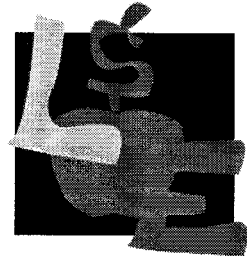


Learn to Earn



SELF-ADVOCACY SKILLS SECTION

SELF- ADVOCACY SKILLS

This section focuses on teaching the skills necessary for students to advocate for themselves in their school, community and workplace. The Self-Advocacy section includes lessons in communication skills, nonverbal communication, listening skills, decision making, problem solving and understanding family and work roles.

Please include the suggested lessons in your selection of lessons from this section. The suggested lessons in the Self-Advocacy section include Sharing A Skill, Techniques for Decision Making and Problem Solving. Suggested lessons should be included in the student's Career Portfolio.

Getting to Know You

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students examine how well they know one of their friends. Worksheet inventories filled out by the student and by the friend are compared and discussed.

OBJECTIVE (student competency)

Assess your knowledge of one of your friends.

MATERIALS AND PREPARATION

- "My Friend Is Someone Who..." Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students to complete the "I Am Someone Who..." Worksheet. 2. Ask each student to pick a friend in the class. 3. Have the students complete a "My Friend Is Someone Who..." Worksheet for the person they chose. 4. Invite the pairs to compare activity sheets and to discuss any discrepancies they find. 5. Ask the pairs to share with the class what they learned about each other. Emphasize that we often do not know others as well as we think we do. We all have many facets to our personalities. 6. Lead the class to draw general conclusions about the differences between knowledge of self and knowledge of others. 7. Direct students to isolate two or three questions where their answers were markedly different from those of their friend. Encourage them to explain these differences orally or in writing. Ask students to consider the possibility that these discrepancies may not be an indication that they do not know their friend well; they may simply point out that we all have many facets to our personalities. 	<ol style="list-style-type: none"> 1. Complete the "I Am Someone Who..." Worksheet. Remember that there are no right or wrong answers. Just be as honest as you can. 2. Select a friend in class and complete a "My Friend Is Someone Who..." Worksheet for that person. 3. Meet with your friend and compare your friend's "I Am" answers with your "My Friend Is" answers. Are there any questions where there is a big difference between how you see your friend and how your friend sees himself or herself? If so, ask your friend to explain his or her answers. Then you explain why you answered as you did. Did you learn anything new about your friend? How well does your friend know himself or herself? Share your observations with each other. 4. Participate in the class discussion, identifying general differences between knowledge of self and knowledge of others. 5. Share any new things you learned about your friend with the class (if your friend says it is okay to do so). 6. Isolate two or three questions where your answers were very different from those of your friend. Explain these differences orally or in writing. Consider the possibility that these discrepancies may

not be an indication that you do not know your friend well. We all have many facets to our personalities.

ASSESSMENT (student performance)

Isolate two or three questions where your answers were markedly different from those of your friend. Explain these differences orally or in writing. Consider the possibility that these discrepancies may not be an indication that you do not know your friend well.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Develop an awareness of personal abilities, skills, interests, and motivations
- Learn how to use conflict management skills with peers and adults
- Identify and express feelings
- Respect alternative points of view
- Learn how to make and keep friends

SCANS Secretary's Commission on Achieving Necessary Skills

- Acquire and evaluate information
- Demonstrate sociability and interpersonal skills
- Listen well and respond to verbal messages
- Speak clearly and coherently

Education for Employment

- Apply speaking and listening skills
- Establish positive interpersonal relationships

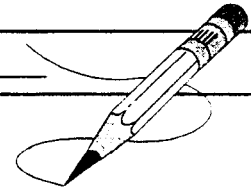
NCDG National Career Development Guidelines

- Knowledge of the importance of self-concept
- Awareness of the importance of growth and change
- Knowledge of the influence of a positive self-concept
- Skills to interact with others
- Skills to make decisions

I am Someone Who...

Name _____

Date _____



Directions: Rate yourself in the following areas by circling the appropriate number on the scale for each item. Think carefully before responding.

	Never		Sometimes		Always	
1. Likes to spend time alone.	0	1	2	3	4	5
2. Watches a lot of television.	0	1	2	3	4	5
3. Judges some people by the way they look.	0	1	2	3	4	5
4. Gives compliments freely.	0	1	2	3	4	5
5. Prefers to be with a group rather than be alone.	0	1	2	3	4	5
6. Feels frightened when home alone	0	1	2	3	4	5
7. Feels bored on weekends.	0	1	2	3	4	5
8. Offers to help when someone is hurt.	0	1	2	3	4	5
9. Likes to be a leader and take charge of things.	0	1	2	3	4	5
10. Dislikes being in strange places.	0	1	2	3	4	5
11. Is influenced easily by peers.	0	1	2	3	4	5
12. Likes to spend money to have a good time	0	1	2	3	4	5
13. Believes most of what he or she reads.	0	1	2	3	4	5
14. Volunteers for unpleasant jobs that need to be done.	0	1	2	3	4	5
15. Enjoys shopping for new clothes.	0	1	2	3	4	5
16. Aspires to become a famous athlete.	0	1	2	3	4	5
17. Prefers to be a follower.	0	1	2	3	4	5
18. Worries about seemingly trivial things.	0	1	2	3	4	5
19. Values friendship more than money.	0	1	2	3	4	5
20. Hopes to someday own a flashy sports car.	0	1	2	3	4	5
21. Likes to cook.	0	1	2	3	4	5
22. Enjoys working with his or her hands.	0	1	2	3	4	5
23. Tries to do his or her best at everything	0	1	2	3	4	5

	Never		Sometimes			Always	
24. Thinks that failure is something to be avoided.	0	1	2	3	4	5	
25. Respects the opinions of others.	0	1	2	3	4	5	
26. Works well with others.	0	1	2	3	4	5	
27. Is concerned about what others think.	0	1	2	3	4	5	
28. Enjoys conversing with others.	0	1	2	3	4	5	
29. Disorganized at times.	0	1	2	3	4	5	
30. Gets acquainted with others quite easily.	0	1	2	3	4	5	
31. Is willing to try new things.	0	1	2	3	4	5	
32. Dislikes changing plans.	0	1	2	3	4	5	
33. Is usually punctual and dependable.	0	1	2	3	4	5	
34. Blames others sometimes when things go wrong.	0	1	2	3	4	5	
35. Would rather live somewhere else.	0	1	2	3	4	5	
36. Likes to perform for others.	0	1	2	3	4	5	
37. Tries to get out of doing work whenever possible.	0	1	2	3	4	5	
38. Enjoys the outdoors.	0	1	2	3	4	5	
39. Asks for what he or she wants or needs.	0	1	2	3	4	5	
40. Feels shy and unsure in some situations	0	1	2	3	4	5	
41. Likes to play board games.	0	1	2	3	4	5	
42. Enjoys watching sports on television.	0	1	2	3	4	5	
43. Feels awkward doing art projects.	0	1	2	3	4	5	
44. Likes to sing in a chorus.	0	1	2	3	4	5	
45. Plays computer games.	0	1	2	3	4	5	
46. Writes in his or her diary.	0	1	2	3	4	5	
47. Reads mystery stories.	0	1	2	3	4	5	
48. Takes care of younger brothers/sisters.	0	1	2	3	4	5	
49. Can program a computer.	0	1	2	3	4	5	
50. Enjoys physical exercise.	0	1	2	3	4	5	

Getting Acquainted

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students, working in pairs, will interview each other using the "Getting Acquainted" Worksheet. Then students will trade their worksheets with other students to introduce each other to the class. The intent of the activity is to help students work on their listening, speaking, and writing skills and to help them identify a few of their interests and career aspirations.

OBJECTIVE (student competency)

Students will work with a partner to ask and answer 10 questions about themselves. Students will gather enough information on their partners and will write the information clearly enough on the "Getting Acquainted" Worksheet so a different student will be able to successfully introduce the interviewed student to the rest of the class.

MATERIALS AND PREPARATION

- "Getting Acquainted" Worksheets
- Pencils and erasers

TEACHER ACTIVITIES

1. Note that even though many of the students in the class may already know each other, it is important to get to know each other as well as possible so that the class can be a better community for all.
2. Tell the students that the class will be doing an exercise to help everyone get to know each other a little better and to work on their listening, speaking, and questioning skills.
3. Organize the students into pairs. Include yourself in this activity by selecting a student who will work with you.
4. Hand out a "Getting Acquainted" Worksheet to each student.
5. Tell the students that they will be using the worksheet to gather information from their partners, which they will record on the worksheet. Caution them to get accurate information and to write it clearly, as they will trade worksheets with other students, who will introduce the interviewee to the rest of the class.

STUDENT ACTIVITIES

1. Note that even though many of the students in the class may already know each other, it is important to get to know each other as well as possible so that the class can be a better community for everyone.
2. Pair up with another student and prepare to do an activity that will help you work on your listening, speaking, and questioning skills.
3. Take a look at the "Getting Acquainted" Worksheet. Note that you will be interviewing your partner using these questions and that your partner will be interviewing you.
4. Interview your partner and have him/her interview you. Be sure to note your partner's answers clearly on the worksheet. You will have 10–15 minutes total to finish the activity.
5. Once you are done with the interview and the worksheet, turn in your worksheet and receive one from a different member of the class.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

<ol style="list-style-type: none"> 6. Give the students 10–15 minutes total to finish interviewing each other. 7. Once everyone has finished, collect the worksheets and redistribute them to different students, keeping one for yourself. 8. Demonstrate the “introduction” process by introducing the student whose responses are on the worksheet you have. Provide the introduced student an opportunity to respond or make corrections on the information. Have the rest of the students introduce each other. Invite each introduced student to respond. 9. Wrap up by reiterating the importance of knowing each other well to create a better classroom community. Encourage students who share interests, hobbies, or career aspirations to get together outside of class so that they can get to know each other better. 	<ol style="list-style-type: none"> 6. Introduce the student described on the new worksheet to the rest of the class. When you are introduced, point out anything wrong or missing from the information. 7. Note once again the importance of getting to know each other as well as possible. And if you learned in this exercise that you have something in common with a classmate (for example, a hobby, an interest, or a career goal), get together with him/her outside of class so that you can get to know each other better.
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ASSESSMENT (student performance)
 Students, working in pairs, interview each other and record notes on the “Getting Acquainted” Worksheet so that another student can provide a successful introduction. Students evaluate the accuracy of their introduction.

