



# Income

## Lesson One: Plan Your Future

There are many things you should know about yourself when you think about the future and how you will earn an **income**, money received for work. You may be more successful at choosing the best job for you if you know your interests, abilities, aptitudes, and values.

- **Interests:** Your interests are the things you like and enjoy doing. What are you interested in? What are you passionate about? What do you do in your free time? Do you enjoy music, communicating through social media, helping others, selling things?
- **Abilities:** Your abilities are the things you do well. Can you play a musical instrument? Can you fix things, create a Web page, do graphic design, play a sport, or cook? In what subject areas do you excel—math, English, science, business, or physical education?
- **Aptitudes:** These are your natural talents. Are you good at taking things apart and putting them back together? Is drawing, performing, or writing easy for you? Keep in mind just because you are good at something, doesn't always mean you like doing it. Also consider your interests and values when thinking of a future occupation.
- **Values:** Your values are the ideals that are important to you and how you view the world. Would you prefer a career that pays a lot of money or one that pays less but is more secure? Are responsibility, independence, creativity, and leadership important values to you? Would you value a job as a congressman helping your community or working as a scientist adding to the world's knowledge?

### Notes:

### Vocabulary

#### Abilities

The things you do well.

#### Aptitudes

Your natural talents.

#### Income

Money received on a regular basis for work or through investments.

#### Interests

The things you like and enjoy doing.

#### Values

The ideals that are important to you and your career choice.

# Rate Your Interests

Let's explore your interests. What motivates you? What are you truly passionate about? Do you possess strong social skills? Are you a good team player? Do you value taking risks and learning from your mistakes?

Here are 10 basic interest areas and space for another entry. Rate your interest based on what you know about yourself and what family members, friends, and teachers have told you. Put an "x" in the box that best describes you.

Interest Area	Likes	Related Occupation	Great	Slight	None
Outside work	Working outdoors; working with animals or plants	Forester, farmer, ranger, athletic coach, construction worker			
Mechanics	Working with machines, tools, or engines; fixing things	Auto mechanic, carpenter, machinist, plumber			
Math and technology	Working with numbers	Accountant, cashier, payroll clerk, teacher, statistician, stockbroker, computer programmer			
Science	Discovering new facts and ideas; analyzing and solving problems; inventing things	Chemist, doctor, physicist, engineer, electronics technician, inventor			
Influencing others	Working with people; selling things and ideas; persuading others to your point of view	Actor, lawyer, politician, salesperson, teacher, advertising writer, manager, administrator, publicist			
Arts	Creative work done with your imagination, hands, or body	Graphic artist or illustrator, architect, stylist, dancer, designer, interior decorator			
Literary	Reading, writing	Writer, editor, historian, librarian, reporter, teacher			
Music	Playing instruments, singing	Composer, performer, conductor, music teacher			
Legal	Enforcing, interpreting, or investigating laws	Lawyer, paralegal, judge, customs inspector, FBI/CIA agent, police officer			
Social and service work	Helping others	Social worker, counselor, nurse, teacher, firefighter, psychologist			
Other					

My top three interests: 1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Rate Your Abilities

Everyone has different abilities and aptitudes. Knowing what you do best will help you decide which occupations you may want to explore. Put an "x" in the box you think best describes your ability level in the following areas. Add additional entries to the bottom of the sheet.

Abilities	Strong	Average	Weak
Artistic: drawing, decorating, designing			
Clerical: operating business machines, collecting information, record keeping			
Computational: working with numbers			
Language: writing, speaking			
Leadership: leading group activities, getting things started, having people look to you for help in getting jobs done			
Manual: working with your hands			
Mechanical: working with machines or tools and repairing things; understanding how things work			
Musical: singing, playing an instrument, writing music, dancing, acting, performing			
Persuasive: talking easily with people, influencing people effectively, selling goods or services			
Scientific: understanding scientific ideas, conducting lab experiments			
Social: working well with people, helping them			
Teaching: helping others learn, showing people how to do something new			
Other:			

