance repairer telephone installer air-conditioner installer locksmith machinist airline pilot electrician truck driver plumber
CLERICAL WORK	office clerk secretary bookkeeper computer operator order-fulfillment clerk office manager file clerk post-office clerk accountant bank teller typist hotel clerk switchboard operator tabulating-machine operator office messenger stock clerk ticket agent
PERSUASIVE WORK	salesclerk car or insurance salesperson lawyer politician union leader door-to-door salesperson employment manager lecturer travel agent
OUTDOOR WORK	house painter bricklayer carpenter telephone line installer/repairer construction worker farmer forester gardener sports instructor pro athlete gas-station attendant recreation director
SOCIAL SERVICE WORK	nurse nurse's aide YMCA worker tutor vocational counselor religious leader social worker physical therapist orderly home economist practical nurse
ARTISTIC WORK	artist photographer musician actor dress designer model dancer interior decorator hand letterer movie camera operator architect hair stylist cartoonist furniture designer

LEARNING ACTIVITY A.1-3
“WHAT CAREERS LOOK INTERESTING?”
WORK SHEET

Name _____

Job	What Interests You About the Job?

LEARNING ACTIVITY A.1-4
“INTEREST INTERVIEW QUESTIONNAIRE”

OBJECTIVE: To provide information regarding individual interests

RESOURCES: Work Sheet—Learning Activity A.1-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.1-4.
2. Give students sufficient time to interview someone else in the class and record the results on the interview form.
3. Have each student use the information they recorded during the interview to share with the class.
4. Have students return the completed questionnaire to the person they interviewed.
5. Students should keep their questionnaire in their Career Portfolio to use during the process of identifying appropriate career choices.

LEARNING ACTIVITY A.1-4
“INTEREST INTERVIEW QUESTIONNAIRE”
WORK SHEET

Student Name

Date

Age

Grade

A. Background Information

1. What does your father do in his job?

Mother?

Brothers/Sisters?

2. Do you have any hobbies?

3. What is your favorite hobby?

4. What kinds of jobs can you think of that are related to your favorite hobby?

5. What kinds of jobs/activities do you do around home?

6. What do you like best about school?

7. What are your favorite subjects?

8. What courses would you like to try that you haven't taken yet?

9. What kinds of jobs are related to the school subjects you named above?

10. Explain the jobs that you have held in the past.

11. Which was your favorite job?

12. What did you like most about your favorite job?

13. What did you like least about your favorite job?

14. What other kinds of jobs are related to the work you have done?

15. What other activities are important to you? Do you belong to any special clubs, church groups or extracurricular activities?

16. What kinds of jobs are related to these activities?

B. Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

2. What kinds of jobs are you interested in now?

3. Which of these jobs is the one you would most like to do?

First Choice:

Second Choice:

Third Choice:

4. What jobs would you like to find out more about?

5. What kind of work would you not like to do?

6. Of all the jobs you have thought about doing, which job would you like to do most?

7. Which school courses might be helpful in preparing you for the jobs you like most?

8. What kind of training is required for the job that you would like to do after finishing high school?

C. Skills

1. What would an employer like about you?

2. What would an employer not like about you?

3. Do you have any skills you learned in school or elsewhere that would help you on a job?

Interviewed by: _____ Date: _____

LEARNING ACTIVITY A.1-5
“CAREER INTEREST INVENTORY”

OBJECTIVE: To provide information regarding individual career interests

RESOURCES:

- School counselor
- Career interest inventory (chosen by counselor)

SUGGESTED TIME: Required time will be documented on the administration manual for the career interest inventory

DIRECTIONS:

1. Arrange for a counselor in your school to administer a career interest inventory to the students in your class.
2. Have the counselor return the interpreted inventories to the students and explain the results.
3. Students should put this inventory in their Career Portfolios to be used in making career decisions.