RELATED AND/OR OUTSIDE ACTIVITIES

- Have students use the “Getting Acquainted” Worksheet to interview a parent or another significant adult and to be interviewed by him or her.
- Work with another class to create student pairs, one from each class. Then, have students introduce each other. Stress that community must be built not only in one’s own classroom, but throughout the rest of the school as well.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Share knowledge
- Organize and apply academic information from a variety of sources
- Understand that school success is the preparation to make the transition from student to community member
- Develop skills to locate, evaluate, and interpret career information
- Learn how to interact and work cooperatively in teams
- Use research and information resources to obtain career information
- Demonstrate cooperative behavior in groups

SCANS Secretary's Commission on Achieving Necessary Skills

- Allocate human resources and plan work accordingly
- Apply appropriate technology to accomplish tasks
- Teach others new skills

Education for Employment

- Apply speaking and listening skills
- Demonstrate clear, effective writing skills
- Exhibit positive personal attributes and self-esteem

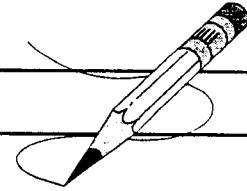
NCDG National Career Development Guidelines

- Skills to interact with others
- Knowledge of the interrelationship of life roles

ADDITIONAL INFORMATION
 This activity would be an excellent one to use at or near the beginning of the school year.

Getting Acquainted

Name _____ Date _____



Directions: Use the questions below to interview your partner and find out more about him or her. Be sure to listen carefully to your partner's answers and to take good notes, since another student will be telling your classmates about your partner as part of the activity.

1. What is your full name (first name, middle initial, and last name)?
2. Where were you born?
3. Where do you live now?
4. What is your favorite TV show? Why?
5. What are your hobbies? How did you learn about them?
6. What is your strongest school subject? What other talents do you have to offer the class?
7. What would you like more help with at school?
8. What would you like other students in the class to know about you?
9. Describe one of the greatest experiences of your life.
10. What careers have you considered? Which one sounds the best, and why?

Nonverbal Communication

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
✓	Social Studies/Economics
	Technical Education

INTRODUCTION

Students act out scenes using gestures instead of words. They discuss how the same nonverbal gestures can be used to communicate similar or very different feelings and thoughts. They consider problems caused when nonverbal cues are ambiguous.

OBJECTIVE (student competency)

Interpret meanings communicated by gestures rather than words.

MATERIALS AND PREPARATION

- "Nonverbal Communication" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Lead a class discussion of ways to communicate your thoughts and feelings to another person without saying anything. For example, a person might frown and turn up a hand to indicate that he or she is confused instead of saying, "I don't understand." 2. Ask each student to complete a "Nonverbal Communication" Worksheet. 3. Discuss what is being communicated by each of the gestures described on the sheet. 4. Ask students to choose a partner and plan a scene wherein they act out a minimum of five nonverbal gestures from the activity sheet. 5. Direct the partners to perform their scenes for the class. Following each scene, ask the class to identify the meaning of the nonverbal gestures they witnessed. 6. Lead a discussion of how the same nonverbal gestures can be used to communicate similar or very different feelings and thoughts. 7. Ask the class to consider how communication problems can occur if nonverbal cues are ambiguous. 	<ol style="list-style-type: none"> 1. Discuss ways to communicate your thoughts and feelings to another person without saying anything. For example, a person might frown and turn up a hand to indicate that he or she is confused instead of saying, "I don't understand." 2. Complete the "Nonverbal Communication" Worksheet as directed. 3. Discuss what is being communicated by each of the gestures described on the sheet. 4. Choose a partner and plan a scene to act out a minimum of five nonverbal expressions or gestures from the activity sheet. 5. Describe the meanings of the nonverbal gestures in each scene your classmates perform. 6. Discuss how the same nonverbal gestures can be used to communicate similar or very different feelings and thoughts. 7. Consider how communication problems can occur if nonverbal cues are ambiguous.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

ASSESSMENT (student performance)

Act out scenes where you practice expressing thoughts or feelings nonverbally. Verbalize the meanings of non-verbal gestures that you witness.

RELATED AND/OR OUTSIDE ACTIVITIES

- Direct students to describe situations they have experienced recently that demonstrate "nonverbal communicators." Ask them to analyze whether or not the meaning of the nonverbal communication came across accurately or if it was an ambiguous message.

RELATED STANDARDS**The National Standards for School Counseling Programs**

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Learn and apply critical thinking skills
- Learn to work cooperatively with others as a team member
- Distinguish between appropriate and inappropriate behaviors
- Understand the need for self-control and how to practice it
- Know that communication involves speaking, listening, and nonverbal behavior

NCDG National Career Development Guidelines

- Skills to interact with others

SCANS Secretary's Commission on Achieving Necessary Skills

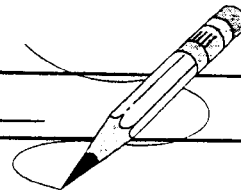
- Acquire and evaluate information
- Demonstrate sociability and interpersonal skills
- Interpret and communicate information
- Participate in team efforts
- Reason by using logical thought processes

Education for Employment

- Recognize personal capabilities

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

Nonverbal Communication



Name _____ Date _____

Directions: After each item, first describe briefly what the gesture would *most likely* mean to you if you witnessed it. Make any assumptions that you feel are necessary. Then list any other meanings that the gesture could have. Note the first example.

Nonverbal Communicators	Meaning
Smile widely	<i>The person is happy about something, amused, or embarrassed.</i>
Pull another person toward you	
Push another person away	
Stretch your arms or legs	
Frown at another person	
Push out your lower lip	
Wave to another person	
Look into another person's eyes	
Touch another person	
Sit close to another person	
Avoid eye contact with another person	
Wink at another person	
Sit with arms crossed in front of you	
Hold hands with another person	
Yawn as another person speaks	
Stick your tongue out at another person	
Show tears on your face	
Nod your head up and down	
Shake your head from side to side	
Raise your eyebrows	

Are You Listening?

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
✓	Social Studies/Economics
	Technical Education

INTRODUCTION

Students are paired in this activity—each with a story to tell. Paired students are instructed to tell their stories simultaneously and then respond to questions about each other's stories. The stories are told a second time with only one person speaking at a time. Student's respond to questions about each other's stories a second time and take note of the increased recall when one person speaks at a time.

OBJECTIVE (student competency)

Listen to a story told by a classmate and its recall factual information.

MATERIALS AND PREPARATION

- "I Said, You Said" Worksheet
- a timer to set for the three minute stories and summaries
- copies of two or three current high interest newspaper stories to demonstrate the 5 W's (optional)

TEACHER ACTIVITIES

1. Tell students a day or two before class that they should be prepared to share a anecdote with one of their classmates for not longer than three minutes. This could be something funny or scary that happened to them, an event they attended, a trip they took, etc.
2. Review the 5 W's: who, what, when, where, why/how and their importance in telling a complete story. (Optional—show students some examples from current high interest newspaper articles.)
3. Encourage students to make a written outline of their stories following the 5 W's and to practice telling them at home to a parent or another adult.
4. Pair the students, and, at your command, have all pairs begin telling their stories to each other at the same time. Set a timer to stop the students after three minutes.
5. Distribute "I Said, You Said" Worksheets. Ask students to fill in Part I for no more than three minutes.
6. Ask students to repeat their stories with only one

STUDENT ACTIVITIES

1. Be prepared to share a story with one of your classmates for not longer than three minutes. This could be something funny or scary that happened to you an event you attended, a trip you took, etc.
2. Review the 5 W's: who, what, when, where, why/how and their importance in telling a complete and understandable story.
3. Make a written outline of your story following the 5 W's and practice telling it at home to your parent or another adult.
4. Find your partner, and when your teacher tells you to do so, tell your stories to each other at the same time. Stop after three minutes.
5. Fill in Part I of the "I Said, You Said" Worksheet.
6. Repeat telling your story to your partner while he or she does not speak. Listen to your partner's story without speaking. You each have three minutes to tell your stories.
7. Fill in Part II of the worksheet.
8. Discuss the following:
 - a) any frustration you experienced during the first

Adapted from "How to...Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

<p>person speaking at a time. Allow three minutes for each student to tell his or her story (six minutes total for each pair).</p> <p>7. Ask students to fill in Part II of the worksheet for no more than three minutes.</p> <p>8. Conclude the activity by discussing:</p> <ul style="list-style-type: none"> a) any frustration experienced during the first story telling b) the increased recall in the second story telling c) times when it is especially important to listen and not talk (for classroom directions, important announcements, <i>etc.</i>) 	<p>story telling</p> <ul style="list-style-type: none"> b) the increased recall you experienced in the second activity c) times when it is especially important to listen and not talk
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ASSESSMENT (student performance)

Use the "I Said, You Said" Worksheet to assess your ability to listen to your partner's story.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Demonstrate dependability, productivity, and initiative
- Become self-directed and independent learners
- Develop an awareness of personal abilities, skills, interests, and motivations
- Identify personal strengths and assets
- Use effective communication skills
- Know that communication involves speaking, listening, and nonverbal behavior

SCANS Secretary's Commission on Achieving Necessary Skills

- Demonstrate self-management and self-discipline
- Interpret and communicate information
- Listen well and respond to verbal messages
- Speak clearly and coherently

Education for Employment

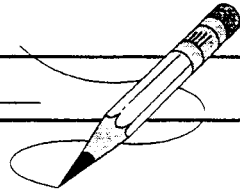
- Apply speaking and listening skills
- Establish positive interpersonal relationships
- Recognize personal capabilities

NCDG National Career Development Guidelines

- Awareness of the importance of growth and change
- Knowledge of the influence of a positive self-concept
- Skills to interact with others

I Said, You Said

Name _____ Date _____



Directions: Fill in Part I after you and your partner have told your stories at the same time. Fill in Part II after each of you have listened to the other's story without talking. Compare your results and make conclusions.