My three strongest abilities: 1 \_\_\_\_\_  
2 \_\_\_\_\_ 3 \_\_\_\_\_

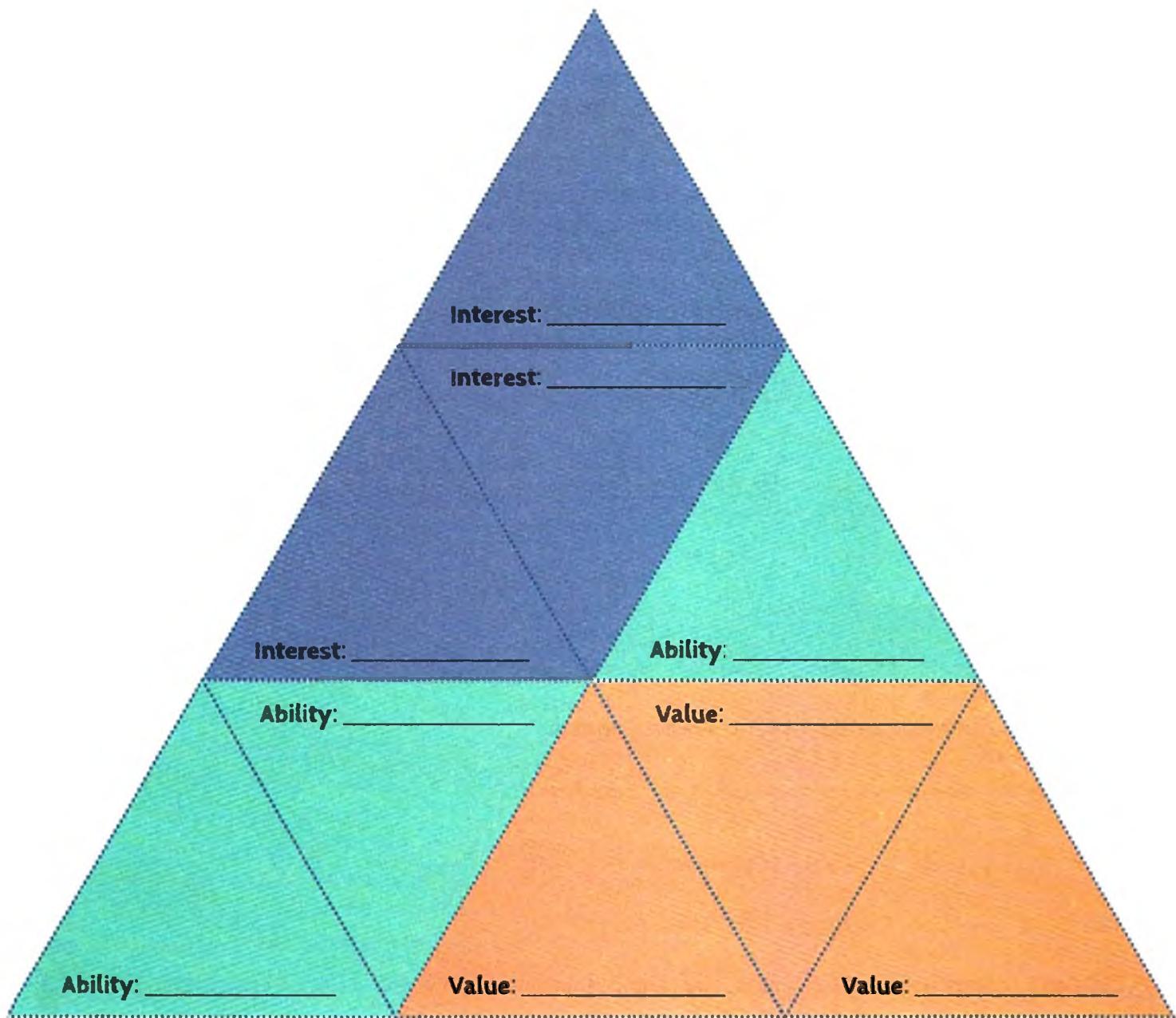
# Rate Your Values

When thinking about a job, what is most important to you? Since most people work to earn income, pay is definitely important. But a career should give you more than money. It also should fulfill some of your personal needs or values. Put an "x" in the box that best describes how you feel about each question.

Work Values	Important	Okay	Not Important
<b>Variety:</b> Do I want to do varied and creative tasks?			
<b>Physical activity:</b> Do I prefer a career that calls for movement, strength, endurance, and agility?			
<b>Recognition:</b> Do I want to be easily recognized, where others know about me and my work?			
<b>Service to others:</b> Do I want a job where I can help others?			
<b>Money:</b> Is the amount of money I earn a priority for me?			
<b>Personal satisfaction:</b> Do I prefer work that gives me a feeling of pride and accomplishment?			
<b>Respect:</b> Do I want others to admire and look up to me?			
<b>Music:</b> Do I want a job where I can sing, play an instrument, compose music, dance, or perform?			
<b>Challenge:</b> Do I like solving difficult problems? Do I like to work hard (to the limits of my ability)?			
<b>Creativity:</b> Do I value imagination? Do I want to do work that depends on my creative ideas?			
<b>Knowledge:</b> Do I want a career where I will acquire knowledge and discover new ideas?			
<b>Social:</b> Do I want a job that has lots of contact with others?			
<b>Time:</b> Do I need time off and weekends free with no overtime work?			
<b>Leadership:</b> Do I want to be a decision maker? Do I want to be the boss?			
<b>Independence:</b> Do I need a job where I am free to do my work the way that feels most natural to me, with no one looking over my shoulder?			