LEARNING ACTIVITY A.1-6
“APTITUDE TEST”

OBJECTIVE: To provide information regarding individual aptitudes

RESOURCES:

- School counselor
- Aptitude test (chosen by counselor)

SUGGESTED TIME: Required time will be documented on the administration manual for the aptitude test

DIRECTIONS:

1. Arrange for a counselor in your school to administer an aptitude test to the students in your class.
2. Have the counselor return the interpreted tests to students and explain the results.
3. Students should put this test in their Career Portfolios to be used in making career decisions.

LEARNING ACTIVITY A.1-7
“ABILITIES PEOPLE NEED FOR THEIR JOBS”

OBJECTIVE: To identify abilities that people need for their jobs

RESOURCES:

- Work Sheet—Learning Activity A.1-7
- Individuals for students to interview
- Writing board and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity A.1-7.
2. Have students select a person in the community to interview about the abilities they need for their job.
3. Assign a date when completed interviews are due for class reports.
4. Have students share their interviews in class.
5. Keep track of abilities from the interviews during class reports.
6. Identify abilities that are reported a number of times.

DISCUSSION QUESTIONS:

1. What did you learn from the interview that you conducted?

2. What did you learn from the interviews that others reported in class?

3. What ability or abilities will you try to develop or improve upon to prepare for the world of work?

LEARNING ACTIVITY A.1-7
“ABILITIES PEOPLE NEED FOR THEIR JOBS”
WORK SHEET

DIRECTIONS: Interview a person in your community about the abilities that they have to demonstrate on their job. Ask the following questions:

Name of Interviewer:

Person Interviewed:

Job Title:

1. How often do you use a computer in your job?

2. What classes did you take that help you in performing your job?

3. Did you go to a special school to learn your job?

4. What do you like best about your job?

5. What do you like least about your job?

6. Do you work with people, things or pieces of information?

7. Name the abilities you use at your job.

8. What other jobs have you done?

9. What abilities did you need for these jobs?

10. Would you choose your current job if you had to choose again?

LEARNING ACTIVITY A.1-8
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY A.1-8
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY A.1-9
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity A.1-9

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry and labor organizations are good sources of field trips, guest speakers, job opportunities and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY A.1
“FINDING OUT WHAT’S OUT THERE”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity A.1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity A.1 and distribute to each student.
2. Have students read “Finding Out What’s Out There.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“FINDING OUT WHAT’S OUT THERE”

“Have you thought any more about graduation, Jerome?”

I looked up from the TV. It was the usual after-dinner scene. Mom was sewing; Jerome’s uncle, Sammy, was reading the paper. I was stretched out on the rug in front of the TV. Chipper, our dog, was snoozing at the foot of Mom’s chair.

Sammy had asked me the question. It wasn’t the first time either. Since January he had been after me to start making plans. Now it was March, and I still didn’t have any ideas. School would be out in June, and I knew Sammy was expecting me to have a job by then.

The trouble was that I didn’t really know what I wanted to do. I don’t know how people expect you to know what you want to do for the rest of your life when you’re only 18 years old. I turned and said almost this same thing to Sammy.

He laughed. “Well, I know it’s not easy. But you have to take the responsibility. You have to try and find out what’s out there to choose from. Look around. Visit places. Talk to people. Ask questions. You’ll be surprised how much you learn.”

I thought about what Sammy said for the rest of that week. Then, when spring break came at school, I decided to do what he said. It turned out to be one of the best things I could have done.

Our town’s main industry is a glass factory, so I started there. First I took a tour of the plant. Most places give free tours, and they can be really interesting. On this tour the workers showed how they make the different kinds of glass and all the different things glass is used for. The part that I found really amazing was the way they make the crystal. That’s the most beautiful and expensive type of glass. There are different people for each step. You have to train for years before you’re really good at it. One of the workers was taking a break, so I talked with him. He said he enjoyed his work because he was making some really beautiful things.

After the tour I went to the personnel office. I told them a little about myself and what I was trying to do. They gave me some information to read and told me to come back and see them whenever I wanted to.