PART I *I said "..."*

Who or what is this story about? _____

What happened to him, her, or it? _____

When did it happen? _____

Where did it happen? _____

Why or how did it happen? _____

PART I *You said "..."*

Who or what is this story about? _____

What happened to him, her, or it? _____

When did it happen? _____

Where did it happen? _____

Why or how did it happen? _____

PART II *I said "..."*

Who or what is this story about? _____

What happened to him, her, or it? _____

When did it happen? _____

Where did it happen? _____

Why or how did it happen? _____

PART II *You said "..."*

Who or what is this story about? _____

What happened to him, her, or it? _____

When did it happen? _____

Where did it happen? _____

Why or how did it happen? _____

Sharing A Skill

Curriculum Areas	
	All subjects
✓	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students identify areas in which they are skilled. They then make oral presentations to demonstrate these skills and to explain how they were acquired. As members of the audience, students evaluate the presentations of their classmates.

OBJECTIVE (student competency)

Recognize a skill you have and teach it to others.

MATERIALS AND PREPARATION

- "Share a Skill" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Challenge students to create a list of specific skills they have developed. For example, they could be skilled at playing the trumpet, making lasagna, knitting scarves, communicating in sign language, jumping rope, drawing cartoons, changing a bicycle tire, training a pet, doing a dance step, or programming computers. 2. Distribute the "Share a Skill" Worksheet. Challenge each student to choose one skill from his or her list and to prepare a 5–10 minute presentation on it. Ask each student to do the following: <ol style="list-style-type: none"> a) demonstrate the skill b) teach the class what is involved in learning the skill 3. Encourage students to use a videotape in lieu of the demonstration part of the presentation. 4. Remind students that they will be evaluated on preparedness, knowledge of the skill, and clarity. 5. (optional) Model the process by demonstrating one of your skills, such as preparing a lesson or creating a bulletin board display. 6. Give each student an opportunity to present while the rest of the class listens. 7. Invite students to provide feedback following each presentation. 	<ol style="list-style-type: none"> 1. Create a list of specific skills you have developed. For example, you could be skilled at playing the trumpet, making lasagna, knitting scarves, communicating in sign language, jumping rope, drawing cartoons, changing a bicycle tire, training a pet, doing a dance step, or programming computers. 2. Read the directions on the "Share a Skill" Worksheet. For homework, choose one skill from your list and prepare a five to ten minute presentation in which you: <ol style="list-style-type: none"> a) demonstrate the skill b) teach the class what is involved in learning the skill. 3. (optional) Videotape your demonstration of the skill instead of performing it. 4. Complete the activity sheet and prepare for your presentation. Rehearse your delivery. 5. Understand that you will be evaluated on your preparedness, your knowledge of the skill, and the clarity of your presentation. 6. Make your presentation. 7. Listen respectfully to each speaker and provide constructive feedback after each presentation.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

ASSESSMENT (student performance)

Demonstrate a personal skill and describe how you acquired it in a presentation to your classmates.

RELATED AND/OR OUTSIDE ACTIVITIES

- Ask students to demonstrate their skills to younger students.
- Set up four demonstration areas in the classroom (in lieu of the class presentations) so that four students are presenting at the same time. Divide other students into four groups and rotate the groups around the room until each group has seen each presentation. This would provide a less stressful presentation environment and an opportunity for students to improve their presentations in response to feedback.

RELATED STANDARDS**The National Standards for School Counseling****Programs**

- Share knowledge
- Develop an awareness of personal abilities, skills, interests, and motivations
- Identify personal strengths and assets
- Use effective communication skills
- Demonstrate a respect and appreciation for individual and cultural differences

NCDG National Career Development Guidelines

- Knowledge of the importance of self-concept
- Skills to interact with others
- Awareness of the benefits of educational achievement
- Awareness of the relationship between work and learning

SCANS Secretary's Commission on Achieving Necessary Skills

- Interpret and communicate information
- Speak clearly and coherently
- Teach others new skills

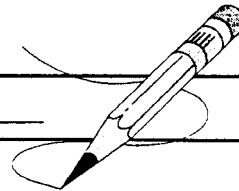
Education for Employment

- Apply speaking and listening skills
- Identify and develop personal interests
- Recognize personal capabilities

ADDITIONAL INFORMATION

Encourage parents to help students plan their demonstrations.

Share a Skill



Name _____ Date _____

Directions: Prepare a 5–10 minute presentation in which you demonstrate a skill you have developed and teach your classmates what is involved in learning this skill. For example, if you choose to share your skill at playing an instrument, you might demonstrate your skill by playing a part of a musical piece and then share step by step how you learned what you know up to this point. Begin preparing for your presentation by providing the information requested below.

Skill: _____

How will you demonstrate this skill?

What steps did you take to learn this skill? (List additional steps on the back of this page if necessary.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What materials will you need for your presentation?

Evaluation: After your presentation, your classmates will provide feedback on the following:

- a) how *well prepared* you were; how organized and “rehearsed” you appeared to be for the presentation
- b) how *knowledgeable* you were about the skill
- c) how *clearly you described* the process of learning the skill.

Expressing Feelings

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
✓	Social Studies/Economics
	Technical Education

INTRODUCTION

Students think of the many different ways in which feelings can be expressed, both verbally and non-verbally, and record their ideas.

OBJECTIVE (student competency)

Analyze a set of feelings in terms of the verbal and nonverbal behaviors they elicit.

MATERIALS AND PREPARATION

- "Showing Feelings" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Distribute the "Showing Feelings" Worksheets to students. Instruct students to complete the first part, citing two verbal and two nonverbal behaviors that demonstrate the feelings listed. 2. List these feelings on the board. 3. Ask the students to report their responses for each feeling and record them on the chalkboard. 4. Lead a discussion of the similarities and differences in their responses and emphasize the variety of ways a particular feeling can be expressed. Note that the variety of responses reflects the variety of unique personalities and cultures in the classroom. 5. Ask students to think of some different feelings and the ways in which they might be expressed. Ask them to complete the second part of the worksheet. This could be completed at another session or as a homework assignment. 	<ol style="list-style-type: none"> 1. Complete the first table on the "Showing Feelings" Worksheet. 2. Report your responses to the class. 3. Consider the responses you and your classmates provided. Do any of them seem strange to you? Why are there so many? Are some responses more common than others? Explain your views to the class. 4. Think of some feelings that were not mentioned in the discussion. Think of ways in which people might express these feelings, both verbally and non-verbally. 5. Complete the second table on the activity sheet as assigned.

ASSESSMENT (student performance)

Create a list of verbal and nonverbal behaviors that show feelings.

RELATED STANDARDS

The National Standards for School Counseling

Programs

- Learn how to use conflict management skills with peers and adults
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Learn techniques for managing stress and conflict

NCDG National Career Development Guidelines

- Knowledge of the importance of self-concept
- Skills to interact with others
- Awareness of the importance of growth and change

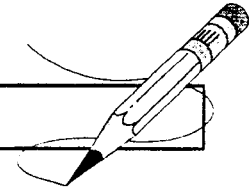
SCANS Secretary's Commission on Achieving Necessary Skills

- Acquire and evaluate information
- Demonstrate sociability and interpersonal skills
- Listen well and respond to verbal messages
- Speak clearly and coherently
- Think creatively

Education for Employment

- Establish positive interpersonal relationships
- Recognize social institutions and values

Showing Feelings



Name _____ Date _____

Directions: Complete the following table by entering ways to express each listed feeling using words (that is, with a *verbal behavior*). Then think of some other feelings and different ways to express them. Enter your ideas in the table on the next page.

Feeling	Verbal behavior	Nonverbal behavior
HAPPINESS		
ANGER		
SADNESS		
FEAR		
LONELINESS		
EXCITEMENT		

Feeling	Verbal behavior	Nonverbal behavior

Feelings and Choices

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students pose hypothetical situations that could provoke strong emotional reactions. The students try to anticipate what their reactions would be in these situations, which are then analyzed in a class discussion.

OBJECTIVE (student competency)

Recognize that there are often many ways to react to an emotional situation.

MATERIALS AND PREPARATION

- "What Would I Do" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students to complete the "What Would I Do?" Worksheet. 2. Encourage students to share their responses to each item on the sheet. 3. Lead a discussion on the emotional nature of some of these reactions. 4. Challenge students to speculate on the possible consequences of each reaction. 5. Ask students if they would change their original responses given this more thorough analysis. 6. Discuss choosing our responses and how we are responsible for their consequences. Stress the importance of thinking (considering consequences) before responding. 	<ol style="list-style-type: none"> 1. Complete the "What Would I Do?" Worksheet. Place yourself in these situations and answer the questions as honestly as you can. There are no right or wrong answers. 2. Share your answers with the class. 3. Talk about how you would feel if these things happened to you and what you might do. 4. Think about what might happen if you acted in that way. Would things be better or worse? 5. Think about your first answer. Would you change it now that you have thought about what might happen? Why or why not? 6. Talk about thinking before you act.

