

# Where do I start?

## There are seven steps to career exploration.

The activities in this book are designed to teach these seven steps and model the process that all must travel through when searching for the career that fits your "sole" the best!



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**Summary:** A supplementary teacher's guide for *What Shoes Will You Wear*.  
Full of discussion questions and exercises to share with students.

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# Beginning of the Year Career Assessment

Name \_\_\_\_\_

## Directions

Complete all the questions below.

1. The most important factor in selecting a career is:  
☐ a. Pay  
☐ b. Where I work (inside/outside)  
☐ c. Who I work with  
☐ d. If my skills match what is required
2. I know how to research/look up information about my career. ☐ Yes ☐ No
3. I know what is on a job application. ☐ Yes ☐ No
4. The word “wages” means \_\_\_\_\_.
5. Résumés include information about a job. ☐ True ☐ False
6. One thing to remember on a job interview is \_\_\_\_\_.



# The Big List in Action!!!

## Objective

- Identify concrete examples of people demonstrating possession of the skills and qualities on the Big List. (i.e. Team spirit – cheered on my teammates when I was not playing.)
- Increase awareness of the Big List in action!

## Materials

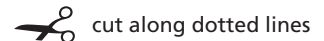
- Big List Worksheet (make two copies for each student)
- Pen or Pencil

## 1. My Qualities and Skills

Using The Big List Worksheet, give an example of how **YOU** have demonstrated each quality and skill.

## 2. The Qualities and Skills of Others

Using the second copy of The Big List Worksheet, ask other people (family and friends) for examples of how **THEY** have demonstrated each quality and skill. You may ask as many people as you would like when completing this activity but **make sure you list the name of the person next to their response.**



## The BIG List Worksheet

Communication Skills

Listening Skills

Reading

Writing

Science

Social Studies

Math

Creative Thinking

Good Reasoning Skills

Decision Making Skills

Problem Solving Skills

Desire to Never Stop Learning

Be Responsible

Be On Time

Self-confidence

Integrity

Motivation

Flexibility

Team Spirit

Good Work Attitude

Be Honest

Cooperate With Others

Have Self Control

Good Social Skills

Well-groomed

# My Self-Assessment

## Objective

Students will identify some of their personal interests and skills which may help them when exploring different careers.

## Materials

- My Self-Assessment Worksheet
- Pencil or pen

## Directions

1. Working independently, answer the following questions to help identify some of the things you like to do, some things you are good at, and some things that interest you.
2. **Important:** There are no wrong answers!

## My Self- Assessment Worksheet

Ten things that I enjoy doing:

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---

Some things that come easy for me to do (my strengths) include:

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Some things that are hard for me to do (my weaknesses) include:

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Some things I find really exciting/interesting are:

To me, The most important factor in selecting a career is:

☐ a. Pay

☐ c. Who I work with

☐ b. Where I work (inside/outside)

☐ d. If my skills match what is required

Right now, my dream job would be:

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# Shoes in the Middle!

## Objective

Students will learn about various professions and identify which shoes are worn in certain professions.

## Directions

1. Divide students into two teams (A and B), and let each team come up with a team name.
2. Have each team place the shoes that they brought in a pile in front of the room.
3. Have one team member from Team A hold up a shoe from Team A's pile. Using the question list below, Team B can ask any five questions about the shoe owner's profession.
4. Team B then works together and comes up with a guess of what the owner of the shoe does for a living. If they are right, they get a point. If not, the shoe is placed back into Team A's pile.
5. Have one member of Team B hold up a shoe and repeat as stated above.
6. The first team to 5 points wins.
7. If the shoe is not guessed correctly and is returned to the pile, it can be used again by asking different questions. Remember to take good notes on the questions that have been previously asked!

## Materials

- One shoe from home from mom, dad, or other family member
- Shoes in the Middle Question Sheet (below)
- Pen or pencil
- Paper for note taking

## Shoes in the Middle Question Sheet

1. Does the person work mostly outside or inside?
2. Does the person sit at a desk a lot of the time?
3. Does the person work with his/her hands?
4. How much schooling did the person have to have to get this job?
5. Does the person have a college degree of any kind?  
If so, what kind of degree: Trade School Certification or Degree, Bachelor's Degree, Master's Degree, Doctorate, etc.?
6. Does the person sell things?
7. Does the person work with tools?
8. Does the person drive a company car or vehicle?
9. What is the typical work schedule for this person?
10. How long does it take this person to get to work?
11. Does this person have to travel a lot?
12. FREE QUESTION – Make up a question of your own.