That visit was so interesting that I decided to visit as many local industries as possible. I went to the shoe factory, to the electric and phone companies, and to a carpet company. I discovered jobs I never even knew about. The people at the construction firm I visited were really nice. They let me spend a morning at a site where they were working. I got to watch the different workers and ask them questions.

Another thing I did was to go into just about every building downtown I could. I talked to salesclerks and managers in different stores. I watched the mechanics at one of the car dealerships. I talked to the people who work in the post office.

By the end of that week I figure I must have talked to over a hundred different people about their jobs. And I had found a lot of things I wanted to do. Being a telephone repairman had looked pretty interesting. I also thought I'd like to be a carpenter, an ambulance driver, a plumber, a car salesman, a medical technologist, a post office worker, an electrician and one of the people who shaped the crystal at the glass factory.

I had accomplished what I had set out to do. I now had a pretty good idea of the kinds of jobs there were. By talking to people I had also learned what they thought of their jobs.

Now I had another problem. I told Uncle Sammy and Mom about it. "Before, I didn't know what kinds of jobs were out there. I didn't have any idea what I wanted to do. Now I can think of all sorts of things I want to do. And I have to decide which one I'm most interested in!"

"Well," Uncle Sammy said, "that's half the battle. It's a lot easier to make up your mind about something when you have good things to choose from."

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Jerome's uncle wanted him to
 - a. ___ go to college.
 - b. ___ find a job.
 - c. ___ leave home after graduation.

2. Jerome visited lots of stores and businesses
 - a. ___ to make some money over spring break.
 - b. ___ as part of a school project.
 - c. ___ to find out what sorts of jobs there were.

3. Jerome found out
 - a. ___ it was very hard to get a job.
 - b. ___ there were many interesting jobs.
 - c. ___ there was nothing he wanted to do.

PART II

DIRECTIONS: The following sentences are not in the correct order according to the story. Show the order that the events happened in the story by using numbers. Put a "1" by the event that happened first, a "2" by the event that happened second and so on.

- _____ Jerome had to decide which job he was most interested in.
- _____ Jerome had a good idea of the kinds of jobs there were.
- _____ Jerome went to the personnel office at the glass factory.
- _____ Jerome's uncle asked him if he had any plans for after graduation.
- _____ Jerome talked to all sorts of people about their jobs.
- _____ Jerome took a tour of a glass factory.

MATH ACTIVITY A.1
“READING A GRAPH”