ASSESSMENT (student performance)

Choose one of the situations from the activity sheet and explain (orally or in writing) why you would or would not change your original response. As part of this explanation, describe the consequences of several alternative reactions.

RELATED AND/OR OUTSIDE ACTIVITIES

- Challenge each student to create his or her own hypothetical situations. Ask them to provide possible responses to be discussed by the class.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Take responsibility for their actions
- Learn how to use conflict management skills with peers and adults
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Understand consequences of decisions and choices

NCDG National Career Development Guidelines

- Knowledge of the importance of self-concept
- Skills to interact with others
- Awareness of the importance of growth and change
- Understanding how to make decisions

SCANS Secretary's Commission on Achieving Necessary Skills

- Demonstrate self-management and self-discipline
- Demonstrate sociability and interpersonal skills
- Understand how to work within social, organizational and technical systems

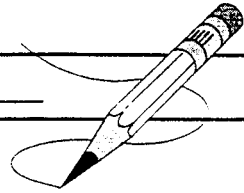
Education for Employment

- Establish positive interpersonal relationships

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

What Would I Do?

Name _____ Date _____



Directions: Pick the way (a, b, or c) you think you would react in the following situations. Make any assumptions you think are necessary. (For example, it may matter very much which fellow student it is who calls you “dumb.”)

If you would choose to do something other than “a, b, or c,” fill in the blank.

1. A classmate calls you stupid. What would you do?
 - a) Say, “I’m smarter than you.”
 - b) Ignore the person.
 - c) Plan to get even with the person.
 - d) _____

2. Your teacher says you are doing much better in your written work. What would you do?
 - a) Smile.
 - b) Feel embarrassed.
 - c) Ask, “What was wrong with my written work before?”
 - d) _____

3. Your little brother left your CD player on and the batteries are dead. What would you do?
 - a) Say nothing and decide to put your things away in the future.
 - b) Tear up something of his.
 - c) Tell your mother what an inconsiderate brat he is.
 - d) _____

4. Your best friend is invited to a party and you aren’t. What would you do?
 - a) Say, “I wouldn’t want to go anyway.”
 - b) Tell him or her you’ll be mad if he or she goes when you can’t.
 - c) Ask if you can go, too.
 - d) _____

5. Your teammate makes an error that costs your team the game. What would you do?
 - a) Pat him or her on the back and say “That’s all right. You played a good game.”
 - b) Ignore what happened and not say a word.
 - c) Say, “You idiot! How could you miss that? I could have caught that in my sleep!”
 - d) _____

Coping with Stress

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
✓	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
✓	Social Studies/Economics
	Technical Education

INTRODUCTION

Students discuss several stressful situations in their lives and evaluate ways of coping with them.

OBJECTIVE (student competency)

Examine stressful situations and evaluate ways of coping.

MATERIALS AND PREPARATION

- "Stress-O-Meter" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Define stress (a mentally or emotionally disquieting influence, that which upsets someone, pressure, <i>etc.</i>). Describe two situations that have caused you stress. 2. Ask each student to complete a "Stress-O-Meter" Worksheet. 3. Ask students to describe in writing at least four specific occasions when they have felt they were under pressure, uptight, upset, or tense. 4. Direct students to form small groups of three or four. Ask each group to select four or five stressful situations from those the members have previously described and write one suggestion for coping with each. 5. Ask each group to share one or two examples with the class. 6. Discuss some of the negative ways (<i>e.g.</i>, complaining, misplaced aggression, giving up) to react to stress. Warn students about the dangers of these reactions. 7. Lead a discussion on ways to cope with stress. Some examples follow: 8. Try to deal with the cause of the problem. <ol style="list-style-type: none"> a) Get involved in physical activity to let off steam. b) Step back from the situation for a few minutes. 	<ol style="list-style-type: none"> 1. Listen as your teacher defines stress and describes two stressful situations. 2. Complete the "Stress-O-Meter" Worksheet. 3. Think of at least four specific situations that have caused you stress—times when you felt pressured, uptight, or upset. (The worksheet should have stirred up some memories.) Describe these stressful situations in writing. 4. Form a small group with two or three other students. 5. Help your group select four or five stressful situations from those the members have described in writing. Write down one suggestion for coping with each selected situation. 6. Share one or two of your group's suggestions with the class. 7. Participate in the class discussion of negative reactions to stress. Name some of the dangers of these "natural" reactions. 8. Participate in the class discussion of positive ways to cope with stress.

Adapted from "How to...Career Development Activities". School of Education
University of Wisconsin-Madison, 1999

- c) Make a joke.
- 9. Ask others for help.

ASSESSMENT (student performance)

Describe and critique the suggestions your group offered for handling stress. Defend or discard each suggestion in light of classroom discussion.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Take responsibility for their actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Share knowledge
- Develop an awareness of personal abilities, skills, interests, and motivations
- Learn how to use conflict management skills with peers and adults
- Learn to work cooperatively with others as a team member
- Distinguish between appropriate and inappropriate behaviors
- Demonstrate cooperative behavior in groups
- Apply effective problem-solving and decision-making skills to make safe and healthy choices

SCANS Secretary's Commission on Achieving Necessary Skills

- Demonstrate self-management and self-discipline
- Demonstrate sociability and interpersonal skills
- Interpret and communicate information
- Participate in team efforts
- Solve problems and develop action plans
- Understand how to work within social, organizational and technical systems
- Value integrity and honesty, act ethically

Education for Employment

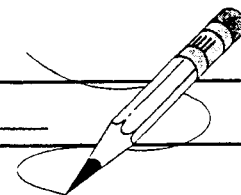
- Accept responsibility for doing the job well
- Establish positive interpersonal relationships
- Practice good health and safety habits
- Recognize personal capabilities
- Use reasoning and problem-solving skills

NCDG National Career Development Guidelines

- Skills to interact with others
- Awareness of the importance of growth and change
- Understanding how to make decisions

Adapted from "How to...Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

Stress-O-Meter



Name _____ Date _____

Directions: Think about how stressed each of the following situations would make you feel. Circle the number on the “Stress-O-Meter” to indicate the amount of stress from 0 (meaning no stress at all) to 10 (meaning total panic). There are no right or wrong answers. Just be as honest as you can.

Situation	No problem	A little nervous	Sweating slightly	Sweating bullets	Can't think	Total panic					
Taking a math test	0	1	2	3	4	5	6	7	8	9	10
Playing a new sport in gym	0	1	2	3	4	5	6	7	8	9	10
Being called on in class	0	1	2	3	4	5	6	7	8	9	10
Giving a speech	0	1	2	3	4	5	6	7	8	9	10
Taking a spelling test	0	1	2	3	4	5	6	7	8	9	10
Receiving an award	0	1	2	3	4	5	6	7	8	9	10
Attending first day in a new school	0	1	2	3	4	5	6	7	8	9	10
Working in a group	0	1	2	3	4	5	6	7	8	9	10
Going to the dentist	0	1	2	3	4	5	6	7	8	9	10
Visiting someone in the hospital	0	1	2	3	4	5	6	7	8	9	10
Getting yelled at	0	1	2	3	4	5	6	7	8	9	10
Losing a schoolbook	0	1	2	3	4	5	6	7	8	9	10
Meeting new people	0	1	2	3	4	5	6	7	8	9	10
Watching a scary movie	0	1	2	3	4	5	6	7	8	9	10
Getting lost	0	1	2	3	4	5	6	7	8	9	10
Arguing with a friend	0	1	2	3	4	5	6	7	8	9	10
Arguing with a parent	0	1	2	3	4	5	6	7	8	9	10
Getting grounded	0	1	2	3	4	5	6	7	8	9	10
Getting a bad grade	0	1	2	3	4	5	6	7	8	9	10
Breaking a lamp	0	1	2	3	4	5	6	7	8	9	10
Losing a game for your team	0	1	2	3	4	5	6	7	8	9	10

Techniques for Decision Making

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students are introduced to the three basic elements of the decision-making process: defining the situation, brainstorming alternative solutions, and determining consequences. They practice applying these basics individually and as a class.

OBJECTIVE (student competency)

Apply decision-making techniques to address three of your personal problems or concerns.

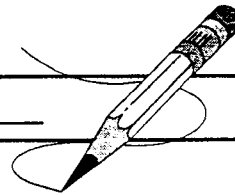
MATERIALS AND PREPARATION

- "Decision Making" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Present and explain vocabulary words related to decision making: "When we have a decision to make, we must think of alternatives from which to choose. An <i>alternative</i> is one of a number of things from which one must be chosen. Each alternative will have different <i>consequences</i>. A consequence is what will happen after we act on an alternative. Some alternatives involve <i>risks</i>. A risk is a possible consequence. Sometimes we consider risks because we don't know ahead of time what will happen." 2. Ask students to complete the first column of the "Decision Making" Worksheet by describing three decisions they must make in the near future. 3. Encourage volunteers to share what they have written on their activity sheets. 4. Select one decision (from among those volunteered by students) for the class to work through as an example. 5. Ask students to brainstorm alternative solutions and record them on the board. 6. Ask students to state consequences or risks for each alternative. List these on the board. 7. Remind the class that while it is often a good idea 	<ol style="list-style-type: none"> 1. Listen to your teacher's presentation on vocabulary. Ask questions if you do not understand any of the key terms. 2. Think about three decisions you have to make in the near future. 3. Complete the first column of the "Decision Making" Worksheet. 4. Share any decisions you feel comfortable discussing with the class. 5. Consider volunteering one of your decisions to be considered by the entire class. 6. Participate actively in the group process, brainstorming alternatives and determining consequences/risks. 7. Complete the "Decision Making" Worksheet.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

Decision Making



Name _____ Date _____

Directions: Think of three decisions you have to make. Complete the following table to start your decision-making process.