My top three work values: 1 \_\_\_\_\_  
2 \_\_\_\_\_ 3 \_\_\_\_\_

# My Worker Profile





# Income

## Lesson Two: Careers

Being career-ready means doing a number of things well. Creativity is essential for many 21st century occupations. You will need strong academic and problem-solving skills, too, as well as the ability to apply those skills to a future job.

Keep in mind, selecting a job does not mean choosing it for a lifetime. It is possible to select a job within a general occupational area, then branch out and try a related job. The Department of Education's **career cluster** model has 16 broad categories that link to more specific career pathways, each with its own knowledge and skill requirements. The categories encompass virtually all occupations from entry through professional level.

### Vocabulary

#### Career cluster

A grouping of jobs and industries related by skills or products.

### Notes:

# **Eye Contact**

**Module One**  
**Lesson 1**

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## Lesson: Eye Contact

Objective: Eye contact is a must. This lesson opens up the discussion of how it feels when you have eye contact and the consequences when you don't.

Time Needed: 20 minutes

Activities: Answer the questions on the handouts: pages 8 and 9.

Room Set-up: Classroom style

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## Dialogue for the Lesson on Eye Contact

Ask your students to turn their attention to eye contact. This is the first lesson of many on how to make a good first impression.

Read or ask for a volunteer to read the first part of the handout aloud to the class (page 8).

Read the questions. Either ask them to answer on their own or have a group discussion.

### Suggested answers to the questions:

1) How do you feel when someone makes eye contact with you when you meet them for the first time?

I know the person is confident and paying attention to what I am saying.  
They are interested in what is going on around them and in meeting me.

2) When should you make eye contact?

All the time and with everyone you meet.

3) What if you don't make eye contact? How do you think you come across?

If you don't make eye contact you may across as someone who is shy, guilty,  
lacks confidence or just not interested.



## Eye Contact

If you want to feel and look confident, one of the most important tips is to make and maintain good eye contact. Whether for a job interview, a presentation or meeting someone for the first time, make eye to eye contact.

### Why Do We Need to Make Eye Contact

- Looking someone in the eye commands a powerful and personal presence.
- Making eye contact with someone is a gift. It shows others that you are paying attention to them. It lets them know you are interested in what they are saying.

Tip of the Day: Put down your cell phone and give the person you are speaking to your undivided attention. This is also a sign of respect. More to come on that later.

1) How do you feel when someone makes eye contact with you when you meet them for the first time?

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2) When should you make eye contact?

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3) What if you don't make eye contact? How do you think you come across?

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# Posture

Module One Lesson 2

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## Lesson: Posture

**Objective:** Posture plays a factor in a first impression. In this lesson good and bad posture is demonstrated. Not only is posture important for a positive first impression, it is imperative for a healthy spine.

**Time Needed:** 5 minutes

**Activities:** Role-play and demonstration; handout page 13

**Room Set-Up:** Classroom style

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## Dialogue for the Lesson on Posture

Refer to the handout on Posture. Page 13

### Directions:

Demonstrate poor posture by sitting in a seat in the classroom. Slouch, rest your head in your hand on the desk with your legs stretched out. Maybe fiddle with your hair. Ask the class what you look like.

"Do I look interested?"

"How would you feel if you were trying to have a conversation with me?"

"Do I look happy?"

"Do I look smart?"

"Do I look confident?"

"Would you hire me if I were sitting in your office?"

"Is this respectful behavior?" "Is this a sign of self-respect?"

Now demonstrate good posture. Sit up straight. Point out that your shoulders are back and down. Pull up out of your waist. Note that your spine is straight.

Invite the class to join you in good posture.

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## Posture

If you do not have good posture, you will look slouchy and lazy. Posture shows you are confident and interested. It is a sign of self-respect. Start right now in this class and sit up straight. Do your spine a favor.

### Good Posture

Stand or Sit Up or Straight

Shoulders Back and Down

Pull Up Out of Your Waist

Keep a Straight Spine

Why?

Because you will look and FEEL better

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