

# Student Instruction Sheet: Unit 1 Lesson 1



## NOW ME!

Suggested time: 1 HOUR

### **What's important in this lesson:**

In order to make decisions that will make us happy in our life it is important to realize that there is a connection between who we are now and what we might do in the future. These activities will draw attention to your strengths and weaknesses so that you can set goals that are right for you.

### **Complete these steps:**

1. Diagnostic Activity #1-Brainstorming Activity
2. Review Career Planning Process
3. Diagnostic Activity #2-Know Yourself Chart
4. Read Self Assessment Sheet
5. Read profile on Scott Adams
6. Brainstorm/list the qualities, abilities, values, and supports that help people make a difference.
7. Complete Impact Chart
8. Complete Reflection

### **Hand-in the following to your teacher:**

1. Impact Chart
2. Reflection

### **Questions for the teacher:**

# Diagnostic Activity: Unit 1 Lesson 1



NAME \_\_\_\_\_

## NOW ME!

This course is about asking and answering questions about your life. You make choices everyday that influence your future. This course will help you make choices that will work for you.

## BRAINSTORMING

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|--|
| What is a career?  |
| What are some of the kinds of information you might want in order to make decisions about your future? |
| What do you need to know about yourself?   |
| What do you need to know about the world around you?   |

# Introductory Activity: Unit 1 Lesson 1



## Introductory Activity

### Career Planning Process

Career Planning is an on-going process. For the young and older adult population, it is important for you to assess where you are if you are to meet your needs and turn your dreams into reality. The unemployed and unskilled worker in transition with little experience in the workforce has different needs from the young adult student looking to launch a first time professional or technical career. The older adult, who has been recently affected by an employer's reorganization, faces a different set of issues. All populations can benefit from the career planning process of self-assessment, exploring career opportunities in the world of work and learning assertive job search strategies that produce results.

The **Career Planning process** is a continuous cycle divided into **three** parts.

#### Unit 1 Self-Assessment/Knowing Yourself

In this 1st step, we learn about our personal qualities and characteristics.

#### Unit 2 Career Exploration

In the 2nd step, we explore the world of work and assess that information with the previous knowledge about ourselves.

#### Unit 3 Job Search

In the 3rd step, we learn job search strategies to locate opportunities in the careers we have found interesting to us. The process and cycle continues as we grow and develop through choice or circumstance to move to other occupations throughout our lifetime.

(<http://jobs.esc.state.nc.us/soicc/index.htm>)

# Diagnostic Activity #2: Unit 1 Lesson 1



NAME: \_\_\_\_\_

## KNOW YOURSELF

WRITE IN YOUR RESPONSES

| 5 Things I Like to do | 5 Things I Do Well | 5 Things That Influence Me | My Passion (What I Can't Stop Learning About) | The Accomplishment That Most Represents Me |
|-----------------------|--------------------|----------------------------|---|--|
|                       |                    |                            |   |  |
|                       |                    |                            |   |  |
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|                       |                    |                            |   |  |
|                       |                    |                            |   |  |

You probably have a lot of self-knowledge, about what you are good at, and what your interests and characteristics are but they may be a bit mixed up. You can come to understand this self-knowledge through the process of self-assessment.

# Student Handout: Unit 1 Lesson 1



## SELF-ASSESSMENT

How well do you know yourself right now? What do you know, for example, about your interests, abilities, aptitudes, and personal characteristics? What kind of person do you want to become? The process of self-assessment will help you explore these questions and start you on the path of self-discovery. By using a variety of self-assessment tools you will learn to know yourself better and where your future may lead.

Self-Assessment tools are either interest inventories or standardized inventories. An interest inventory generates a list of your interests and abilities. It is often attached with related occupations and can be scored and judged by you. Standardized inventories compare your results with a standard, which is created by analyzing the results of a group who have completed the test.

Some self-assessment tools are written tests that we complete with a paper and pencil. Others can be found on the Internet through educational Web sites. Some we score ourselves, while others are professionally scored. It is important to complete a variety of tests since all of them have their strengths and weaknesses.

However it is not simply enough to just complete these assessment tests. These results are to be interpreted so that you can find meaningful patterns, not firm answers, which will help you understand what you are like and what you can do.

# Student Handout: Unit 1 Lesson 1



## PROFILE: SCOTT ADAMS

*Scott Adams is the creator of Dilbert, a cartoon read by more than 150 million people every day. He has a bank teller, a computer programmer, and a product manager. As Adams relates, helpful criticism and encouragement are often what it takes to encourage people to do their best work.*

You don't have to be a "person of influence" to be influential. In fact, the most influential people in my life are probably not even aware of the things they taught me.

When I was trying to become a syndicated cartoonist, I sent my portfolio to one cartoon editor after another. One editor even called me to suggest I take art classes. Then Sarah Gillespie, an editor at United Media and one of the real experts in the field, called to offer me a contract. At first, I didn't believe her. I asked if I'd have to change my style, get a partner or learn to draw. But she believed that I was already good enough to be a syndicated cartoonist.

Her confidence in me totally changed my frame of reference: it altered how I thought about my own abilities. This may sound bizarre, but from the minute I got off the phone with her, I could draw better. You could see a marked improvement in the quality of the cartoon I drew after the conversation.

And it doesn't take much to make that kind of difference in someone else's life. Once, at a tennis tournament, I was paired with a woman who had just learned to play. Every time she missed a shot, she immediately turned to me, expecting that I would be disappointed or frustrated. Instead, I talked to her about our strategy for the next point. By doing so, I sent a very clear signal; the past doesn't matter. I didn't encourage her with empty praise, that approach rarely works. But I knew if she dwelled on a mistake, she was more likely to repeat it, and that if she was focused on how we were going to win the next point, she was more likely to help us do just that. Over several days, her abilities improved dramatically, and we ended up winning the tournament.

Realize that in some way you influence everyone you come in contact with. Then pay careful attention to what pushes people's mental buttons. If you can push those buttons for the better, do it.

(Career Studies 10, Nelson, p.239)

# Student Handout: Unit 1 Lesson 1



NAME: \_\_\_\_\_

## IMPACT CHART

The Impact Chart is one of the many types of tools for helping people find out about themselves. This chart can help you understand the internal and external influences that cause us to act in a certain way.

Describe your personal style, leisure experiences, etc...

Use the definitions of these terms to help you.

|                           |  |
|---------------------------|--|
| Personal Style            |  |
| Leisure Activities        |  |
| Values and Beliefs        |  |
| Interests                 |  |
| Stories of Accomplishment |  |
| Motivator                 |  |
| Skills                    |  |
| Significant Others        |  |

### Glossary

- Personal Style: Are you passive, aggressive, assertive, introverted, extroverted, a leader, a follower, etc.
- Leisure Activities: those things you do in your discretionary (free) time
- Values and Beliefs: things/ideas that are important to you. I believe...
- Interests: similar to leisure activities but may be pursued in non-discretionary time
- Stories of Accomplishment: awards, goals achieved, recognition, etc.
- Motivator: what causes you to set goals, do things? Is it intrinsic (inside)? Or extrinsic (outside)?
- Skills: what are you good at doing
- Significant Others: individuals who have had the most influence on you

# Reflection Activity: Unit 1 Lesson 1



NAME: \_\_\_\_\_

## REFLECTION ACTIVITY

Refer to the Impact Chart.

What information did you learn about yourself?

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Why is it important to consider these factors when considering your goals?

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