OBJECTIVE: To demonstrate the ability to read a line graph

RESOURCES: Work Sheet—Math Activity A.1

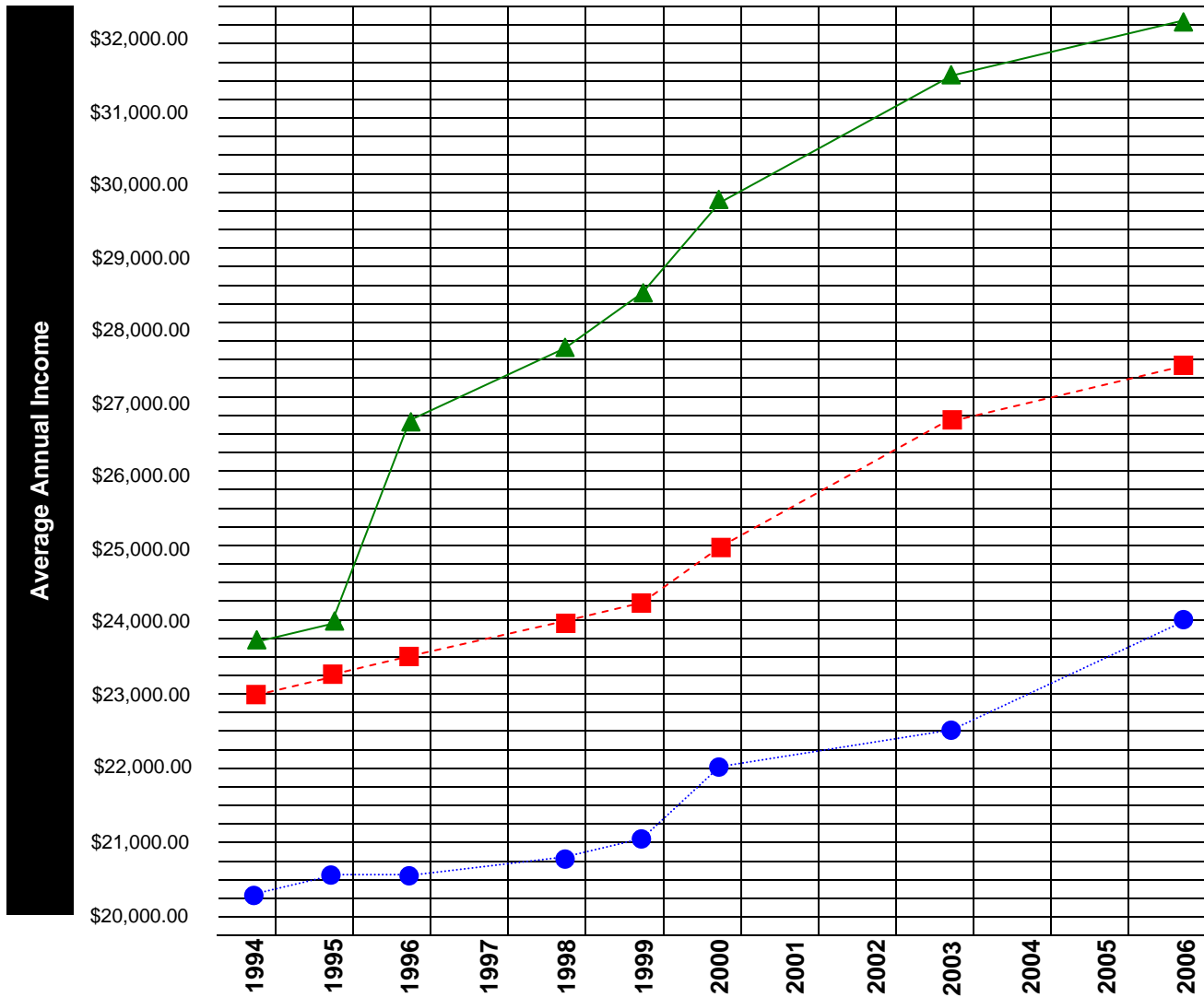
SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity A.1 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students, specifically highlighting the differences in yearly salary as job “skills” and “education” levels increase.

MATH ACTIVITY A.1 "READING A GRAPH" WORK SHEET

DIRECTIONS: Jerome was trying to find out about different careers. He was able to get the following information on salaries, from which he made a graph. Use it to help you answer the questions.



1. About how much were clerks making in 1997?

2. The biggest change in salary from one year to the next occurred in what job? In what years? How much did the salary increase?

3. In 1995, which job had the highest yearly salary? How much was the highest yearly salary?

4. Which job had the least amount of growth in yearly salary from 1995 to 1999? How much was the increase?

5. Mr. Williams has two daughters. One daughter is a laborer. The other daughter is a clerk. Mr. Williams is a mechanic. In 1998, what was the total of their salaries?

6. How much greater was the total of their salaries in 1999 than in 1998?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. How should you go about planning your perfect job for the future?

2. What are occupational interests and why are they important?

3. How can you identify your interests as they relate to career decisions?

4. What is a career interest inventory?

5. What is an aptitude?

6. How are aptitudes measured?

7. What are some general areas measured by aptitude tests?

8. How can knowing about your aptitudes help you to choose an appropriate career?

9. What are abilities?

10. Why is it important to know your abilities when you are choosing a career?

11. What are important things to keep in mind as you measure your skills and abilities?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. How should you go about planning your perfect job for the future?
 - Start thinking early about the direction you would like to follow
 - Learn as much about yourself as possible
 - Learn about your interests, aptitudes and abilities