Decision to be made	Alternatives (Things I could do)	Consequences/risks (If I do this, what will/might happen?)
1.	1a.	
	1b.	
	1c.	
2.	2a.	
	2b.	
	2c.	

Decision to be made	Alternatives (Things I could do)	Consequences/risks (If I do this, what will/might happen?)
3.	3a.	
	3b.	
	3c.	

IDEAL Decisions

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students evaluate three decisions they have made recently. They are then introduced to the "IDEAL" process and practice applying it to a decision they have yet to make.

OBJECTIVE (student competency)

Apply the "IDEAL" decision-making process to a situation in your life.

MATERIALS AND PREPARATION

- "Decisions! Decisions! (Parts I and II)" Worksheets

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students to complete Part I of the "Decisions! Decisions!" Worksheet. 2. Discuss the student evaluations of their decisions. Ask them to identify weaknesses in their decision-making methods. 3. Outline and explain the following steps in making an "IDEAL" decision: <ol style="list-style-type: none"> a) I = Identify the situation. b) D = Describe options. c) E = Evaluate what might happen. d) A = Act out a plan. e) L = Learn from your decision. 4. Ask students to complete Part II of the worksheet. 5. Ask if any students had special difficulties in coming to a decision in Part II. Request a volunteer to have his or her decision discussed by the class. 6. Apply the IDEAL process to the volunteer's decision as a class. 7. Lead a discussion on how people often seek help in completing the IDEAL process. Ask students to compare the brainstorming capacity of the entire class to that of just one student. Ask if there are any negative aspects to group decision making. 	<ol style="list-style-type: none"> 1. Think of three decisions you have recently made. (These could be anything from selecting a topic for an English paper to deciding to watch a certain TV show to choosing an ice cream flavor.) 2. Complete Part I of the "Decisions! Decisions!" Worksheet. 3. Participate actively in the discussion on "IDEAL" decision making. How "IDEAL" were the three decisions you just made? 4. Think of a choice you will soon be asked to make. Apply an IDEAL process to this situation by completing Part II of the "Decisions! Decisions!" Worksheet. (The last section will be completed after you have acted out your plan.) 5. Consider volunteering your current decision for analysis by the whole class. 6. Help your class apply the IDEAL process to one problem situation. 7. Participate in the group discussion on how others can help you make decisions. When are others most helpful? Can they sometimes hinder the process? Explain.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison. 1999

ASSESSMENT (student performance)

Describe your use of the IDEAL process in making a decision in your life.

RELATED STANDARDS**The National Standards for School Counseling****Programs**

- Learn and apply critical thinking skills
- Learn to make decisions
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems

NCDG National Career Development Guidelines

- Understanding how to make decisions

SCANS Secretary's Commission on Achieving Necessary Skills

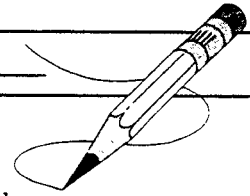
- Interpret and communicate information
- Reason by using logical thought processes
- Think creatively
- Use decision-making skills to achieve positive results

Education for Employment

- Recognize personal capabilities
- Use reasoning and problem-solving skills

Decisions! Decisions! (Part I)

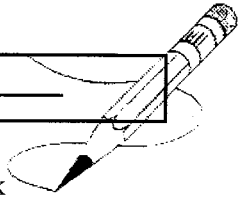
Name _____ Date _____



Directions: In the first column, list three situations in which you had to make a decision this week. In the second column, describe the choice you made. In the third, give the reasons you made this choice. In the fourth, say whether you think you made the right choices, and explain why or why not.

Situation	Choice made	Reasons	Evaluation

Name _____ Date _____



Directions: The decisions you made in Part I were perhaps less the IDEAL. Think of a decision you need to make soon that is appropriate to share with the class. Apply the IDEAL decision-making process to it. Document your process in the the table below.

Identify the situation. (Define the problem in detail.)	
Describe options. (List all the things that you could do.)	Evaluate possible consequences. (List what might happen for each option.)

Act out a plan.

(Describe in detail what you are going to do and then follow through.)

Learn from your decision.

(Describe the outcome of your decision and explain what you learned from it.)

Obstacles to Making Decisions

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students complete a short reading and a follow-up activity that asks them to think about the circumstances that sometimes hinder them from making sound decisions.

OBJECTIVE (student competency)

Identify and analyze obstacles which inhibit the process of making satisfying decisions.

MATERIALS AND PREPARATION

- "Influences on Decisions" Student Note
- "Identifying Your Own Obstacles" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students to read the "Influences on Decisions" Student Note. 2. Ask students to identify a career/school decision that they are currently facing (<i>e.g.</i>, what courses to take, what careers to consider, <i>etc.</i>) or one that they have abandoned (choosing not to decide). 3. Ask students to complete the "Identifying Your Own Obstacles" Worksheet. 4. Discuss whether the obstacles identified are real or only misconceptions that can be changed. 5. Ask students to suggest ways in which they can change or cope with the misconceptions or attitudes involved. 	<ol style="list-style-type: none"> 1. Read the "Influences on Decisions" Student Note. 2. Think of either a career/school decision that you are currently facing or one that you have recently abandoned (choosing not to decide). This could be a decision about next semester's class schedule or it could be a career interest that you have never fully investigated. 3. Complete the "Identifying Your Own Obstacles" Worksheet to single out the internal and external obstacles that are keeping you from making a real decision on this issue. 4. Think about the obstacles you have identified. Are they real or only imagined? Why do you think this? Is there anything you can do to make these obstacles disappear? Share your ideas with the class.

ASSESSMENT (student performance)

Describe in detail (orally or in writing) the obstacles to your decision.

RELATED STANDARDS

The National Standards for School Counseling Programs

- Articulate feelings of competence and confidence

as a learner

- Accept mistakes as essential to the learning process
- Identify attitudes and behaviors which lead to successful learning
- Learn to make decisions
- Develop a positive attitude toward work and learning
- Apply decision-making skills to career planning, course selection, and career transitions
- Identify alternative ways of achieving goals
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Learn coping skills for managing life events

NCDG National Career Development Guidelines

- Knowledge of the importance of growth and change
- Skills to make decisions
- Knowledge of the interrelationship of life roles
- Understanding the process of career planning
- Understanding the influence of a positive self-concept
- Skills to interact positively with others
- Understanding the impact of growth and development
- Understanding the relationship between educational achievement and career planning
- Understanding the continuous changes in male/female roles
- Skills in career planning

SCANS Secretary's Commission on Achieving Necessary Skills

- Acquire and evaluate information
- Exhibit self-esteem
- Interpret and communicate information
- Think creatively
- Use decision-making skills to achieve positive results

Education for Employment

- Develop responsibility for career planning
- Use reasoning and problem-solving skills
- Use reasoning skills to comprehend and process information

Influences On Decisions

Name _____ Date _____



Introduction

Most people experience obstacles when making decisions. Sometimes these obstacles seem so overwhelming that people feel they have no power to decide—that decisions have been made for them. By identifying the particular obstacles that you face, you take the first step to overcoming them.

Decision making does not happen in a vacuum. Your decisions have an impact on your life; likewise, your life situation influences what decisions you make and how you make them.

The society in which you grow up, your family background, your present family, your peers, and the way you feel about yourself all influence the decisions that you make. Sometimes these factors make decisions easier. For instance, a friend who encourages you may help build your confidence and, therefore, make the final decision less difficult.

These very same factors, however, can also act as obstacles to decision making. For example, many female students might like to pursue careers (such as law, engineering, *etc.*) that are traditionally considered to be male occupations. But instead of giving these careers serious thought, they may tend to dismiss these ideas. Family and peer pressure, lack of self-confidence, fear of failure, and gender-role stereotyping can combine to create a mental barrier, or obstacle, to these career paths.

Intimidated by Obstacles

- “I would like to change jobs, but I have my family to think about.”
- “The reason I haven’t made a decision is because I’m afraid.”
- “What I would really like to be is a lawyer, but I’ve given up on that because I know it’s so hard for women to succeed in law.”
- “I don’t know whether I’m going to apply for that job or not. Besides, they’re not going to choose a person of color.”
- “This job sounds exciting, but I’m too old to start something new.”

Do any of the preceding statements sound familiar? Do any of them remind you of something you have heard people say? Have you ever said or felt anything similar? It is likely that you can identify with a number of these statements. They represent some of the most common obstacles that people face when making career decisions.

An obstacle to a satisfying decision is anything or anyone that prevents you from adequately considering all of the alternatives. For example, one of the people quoted above said, “I’m too old to start something new.” When looking for a job, this person might not even consider some positions for which he or she is well qualified. Age stereotyping prevents this person from considering all of the possible alternatives.

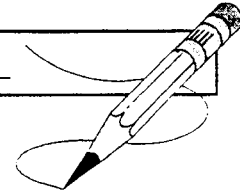
Internal and External Obstacles

Obstacles can be divided into two general categories: internal and external. Internal obstacles include your feelings. For example, in one of the quotes above, the person is afraid to make a decision. For this individual, fear is an internal obstacle.

External obstacles are those that originate in the person's environment, such as family responsibilities or age, race, and sex discrimination. While these external obstacles are sometimes very serious, they are often used as excuses. Thus, a woman puts off applying for a job because she has heard that the company is hostile to women in management positions. However, putting off a decision is actually the same as making a decision. People sometimes do not acknowledge this dangerous fact. It is too easy to think you are still trying to make up your mind when you have actually let the obstacles make your decision for you.

