

2 Identify Reasons Why You Want to Work

TRANSITION OBJECTIVE

Students will design a poster identifying five reasons they will want to work.

RELEVANCE TO SUCCESSFUL TRANSITION

Students must be able to quickly identify the reasons they want to work in their chosen career. In identifying these reasons, students set the foundation for their job search in written applications, resumes and interviews.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

The work I want to do is important because . .

❑ STEP 2: Convene Roundtable

"It's important to work because ____."

❑ STEP 3: Advance Organizer

"Today you will design a poster to show five reasons you chose your career area."

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CAREER MANAGEMENT: Unit 3 LESSON 2

Research a Career

List three careers/jobs you would like to have:

1. _____
2. _____
3. _____

Check three ways you will find out more about these careers/jobs and complete a report for each:

- ☐ Use online and hard copies of the Dictionary of Occupational Titles (DOT), O*Net, Occupational Outlook Handbook (OOH) and other career information materials found in the career center, internet or school library. Use the Job Research Report form to complete your report.
- ☐ Use Career Finder or other career information computer programs (ask) of career center or career specialist. Use the Job Research Report form to complete your report.
- ☐ Watch DVDs/recordings about specific careers (ask for these at the career center or library). Use the Job Interview Report form to complete your report.
- ☐ Job-shadow a person who does this job for two to three hours. Use the Job Interview Report form to complete your report.
- ☐ Talk to a counselor or career specialist to get information about this job. Use the Job Research Report form to complete your report.
- ☐ Volunteer with a non-profit organization in a position like the one in which you are interested. Use the Job Research Report form to complete your report.
- ☐ Sign up for Work Experience in a position like the one in which you are interested. Use the Job Research Report form to complete your report.
- ☐ Interview someone who has this career/job. Use the Job Interview Report form to complete your report.

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and career research. In depth information and directions for career assessments and research may be found in **Personal Management, Volume 1, Unit 2**. Three job exploration handouts are included in this lesson for students who can name several careers they are ready to explore.

Have students complete the handout **Research a Career** by naming their career choices and choosing three exploration/research options.

Students complete their exploration/research reports, using the worksheets entitled **Job Research Report** and **Job Interview Report**. For students interested in job-shadowing, information and forms also can be found in **Personal Management, Unit 2**.

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CAREER MANAGEMENT: Unit 3 LESSON 2

JOB RESEARCH REPORT

To do this report, use the internet, resource books, career computer programs, and career DVDs, or interview a teacher or counselor about the job.

1. What sources are you using for your research?

2. Job title: _____
3. List 5 job duties:
a. _____
b. _____
c. _____
d. _____
e. _____
4. What education or training is needed to do this job?

5. How long will it take to complete the education or training?

6. Is this job available in this area?

7. What kind of tools, machines or software are used in this job?

8. What is the work setting for this job?
☐ indoor ☐ outdoor
☐ warm ☐ cold
☐ noisy ☐ quiet
☐ formal ☐ informal
9. What is the starting wage for this job?
Hourly: _____ Monthly: _____ Annual: _____
10. Is this a job you would be excited to have? ☐ yes ☐ no

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❑ STEP 4: Activity - 7-10 Days

Students who have developed a career goal based on career assessments, career research and career counseling should move on to Activity 2. Those who do not have a career goal should spend the next seven to 10 days completing career assessments

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CAREER MANAGEMENT: Unit 3 LESSON 2

Job Interview Report

Ask the following questions of an employee or employer while job-shadowing, volunteering or completing work experience. Complete as a written and oral report.

Person interviewed: _____ Interviewer: _____

1. What is the main thing you do each day?
2. What kind of software, tools, machines or equipment do you use?
3. What do you like most about your job?
4. What do you like least about your job?
5. What kind of special training or education did you have to get this job?
6. What school subjects or experiences have helped you with this job?
7. Why is your job important to this company?
8. What is the starting wage for this job?
9. What kind of jobs did you have before this one?
10. What do you think you will be doing five years from now?

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CAREER MANAGEMENT: Unit 3 LESSON 2

Five Reasons to Work!

Directions: Based on your career choice, write the five most important reasons you want to work.

For example, Terri works at a florist shop and says one important reason she does this work is to make beautiful flower arrangements that will make someone happy. She feels happy and excited when making wedding bouquets and sometimes very sad for the families who order funeral flowers. She feels her work is a positive contribution to her community.

List your five reasons for choosing the work you want to do and then share your answers with a partner.

- 1.
- 2.
- 3.
- 4.
- 5.

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□ STEP 5: Activity - 25 Minutes

Students complete the worksheet **Five Reasons to Work** then discuss their answers with a partner. After each discussion, have students share with another pair. Each group of four then designs a poster showing why it is important to work. Students follow directions on the handout **Our Work Design** and present their poster to the class. Hang the posters when finished and remind students of the important messages on the posters as appropriate.

□ STEP 6: Evaluate Outcomes

One reason I want to work is “_____.”

□ STEP 7: Connecting Activity

Students present their posters to another class, such as social studies or economics. Students discuss why work is important with a family member or friend and then report the conversation to the class.

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CAREER MANAGEMENT: Unit 3 LESSON 2

Our Work Design

Group Assignment

Make a poster representing the most important reasons your group wants to work in your chosen career. Make a title for your poster that represents your combined thoughts. Prepare a ten-minute group presentation to explain your poster. Follow this format for your presentation:

1. Why did you choose your poster title?
2. List reasons and ideas describing “why work is important.”
3. Tell how these reasons are represented on your poster.
4. Explain how this assignment will affect your attitude about your future career.

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KEY WORDS

satisfaction

support

education

provide

pursue

MATERIALS AND PREPARATION

- Student Handouts: **Job Research**, pages 138-140; **Five Reasons to Work**, page 141; **Our Work Design**, page 142.
- Prepare time sessions for students to complete career assessments and job research reports, select a job they want and then focus on that job as they complete the lessons.
- Prepare materials for the poster activity, including posterboard, markers, magazines, glue, construction paper, etc.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking, Writing, Reading
- Thinking Skills: Creative Thinking, Visualizing, Decision Making
- Personal Qualities: Responsibility, Self-Esteem, Sociability

REFLECTION

**The future belongs to those who believe
in the beauty of their dreams.**

Eleanor Roosevelt

REFLECTION NOTES