2. What are occupational interests and why are they important?
 - Identifying things that you like to do
 - Recognizing what kinds of work might give you pleasure is a key clue in finding a good “occupational fit”
 - The things you enjoy doing
 - Things you’re curious about and like to spend time thinking about
 - Your interests influence the decisions you make

3. How can you identify your interests as they relate to career decisions?
 - To identify your interests, think about:
 - a. How you spend your leisure time
 - b. What you talk about with your friends
 - c. The books or magazines you read

4. What is a career interest inventory?
 - Surveys that have no right or wrong answers
 - People are asked to choose between different types of activities, sometimes just indicating those they would prefer and sometimes rating activities “most liked” and “least liked”

5. What is an aptitude?
 - Skills you learn to be good at

6. How are aptitudes measured?

- Aptitudes represent potential or abilities while achievement represents accomplishments
- Aptitudes are most often measured by aptitude tests
- Aptitude tests do not necessarily predict whether a person has the ability to learn, but rather they provide information about the level of difficulty a person may have in performing certain tasks and learning procedures related to those tasks

7. What are some general areas measured by aptitude tests?

- General learning ability - understanding facts, ideas and opinions related to things
- Verbal aptitude - understanding words and ideas and their meanings
- Numerical aptitude - ability to perform math problems with speed and accuracy
- Clerical perception - ability to observe all details and notice errors in spelling and punctuation and accurately recording details
- Motor coordination - moving eyes, hands and fingers together to do a job rapidly and smoothly
- Finger dexterity - moving fingers quickly and accurately to work with small objects
- Eye-hand coordination - moving hands and feet together quickly and accurately
- Color discrimination - noticing differences and similarities between colors or colored shapes

8. How can knowing about your aptitudes help you to choose an appropriate career?

- Looking at your skills and abilities can give you some ideas about your possible aptitudes
- Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort or training

- Knowing what your aptitudes are will help you predict how well you will perform the job duties of a specific career
- Knowing what your aptitudes are will help you and others predict how well you will do with additional training and/or education
- If a career that you are truly interested in does not require the use of aptitudes that you have found that you possess, look at careers that are similar

9. What are abilities?

- The skills needed to do something

10. Why is it important to know your abilities when you are choosing a career?

- Different jobs require different abilities

11. What are important things to keep in mind as you measure your skills and abilities?

- Everyone is different
- Not everyone has the same skills
- Even people who happen to be good at the same things want to use their skills in different ways
- Academic skills are not equally important for all jobs
- You must keep working to improve your abilities because you are going to be competing with large numbers of people for jobs
- The better your skills, the better your chances for a job with a good salary and benefits
- You will need all sorts of skills to survive when you are on your own
- Most people are more successful at the things they enjoy doing
- When people are having a good time, they just naturally seem to do well
- Comparing your aptitudes and skills with others is a way of learning where you would best fit into the world of work

ANSWER KEY
READING ACTIVITY

PART I

1. Jerome's uncle wanted him to
 - a. _____ go to college.
 - b. X find a job.
 - c. _____ leave home after graduation.

2. Jerome visited lots of stores and businesses
 - a. _____ to make some money over spring break.
 - b. _____ as part of a school project.
 - c. X to find out what sorts of jobs there were.

3. Jerome found out
 - a. _____ it was very hard to get a job.
 - b. X there were many interesting jobs.
 - c. _____ there was nothing he wanted to do.

PART II

- 6 Jerome had to decide which job he was most interested in.
- 5 Jerome had a good idea of the kinds of jobs there were.
- 3 Jerome went to the personnel office at the glass factory.
- 1 Jerome's uncle asked him if he had any plans for after graduation.
- 4 Jerome talked to all sorts of people about their jobs.
- 2 Jerome took a tour of a glass factory.

ANSWER KEY
MATH ACTIVITY

1. \$23,750.00
2. Mechanic, 1995-1996, \$2,750.00
3. Mechanic, \$24,000.00
4. Laborer, \$500.00
5. \$72,000.00
6. \$1,250.00