Identifying Your Own Obstacles

Name _____ Date _____



Directions: Think of a difficult school or career decision that you are facing. Describe this decision on the line provided. Then read through the lists of internal and external obstacles. Check the obstacles that are working to prevent you from facing your decision. Remember that an obstacle to a satisfying decision is anything or anyone that hinders you from completely considering your options.

School/Career Decision: _____

Internal Obstacles

- Fear of making the wrong decision
- Fear of taking a risk
- Fear of failure
- Fear of change
- Lack of self-confidence
- Ambivalence (that is, having conflicting feelings about the decision)
- Procrastination (putting things off)
- Stereotyping *of self* with respect to age, race, and gender (*e.g.*, I can't do that because I'm too old, I'm not white, I'm a man, I'm a woman, *etc.*)
- Other _____

External Obstacles

- Family expectations and responsibilities (*e.g.*, pressure to go into a specific career, bills to be paid, meals to be prepared, *etc.*)
- Societal stereotyping with respect to age, race, and gender (*e.g.*, you can't do something because you're too old, you're not white, you're a woman, you're a man, *etc.*)
- Other societal expectations (*e.g.*, to conform, to make money, to be successful, to be a good parent, *etc.*)
- Other _____

Problem Solving

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students identify feelings that surface during a conflict and participate in an activity that utilizes steps in problem solving.

OBJECTIVE (student competency)

Practice constructive ways to handle conflict in interpersonal relations.

MATERIALS AND PREPARATION

- "Steps in Problem Solving" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Explain that conflicts in friendships are often unavoidable. 2. Identify the feelings that surface in a conflict with a friend, teacher, parent, <i>etc.</i> Give some examples from your own life and ask students to volunteer examples from theirs. 3. Distribute copies of the "Problem-Solving Steps" activity sheet. 4. Divide class into groups of three students. 5. Ask students to identify a typical problem situation for their group to work out using the problem-solving steps. 6. Record the problem and the resolution on the activity sheet. 7. Ask students to share with the class the problems and results of handling conflict constructively. 	<ol style="list-style-type: none"> 1. Discuss the feelings that surface in a conflict with a friend, teacher, parent, <i>etc.</i> 2. Form groups of three students and read the directions on the "Problem-Solving Steps" activity sheet. 3. Identify a typical problem situation for your group to work out using the problem-solving steps. 4. Record the problem and the group's resolution on the activity sheet. 5. Talk about each problem and the ways in which it was handled by each group. What is the best way to handle conflict?

ASSESSMENT (student performance)

Participate in an activity that identifies a problem and outlines steps to solve it.

RELATED AND/OR OUTSIDE ACTIVITIES

- Ask students to use these steps to solve problems related to the curriculum.

RELATED STANDARDS

The National Standards for School Counseling

Programs

- Demonstrate dependability, productivity, and initiative
- Learn and apply critical thinking skills
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Learn to make decisions
- Learn how to use conflict management skills with peers and adults
- Learn to work cooperatively with others as a team member
- Recognize personal boundaries, rights, and privacy needs
- Respect alternative points of view
- Identify alternative solutions to a problem

SCANS Secretary's Commission on Achieving Necessary Skills

- Participate in team efforts
- Solve problems and develop action plans

Education for Employment

- Establish positive interpersonal relationships
- Recognize personal capabilities
- Use reasoning and problem-solving skills

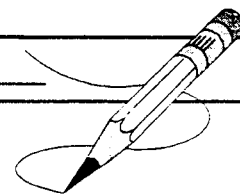
NCDG National Career Development Guidelines

- Skills to interact with others
- Knowledge of the importance of growth and change
- Skills to make decisions

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

Steps In Problem-Solving

Name _____ Date _____



Directions: In your group, identify a problem you would like to solve. Go through the following steps and take brief notes of your discussion.

1. Identify your problem: _____
2. How do you know that it's a problem? _____
3. Select three ways, or alternatives, to solve you problem:
 - a.) _____
 - b.) _____
 - c.) _____
4. Look at a), your first alternative, and predict its consequences (what will happen).

5. Look at b), your second alternative, and predict its consequences (what will happen).

6. Look at c), your third alternative, and predict its consequences (what will happen).

7. Choose one of you alternatives and make a plan to solve your problem. Write out each step.

Evaluate your progress—have you solved your problem? If not, consider your remaining alternatives and select the best one. You may have to create more alternatives and predict the consequences of each one. Continue this process until your problem is solved. When you have solved your problem, accept responsibility for the steps you have taken and for their consequences.

Solving Problems with Friends

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students work step by step through a conflict-resolution process, developing reasoning and problem-solving skills in a small-group setting.

OBJECTIVE (student competency)

Apply a problem-solving model to handle conflict in friendship in a constructive manner.

MATERIALS AND PREPARATION

- "Problem-Solving Steps" Student Note
- "A Problem with Marvin" Student Note (optional)
- four or five descriptions of hypothetical conflict situations (developed by teacher)

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Create four or five hypothetical conflict situations involving middle school students (or find some short readings describing conflict situations in a newspaper or periodical). 2. Direct a discussion on conflicts in friendship, using the following questions as guides: <ol style="list-style-type: none"> a) Who is your best friend? Do you ever fight? What sorts of things do you fight about? b) Do you know any people who used to be your friends, but aren't anymore? What happened? Why couldn't you resolve your _____? 3. Read the "Problem-Solving Steps" Student Note with students. Illustrate the steps with examples from a conflict situation. You may want to use the optional "Problem with Marvin" Student Note. 4. Divide the class into small groups. 5. Give each group a problem situation and ask them to work it out, using the problem-solving steps described on the student note. 6. Discuss the results. 7. Ask students to apply the same series of steps to a problem in their own lives (orally, in writing, or graphically on a problem-solving flow chart). 	<ol style="list-style-type: none"> 1. Participate actively in a class discussion on conflicts in friendships. 2. Read the "Problem-Solving Steps" Student Note and listen as your teacher illustrates the steps with a sample situation. 3. Help your group work through the steps in addressing the imaginary conflict provided by your teacher. (You will need to use your brainstorming and critical-thinking skills.) 4. Think critically while each group discusses its conflict resolution. Were the problem-solving steps followed in each case? How would you have proceeded differently? Why? Don't hesitate to join the discussion! 5. Select a conflict you are having with a friend, relative, or teacher. Apply the process you just learned to resolve this conflict. 6. Submit an oral or written report of how you applied the process to resolve your conflict and describe how effective it was.

Adapted from "How to...Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

ASSESSMENT (student performance)

Describe (orally, in writing, or graphically on a flow chart) how you applied the problem-solving steps to solve a conflict with another person.

RELATED AND/OR OUTSIDE ACTIVITIES

- Ask students to interview (using a set of questions developed in advance by the student or the class) a person whom they respect as a problem-solver to find out what steps he or she follows. The school principal could be a candidate.

RELATED STANDARDS**The National Standards for School Counseling Programs**

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Share knowledge
- Learn and apply critical thinking skills
- Develop an awareness of personal abilities, skills, interests, and motivations
- Learn to make decisions
- Use a decision-making and problem-solving model
- Identify alternative solutions to a problem
- Know how to apply conflict resolution skills

NCDG National Career Development Guidelines

- Skills to interact with others
- Knowledge of the importance of growth and change

SCANS Secretary's Commission on Achieving Necessary Skills

- Negotiate agreements and resolve conflicts
- Reason by using logical thought processes
- Think creatively
- Use decision-making skills to achieve positive results

Education for Employment

- Establish positive interpersonal relationships
- Recognize personal capabilities
- Recognize social institutions and values
- Use reasoning and problem-solving skills

Problem-Solving Steps



Name _____ Date _____

1. Recognize the problem.

Something is bothering you. At first you may not know what it is, but eventually it will come to you.

2. Identify and define the problem.

You need to state in very specific terms what your problem is. The more specific you are, the better your chances of solving the problem. Usually it helps to write the problem down.

3. Brainstorm alternatives for solving the problem.

Think of as many ways to solve the problem as you can. These are your "alternatives." You may want to ask other people to make additional suggestions. The more alternatives you have, the better. Be sure to keep track of all of your ideas.

4. Predict consequences for each alternative.

What will happen if you try each alternative? Whatever happens will be the "consequences." For each alternative, list as many consequences as you can. You may need to do some research to make educated predictions of the consequences.

5. Develop a plan for solving the problem.

Choose one of your alternatives by weighing the risks of negative consequences against the chances of success. (Your own personal values will play a big role in this selection.) Then write down each of the steps you need to take to implement this solution.

6. Take action toward solving the problem.

Follow the steps you have outlined.

7. Identify and address consequences of actions.

Do not blindly follow the steps. Pay attention to what happens as each step is taken. You may wish to explore some other alternatives.

8. **Apply the problem-solving process to any consequences that become problems in their own right.**

This is where things can get complicated. But sometimes there are no easy answers, and solving one problem can create other problems that also have to be solved. Be patient and address each new problem in the same, methodical way you are addressing the original problem.

9. **Evaluate and reevaluate throughout the process until the problem is either solved or deemed unsolvable.**

Don't feel locked into the solution you have outlined. You should constantly be asking yourself questions like "Is this working?" or "Should I be trying something different?" Often the best solutions only become apparent after you have tried some less ideal ones. The most important tool for problem solving is an open mind.

10. **Once the problem is solved (or deemed unsolvable), accept responsibility for the consequences.**

It is a sign of maturity to take responsibility for one's actions. This can be difficult sometimes, especially if you have taken pains to avoid negative consequences by using a careful problem-solving method. The good news is that this process minimizes negative consequences. It also makes it easier for you to explain why you did what you did.