# A Means to an END

## Objective

1. Students will be able to identify important skillsets needed that match up with their career interests.
2. Students will choose a skill that they are interested in improving upon and create a plan to achieve mastering that skill.

## Materials

- Pencil
- Goal Worksheet

## Directions

Fill out the worksheet below and discuss your responses as a group.

### My Goal Worksheet

*When setting a goal remember the basics!*

- Set a goal that you can actually achieve.
- Plan steps to reach your goal.
- Be able to measure your goal. (How will you know you've accomplished it?)
- Practice your goal.
- Use positive Self-Talk. (Tell yourself that you can reach your goal!)
- Give your best effort when trying to reach your goal.
- Reflect on your progress. (Ask yourself, "Did I reach my goal?")

1. When I grow up, I want to be a \_\_\_\_\_.

2. To become a \_\_\_\_\_, I must have the following three skills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. My goal to help me achieve one of these skills is: \_\_\_\_\_

4. My goal is reasonable and reachable because I can: \_\_\_\_\_

5. My plan for reaching my goal is: \_\_\_\_\_

6. I can practice my plan by: \_\_\_\_\_

7. I am using positive self-talk when I: \_\_\_\_\_

8. I am putting forth my best effort in reaching my goal because I am: \_\_\_\_\_

9. I will know when I have met my goal when I can: \_\_\_\_\_

# Persuasive Career Fair

## Objective

Students research a career of choice and prepare a persuasive project for that career. Students will present their projects orally during a class career fair.

## Directions

1. Pair up students with similar career interests.
2. Have each pair choose a career and design a project (e.g. poem, letter, artistic display, poster, power point presentation, etc.) that promotes their career of choice and persuades others to potentially consider choosing that career in the future.
3. Include information about the importance of the career to society, type of work that is included, training that is needed, location (indoor/outdoor) in which employees may work, number of hours per week that is required, stories of experts in the field, etc.
4. Have teams promote careers of choice by presenting their projects to the rest of the class (and perhaps other classes as well).
5. Have students vote on the top three persuasive presentations.
6. Discuss as a class what made different information in each project more or less interesting to you.
7. Display projects throughout the classroom and invite parents and other guests in to view and hear presentations.

## Materials

- Audio/visual equipment
- Poster presentation board
- Art supplies as needed
- Guest speakers (optional)



# My Career Reflection

## Objective

Students will learn about and present many different factors that go into a particular job of interest and also one of disinterest.

## Directions

Have students draw or print off a picture of what their FAVORITE and LEAST FAVORITE careers look like and present their information to the class.

Have students fill out the career information sheets (below) and display them along with the pictures for all to see on two separate bulletin boards: (1) *Careers We Like the Most and Why* (2) *Careers We Like the Least and Why*.

## Materials

- Career activity sheet
- Pen or pencil

**Choose the career that is **MOST INTERESTING** to you and fill out the following information:**

**Career:** \_\_\_\_\_

**a.** In this career, I might expect to spend most of my time working where? \_\_\_\_\_

\_\_\_\_\_

**b.** For this career, I would need to \_\_\_\_\_  
after finishing high school.

**c.** A subject in school that would be important for this job is \_\_\_\_\_.

**d.** One of the reasons I am most interested in this career is \_\_\_\_\_

\_\_\_\_\_

**Choose a career that is the **LEAST INTERESTING** to you and fill out the following information:**

**Career:** \_\_\_\_\_

**a.** In this career, I would spend most of my time working where? \_\_\_\_\_

\_\_\_\_\_

**b.** For this career, I would need to do \_\_\_\_\_  
after finishing high school.

**c.** A subject in school that would be important for this job is \_\_\_\_\_.

**d.** One of the reasons I am not interested in this career at all is it \_\_\_\_\_

\_\_\_\_\_