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Identify Things You Like to Do



TRANSITION OBJECTIVE

Students will identify their interests in relationship to future employment.

RELEVANCE TO SUCCESSFUL TRANSITION

The first step in selecting a career is to determine our areas of interest. Using our interests as a starting point can help direct us toward careers.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

My favorite way to spend free time is . . .

❑ STEP 2: Convene Roundtable

"One thing I am interested in is ____."

❑ STEP 3: Advance Organizer

"Today we will discuss your interests and show how they are related to choosing a career."

you enjoy doing with others or something you do alone. Give several examples of your own interests, current and past. Show how your interests shaped your career. Read aloud or have pairs take turns reading the handout **Interests & Jobs**. Discuss how each character's hobby or interest shapes his/her career.

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PERSONAL MANAGEMENT: Unit 2 LESSON 9

Interests & Jobs

JOEY
Joey loved airplanes. He would go to the airport with his Dad to watch the planes take off and land. His Dad always talked about Joey becoming a pilot. When Joey asked his counselor what he needed to do to become a pilot, he was disappointed. The counselor told him he needed to go to college to become a pilot.

Joey didn't want to go to college. He went to the airport to look at all the other jobs. He found out that there were many jobs he could have with six to twelve months of training. Joey is now a baggage handler at a large airport near his town.

She had very little experience with growing plants but she felt she would be good at it. On her way to school each day, Maria loved to look at the trees and flowers in the park. She would notice a change in them as the seasons changed. If the park gardeners were working, she would often stop and ask questions about the plants.

Her work experience teacher talked with her about a part-time job after school. Maria loved it. She could have a job working with plants. The teacher sent her to a large store with a garden department. Maria was nervous about the interview but her excitement and love for plants showed. Maria started working in the garden department. She decided that working with plants was exactly what she wanted to do. She started making plans to go to college to learn more. Some day she wants to work in a large plant nursery.

MARIA
Maria grew up in a tall apartment building. She loved plants and had always wanted a garden.

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PERSONAL MANAGEMENT: Unit 2 LESSON 9

MY INTERESTS

DIRECTIONS: Mark a ✓ (check) next to the activities you like. These may be things you have experienced or things you would like to do in the future. After you have checked those things that you like, go back and circle the five items you like most.

<input type="checkbox"/> listen to music	<input type="checkbox"/> fix things	<input type="checkbox"/> help an older person
<input type="checkbox"/> draw	<input type="checkbox"/> shop	<input type="checkbox"/> care for the sick
<input type="checkbox"/> take a picture	<input type="checkbox"/> take a walk	<input type="checkbox"/> decorate a room
<input type="checkbox"/> play ball	<input type="checkbox"/> read	<input type="checkbox"/> sing
<input type="checkbox"/> talk on the phone	<input type="checkbox"/> drive a car	<input type="checkbox"/> work outdoors
<input type="checkbox"/> sell things	<input type="checkbox"/> collect things	<input type="checkbox"/> take care of animals
<input type="checkbox"/> fly a plane	<input type="checkbox"/> go for a hike	<input type="checkbox"/> travel to a new place
<input type="checkbox"/> cook	<input type="checkbox"/> bake a cake	<input type="checkbox"/> build a house
<input type="checkbox"/> do a puzzle	<input type="checkbox"/> use a computer	<input type="checkbox"/> play on a team
<input type="checkbox"/> drive a boat	<input type="checkbox"/> swim	<input type="checkbox"/> race a car
<input type="checkbox"/> ride a horse	<input type="checkbox"/> make crafts	<input type="checkbox"/> work with numbers
<input type="checkbox"/> exercise	<input type="checkbox"/> repair a car	<input type="checkbox"/> work with plants
<input type="checkbox"/> clean the house	<input type="checkbox"/> sew clothes	<input type="checkbox"/> listen to people
<input type="checkbox"/> text message	<input type="checkbox"/> camp in a tent	<input type="checkbox"/> play an instrument
<input type="checkbox"/> play with a child	<input type="checkbox"/> ride a bike	<input type="checkbox"/> write an email
<input type="checkbox"/> mow the grass	<input type="checkbox"/> write a story	<input type="checkbox"/> solve a problem

Write the five activities that are most interesting to you.

1. _____ 4. _____
2. _____ 5. _____
3. _____

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❑ STEP 4: Activity - 20 Minutes

Explain to the class that the first step in deciding on the right career is to determine your interests. Tell students that interests are things you are curious about or like to do. An interest could be a hobby, a class, something

❑ STEP 5: Activity - 25 Minutes

Tell the group: "Just like Joey and Maria, you probably have interests that you may or may not have experienced." Explain that they now will take a look at their interests by completing the checksheet **My Interests**. As you read each statement, the students mark a check next to the activities they like. Tell students to mark anything they like, even

if they have not had experience with that activity. After students have checked those they like, ask them to choose the five most interesting items and then write these in the second section of the **My Interests** check-sheet and in Section 4 of the **Personal Career Profile**.

❑ STEP 6: Evaluate Outcomes

My interests are important to my career because “_____.”

❑ STEP 7: Connecting Activity

Ask an adult friend or relative how their interests or hobbies in high school influenced their career decision.

Students search online and bring information from 3 approved websites related to their interest areas.

KEY WORDS

interests	activities	experiences	shape	hobby
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MATERIALS AND PREPARATION

- Student Handouts: **Interests & Jobs**, page 72; **My Interests**, page 63; **Personal Career Profile**, page 58.
- Prepare a discussion of your interests and how they relate to your career. Prepare to discuss the readings from the handout **Interests & Jobs**.
- Become familiar with the checksheet **My Interests**. Use the **Personal Career Profile**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Reading
- Thinking Skills: Visualizing, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management