11. **Evaluate the entire process.**

Applying hindsight, is there anything you would do differently? Were any choices made out of mere habit? Was the "solution" completely satisfying? If the problem was deemed unsolvable, was this the result of some shortcoming in the process? Should you have spent more time on different steps? Decide how you would apply the problem-solving steps differently in the future.

A Problem With Marvin

Name _____ Date _____



1. Recognize the problem.

Every time you see your friend Marvin you want to run away screaming. You and Marvin have been friends since kindergarten. What is making you feel this way?

2. Identify and define the problem.

You define the problem in this way: "Marvin has started eating liverwurst and jelly sandwiches for lunch. The very thought of this makes me feel sick to my stomach. It seems as if other kids are avoiding us in the cafeteria. (Not only is Marvin eating liverwurst and jelly sandwiches, but he chews with his mouth open.) The locker I share with Marvin is filled with the smell of liverwurst, and this smell is getting into my coat and books. Marvin's new sandwich is making me a social outcast."

3. Brainstorm alternatives for solving the problem.

You ask your friend Millie to help you think of different ways to address the LWJ (liverwurst and jelly) problem. Together you come up with the following options: (1) stop eating lunch with Marvin and start sharing Millie's locker; (2) offer to buy Marvin a hot lunch every day; (3) explain your feelings to Marvin and ask him to stop eating these sandwiches; (4) tell Marvin that he must choose between your friendship and LWJ; (5) tell your teacher that Marvin is stinking up your locker; and (6) introduce Marvin to peanut butter.

4. Predict consequences for each alternative.

You and Millie have mixed feelings about all of the options you identified. You now analyze the likely consequences of each option, creating a table like the one on the following page.

5. Develop a plan for solving the problem.

Substituting PBJ for LWJ seems like the best option. It is practically risk free and has a good chance of working. You could always try one of the other options if "Operation PBJ" fails. You therefore decide (1) to invite Marvin over to your house (after hiding all the liverwurst) and (2) to challenge him to a sandwich eating contest. Marvin, the fierce competitor, will not be able to refuse...

6. Take action toward solving the problem.

Marvin is invited to your house, and the contest begins....

7. Identify and address consequences of actions.

Unfortunately, Marvin takes one bite of his PBJ sandwich and spits it across the room. "What is that? It's awwwful!" he exclaims. "Who in the world eats food like that?" You now have another problem—a peanut-butter-and-jelly blob on the wall.

8. Apply the problem-solving process to consequences that become problems in their own right.

You and Marv think about how to clean up the mess. You could wipe it off with a paper towel, you could scrape it off with a trowel, you could fire up the wet/dry vacuum . . .

9. Evaluate and reevaluate throughout until the problem is either solved or deemed unsolvable.

You go back to your other options and decide to tell Marvin how you feel and to ask him to please stop the LWJ madness. He says he will stop, but first he wants you to try an LWJ sandwich to see what you are missing. You love the sandwich, but you still don't want people associating you and Marvin with it (and its smell). You agree to have LWJ sandwich eating contests on the weekends, but to clear the air at school.

Alternatives (Things I could do)	Consequences/Risks (If I do this, what will/might happen?)
Stop eating/sharing locker with Marvin	Marvin may decide not to be my friend any more.
	Marvin will still be an outcast.
	I won't be able to use Marvin's "Macho Man Mirror" that hangs in his locker anymore.
	This definitely solves the problem.
Offer to buy hot lunches for Marvin.	He probably won't let me. He knows I can't afford it.
	This is an expensive solution and cannot last forever.
	He will bring the LWJ when he doesn't like what's on the menu.
	He'll want to know why I'm doing this.
Explain feelings to Marvin and ask him to stop.	This will probably hurt his feelings.
	He will probably stop, but he could claim his right to liverwurst.
	He may want to negotiate for LWJ on some days, but this would be progress.
	He may be able to think of ways to control the odor and correct the way he chews.
Tell Marvin to choose between your friendship and LWJ sandwiches.	He will know I have already chosen between these two things (and our friendship lost).
	This will make Marvin angry (and he's a big guy).
	He won't think I'm serious (and he's probably right).
Tell teacher that Marvin is stinking up locker.	Kids (including Marvin) will think I'm a snitch.
	Teacher will tell me I should solve this problem on my own.
	I will <i>know</i> I'm a snitch who can't solve problems on my own.
Introduce Marvin to peanut butter and jelly.	He may decide it's better than LWJ and make it his new sandwich of choice.
	If he doesn't, we could try more drastic measures and not have lost anything.

10. Once the problem is solved (or deemed unsolvable), accept responsibility for the consequences.

Other kids start sitting by you and Marvin in the cafeteria again, but Marvin sighs every time he bites into his non-LWJ sandwich. You accept the fact that you must endure Marvin's pleading looks, however, because your locker now smells like pine needles and Marvin now chews with his mouth closed.

11. Evaluate the entire process.

You feel pretty good about your decisions. You did everything you could to spare Marvin's feelings, and you thoroughly considered many alternatives. While the solution was not completely satisfying, you and Marvin are still the closest of friends, and you are no longer social outcasts. In fact, you are making more and more friends every weekend by introducing your classmates to the joys of liverwurst and jelly sandwiches.

Family and Work Roles

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students interview adult family members to learn about the roles they play in the workplace. Students then compare these roles to the ones they play within their families.

OBJECTIVE (student competency)

Compare your role as a family member to the work duties and responsibilities of one of the adults in your family.

MATERIALS AND PREPARATION

- "Learning About Work" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Stress that students often have family roles (parts to play), such as being a big brother or sister, and that with these roles come certain responsibilities (duties). 2. Ask students what responsibilities they have as family members in their homes. 3. Challenge students to identify some of the responsibilities of the adult members of their families. 4. Ask the students to describe some of your responsibilities as a teacher. 5. Distribute copies of the "Learning About Work" Worksheet to the students. Explain the purpose of the activity: to interview a working adult family member to compare his or her work responsibilities to the responsibilities students have in the home. 6. Describe your own work responsibilities. Include information about job setting, hours, supervision, performance standards, dress, and rewards (both monetary and nonmonetary). 7. Direct students to prepare for their interview by describing one of their responsibilities at home in the STUDENT column on the activity sheet. 8. Ask each student to interview one adult family member and to complete the FAMILY 	<ol style="list-style-type: none"> 1. Think about the responsibilities (duties) that you have as a member of your family. Describe some of these responsibilities to your classmates. 2. Think about the responsibilities of the adult members of your family. Describe some of these responsibilities to your classmates. 3. Look over the "Learning About Work" Worksheet. The purpose of the activity is to compare the role you play at home (in doing one chore) with the role your family member plays at work. 4. Note how your teacher describes his or her work in terms of its setting, hours, supervision, performance standards, dress requirements, and rewards. 5. Prepare for your interview by describing one of your responsibilities at home in the STUDENT column on the activity sheet. 6. Interview one working adult family member and complete the FAMILY MEMBER column with the information you gather. 7. Share the results of your interview with the class. Discuss the interviews and note the similarities and differences between household and workplace roles.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

<p>MEMBER column.</p> <p>9. Ask students to share the results of their interviews with the class. Discuss the interviews and make note of the similarities and differences between household and workplace roles.</p>	
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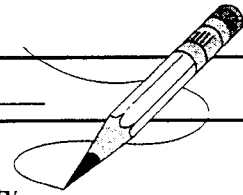
ASSESSMENT (student performance)
 Describe how your duties at home compare to an adult family member's role in the workplace.

- RELATED AND/OR OUTSIDE ACTIVITIES**
- Ask students to think of going to school as their major responsibility. Challenge them to use this duty as the basis for another comparison.
 - Arrange for students to shadow adult family members during a workday.

- RELATED STANDARDS**
- The National Standards for School Counseling Programs**
- Seek information and support from faculty, staff, family, and peers
 - Organize and apply academic information from a variety of sources
 - Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life
 - Develop skills to locate, evaluate, and interpret career information
 - Use research and information resources to obtain career information
 - Identify and recognize changing family roles
 - Recognize that everyone has rights and responsibilities
 - Use effective communication skills
- SCANS Secretary's Commission on Achieving Necessary Skills**
- Acquire and evaluate information
 - Interpret and communicate information
 - Organize and maintain information
 - Speak clearly and coherently
- Education for Employment**
- Apply speaking and listening skills
 - Establish positive interpersonal relationships
 - Recognize social institutions and values
- NCDG National Career Development Guidelines**
- Knowledge of the importance of self-concept
 - Skills to interact with others
 - Awareness of the relationship between work and learning
 - Awareness of the interrelationship of life roles

Learning About Work

Name _____ Date _____



Directions to students, parents, and/or guardians: The purpose of this activity is to illustrate how family roles are similar to work roles. Students are asked to compare their responsibilities as family members to an adult family member's responsibilities in the workplace. Adults are asked to discuss the following eight questions with students and help them fill out the chart below. Note the examples in parentheses of some answers that could be given.

STUDENT

FAMILY MEMBER

<p>Name one chore that you do around the house. <i>(I do the dishes every day.)</i></p>	<p>What do you do for a living? <i>(I cook in a restaurant.)</i></p>
<p>Describe the setting where you do this work. <i>(I work in the kitchen with a dishwasher and lots of counter space and cupboards. There is a radio I can listen to.)</i></p>	<p>Describe your work setting. <i>(I work in a large, clean, bright kitchen with many cooking tools and appliances.)</i></p>
<p>How much time do you put in on your job? <i>(20 minutes a day)</i></p>	<p>How much time do you spend on the job? <i>(I work eight hours a day—five days a week.)</i></p>

STUDENT

FAMILY MEMBER

<p>Do you work with others? Who are they? <i>(Yes, my sister helps me.)</i></p>	<p>Do you work with others? Who are they? <i>(Yes, I work with another cook and several wait persons who deliver the food to the customers.)</i></p>
<p>Does anyone oversee or supervise your work? Who? <i>(Yes, my mom.)</i></p>	<p>Does anyone oversee or supervise your work? Who? <i>(Yes, the restaurant manager.)</i></p>
<p>Why is it important that you do a good job? <i>(Our dishes must be clean!)</i></p>	<p>Why is it important that you do a good job? <i>(The food I cook must be good to eat, or people will not come to our restaurant.)</i></p>
<p>Do you have to dress in a certain way? <i>(No special dress is needed.)</i></p>	<p>Do you have to dress in a certain way? <i>(I must wear a head covering and a clean white apron.)</i></p>
<p>How are you rewarded for your work? <i>(Yes, with a \$2 a week allowance.)</i></p>	<p>How are you rewarded for your work? <i>(I am paid \$12 per hour, along with other benefits.)</i></p>

Why People Work: Comparing Two Careers

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students, through structured small group work and a writing exercise, explore the reasons why people work. They compare and contrast the reasons for pursuing two different careers and decide which career is most appealing to them.

OBJECTIVE (student competency)

Analyze two careers of interest to you and decide which reasons for working are fulfilled by each of them.

MATERIALS AND PREPARATION

- "Why People Work" Worksheet
- *Occupations Digest* or *Occupations Handbook*

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Show the class a picture, photograph, or cartoon of people working. 2. Direct students to brainstorm reasons why people work. 3. Record student responses on the board and develop the following categories: <ol style="list-style-type: none"> a) livelihood b) human relationships c) personal development d) job satisfaction e) service f) security g) success h) happiness 4. Point out that they have given many reasons why people work other than to make money. 5. Ask students to imagine themselves in any two careers that they have considered. 6. Pass out the "Why People Work" Worksheet. Ask students to keep their two career choices in mind and to speculate on how their reasons for working might be fulfilled by each of these careers. Go over the activity sheet directions with the class. 	<ol style="list-style-type: none"> 1. Think about the reasons why people work. Share your ideas with the class. 2. Note the list of reasons developed by the class. 3. Identify two careers that you have considered. 4. Speculate about how well these careers satisfy each of the general reasons why people work. Record your thoughts by completing the written exercise. 5. Write a short essay in which you compare and contrast the two careers you have selected. Use the eight reasons why people work as points of comparison. Conclude your essay by stating which career you think would be more satisfying to you and explaining why you think this.

Adapted from "How to... Career Development Activities", School of Education
University of Wisconsin-Madison, 1999

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|---|--|
| <p>7. Direct students to complete the activity <i>using Occupations Digest</i> or the <i>Occupations Handbook</i> as a resource.</p> <p>8. Ask students to write a short essay comparing and contrasting their selected careers in terms of how satisfying each would be in the different categories (livelihood, human relationships, <i>etc.</i>). Direct students to conclude their essays by identifying the career they believe would be more satisfying to them and explaining why.</p> | |
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ASSESSMENT (student performance)

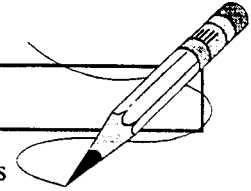
Write a short essay in which you compare and contrast the reasons why people work in two different careers. Conclude your essay by stating which career you think you would prefer and explaining why.

- RELATED AND/OR OUTSIDE ACTIVITIES**
- Develop an interview form or survey instrument as a class. Ask students to interview family members and to record the reasons they give for working where they do. Challenge students to compile the results and to identify the most popular reasons cited.
 - Ask students to interview workers in their career areas of interest.

- RELATED STANDARDS**
- The National Standards for School Counseling Programs**
- Use communication skills to know when and how to ask for help when needed
 - Learn and apply critical thinking skills
 - Organize and apply academic information from a variety of sources
 - Develop a positive attitude toward work and learning
 - Understand that work is an important and satisfying means of personal expression
 - Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goal
 - Use effective communication skills
 - Demonstrate when, where, and how to seek help for solving problems and making decisions
- SCANS Secretary's Commission on Achieving Necessary Skills**
- Acquire and evaluate information
 - Communicate clearly and effectively in writing
 - Interpret and communicate information
 - Read with comprehension and critical reasoning
 - Reason by using logical thought processes
 - Use materials and space efficiently

Why People Work

Name _____ Date _____



Directions: Think about two careers you are considering and write them on the lines provided. Then think about how well each career satisfies each of the needs described below. Place a “+” in the appropriate box to indicate that the career satisfies the need, a “-“ to indicate that it does not, and a “0” to indicate that it may or may not. Be prepared to explain your answers.

Career #1:

Career #2:

Livelihood

People work to provide themselves and their families with the basic essentials of life—food, clothing, and shelter. Once these basic essentials are met, other factors become important.

Human Relationships

People basically like companionship. People seek companionship with others who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with others.

Personal Development

Work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Career #1:

Career #2:

Job Satisfaction

Because most of your adult waking life will be spent working, it is important to choose an occupation that will bring job satisfaction. You, as well as your family, will be happier if the occupation you choose is satisfying to you.

Service

Service may be defined as the things a person does that are beneficial or useful to others. People like to make quality products, to help others, and, in general, to make contributions to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Security

People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money can be earned. People want stability in their lives in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success

All ambitious young people are interested in securing an entry-level job that offers an opportunity for advancement. Employers are interested in employing people who like a challenge and who want to be successful in life. Your work can bring you success.

Happiness

Last, but not least, people work because it makes them happy. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He replied that he "couldn't think of anything he would rather do than work in his laboratory." Most people who choose their occupations wisely enjoy their work very much. Work makes them happy.

Career Development Interview

Curriculum Areas	
✓	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

INTRODUCTION

Students interview workers who are well established in careers of interest to the students. They find out what factors influenced the workers' career choices and development.

OBJECTIVE (student competency)

Interview a person who is well established in a career that interests you. Find out what factors influenced his or her career choice and development.

MATERIALS AND PREPARATION

- "Interview Questions" Worksheet

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students how people choose their careers. Brainstorm the career development factors. 2. Discuss the factors that influence our career choices and development: interests, values, skills, family, social and economic status, environment, chance circumstances, <i>etc.</i> Note how one's personal development often leads to career changes. 3. Point out that the career development is a lifelong process that varies from person to person. 4. Ask the students to find evidence of this by interviewing people and comparing their experiences. 5. Motivate students to interview someone who works in a career that interests them. 6. Develop the interview questions as a class or use the "Interview Questions" Worksheet. 7. Identify, tabulate, and discuss the results of the interviews. 8. Ask students to identify the factors currently influencing their career plans. 	<ol style="list-style-type: none"> 1. Brainstorm a list of reasons why people choose certain careers. 2. Note the factors that influence our career development: interests, values, skills, family, social and economic status, environment, chance circumstances, <i>etc.</i> 3. Remember that career development is a lifelong process that varies from person to person. 4. Find evidence of the variable career development process by interviewing several people and comparing their experiences. 5. Think of a person who works in a career that interests you and would be willing to meet with you. Ask your parents or your teacher for advice if necessary. 6. Formulate your own interview questions (with the help of your classmates) or use the "Interview Questions" Worksheet. 7. Conduct your interview and record the responses. 8. Identify and discuss the factors that influenced the career development of the person you interviewed. 9. Identify the factors that are currently influencing your career development. (Remember that it is a lifelong process that is going on right now.) Share your thoughts with the class.

ASSESSMENT (student performance)

List the factors that influenced the career development of the person you interviewed.

RELATED AND/OR OUTSIDE ACTIVITIES

- Challenge students to interview people who work in nontraditional occupations.

RELATED STANDARDS**The National Standards for School Counseling****Programs**

- Seek information and support from faculty, staff, family, and peers
- Organize and apply academic information from a variety of sources
- Understand how school success and academic achievement enhance future career and avocational opportunities
- Use research and information resources to obtain career information
- Demonstrate awareness of the education and training needed to achieve career goals
- Assess and modify their educational plan to support career goals
- Understand change as a part of growth
- Use effective communication skills
- Identify resource people in the school and community, and know how to seek their help

NCDG National Career Development Guidelines

- Knowledge of the importance of growth and change
- Knowledge of the benefits of educational achievement to career opportunities
- Understanding the relationship between work and learning
- Skills to make decisions
- Knowledge of the interrelationship of life roles
- Skills to interact positively with others
- Understanding the relationship between educational achievement and career planning
- Understanding the need for positive attitudes toward work and learning
- Skills to locate, evaluate, and interpret career information

SCANS Secretary's Commission on Achieving Necessary Skills

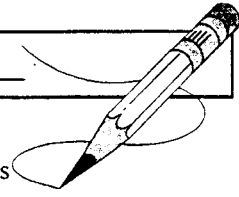
- Acquire and evaluate information
- Allocate human resources and plan work accordingly
- Demonstrate sociability and interpersonal skills
- Listen well and respond to verbal messages
- Organize and maintain information
- Speak clearly and coherently
- Use decision-making skills to achieve positive results

Education for Employment

- Apply speaking and listening skills
- Describe the relationships between individuals and organizations
- Develop responsibility for career planning
- Establish positive interpersonal relationships
- Recognize social institutions and values

Interview Questions

Name _____ Date _____



Directions: Ask your partner the following questions and note his or her responses in the space provided.

Partner's name: _____

1. Do you have any brothers or sisters? Do you have any pets?

2. What activities do you enjoy doing with your family or friends?

3. Describe where you would go and what you would do on a "Perfect Vacation?"

4. What are your favorite games or sports? What do you like about them?

5. What subjects would you like to learn more about? Why?

6. What are your favorite and least favorite TV shows? Explain why these are your favorites.

7. What things do you do well?

8. What would you like to be doing when you grow up?