

CURRICULUM OVERVIEW

Educators, employers, and policymakers increasingly emphasize the development of life and employability skills as a way to prepare young people for success in today's rapidly changing, globalized world. The International Youth Foundation's (IYF's) experience has been that offering combined life and employability skills programming results in young people who are self-motivated, reliable, productive, resilient, and confident decision-makers.

IYF's *Passport to Success*[®] (PTS) life skills initiative equips young people with a range of skills that will help them stay in school and acquire the education, professional skills, employment readiness, and confidence they need to succeed in life and in the workplace.

Superior quality content and service delivery distinguish PTS. Developed and refined over more than 15 years, the curriculum adheres to best practice standards experts agree are critical to effective life skills programming. Among these standards is a focus on a core group of widely endorsed life skills—including self-confidence, responsibility, and respect—that responds to the needs of youth, employers, youth-serving organizations, and other key stakeholders.

PTS places special emphasis on preparing youth to be good employees ready for the workplace, including interviewing, respect for authority, and time management. Participants receive assistance in developing a career plan to guide them as they chart their course to a productive future.

CURRICULUM IN BRIEF

- Encompasses broadly-endorsed **core life skills**
- Emphasizes **workplace-readiness** skills and behaviors
- Provides **in-demand skills** and **real life scenarios**
- Is **adaptable** to any cultural or institutional setting and is **flexible** in design

PTS PEDAGOGY AND METHODOLOGY

PTS speaks to a youth audience. The scenarios, practice sessions, and case studies included in the PTS curriculum have been carefully crafted to be relevant for a youth audience. Additionally, the PTS curriculum encourages trainers to adjust these elements to be culturally and developmentally appropriate for their youth through clear guidelines and instructions.

Trainers' teaching styles are enhanced. IYF committed to developing a curriculum that uses rich, experiential pedagogical methods not only to enhance youth learning gains, but also to improve teaching styles of the trainers involved in the program.

PTS provides different learning experiences. Through small-group activities combined with time for individual reflection, *Passport to Success* focuses on providing learners with individual as well as group learning experiences. Rather than functioning as a lecture that evolves around the instructor, each lesson functions as a type of interactive laboratory where every participant plays an active role. Research proves youth benefit most from instruction involving peer learning, practical application of skills taught, and self-reflection.

Youth learn to apply lessons outside the classroom. Youth participants have opportunities to practice their skills outside of class through assignments at the end of each lesson and, through service-learning projects, in real-life situations. Youth are encouraged to take charge of their own learning process and to fit new information into their pre-existing knowledge thereby increasing relevance and retention.

"PTS has been a **catalyst of change** for young people at a personal level, in school and in the community. Young people feel that they are **transformed** in relation to **confidence, goal setting, discipline, leadership, and time management** since the training commenced."

FORTUNE F SITHOLE

PTS facilitator,
Junior Achievement Zimbabwe

KEY CURRICULUM ELEMENTS

The PTS curriculum comprises:

- a **90 module curriculum manual**, including **25 core lessons**, focused on: Personal Competencies, Problem Solving, Healthy Behaviors, Workplace Success, Entrepreneurship Skills, Skills for Professional Growth, Financial Education, and Service Learning. **Two tailored curriculum tracks**—employability and entrepreneurship—allow for a customized experience for groups of youth with different career goals;
- a **Trainer’s Guide** to serve as a resource for trainers in how to deliver PTS lessons in a consistent and high-quality manner; and
- a **Trainee Handbook** that supports students as they progress through the course.

RESULTS

Youth who have completed the *Passport to Success* life skills program report statistically significant gains in their in such areas as communication, cooperation, and employment skills. In focus group discussions, young women note the program increased their self-confidence, allowed them to engage in constructive dialogues with teacher and family members, and enabled them to participate more actively in their community. Young men, too, report that they now have the skills to cope with the challenges of the workplace, including managing one’s anger, respecting others, writing CVs, and interviewing.

“What I like most about the youth who received this training is their **calm attitude**, their **ability to listen** and to **act responsibly**. Today, these are really very important qualities that we are looking for among new recruits.”

MOHAMED MOUSSAID

Kenzi Tower Hotel,
Morocco

LIST OF LESSONS*

PERSONAL COMPETENCIES

1. Getting Started
2. Understanding Emotions
3. Managing Strong Emotions
4. Responsibility
5. Listening: A Key to Positive Relationships
6. The Power of a Positive Attitude
7. Personal Values
8. Goal Setting: Make it Happen
9. Hygiene & Dress
10. Making a Positive First Impression
11. Developing Confidence in Self and Others
12. Respecting Self and Others
13. Assertiveness: Speaking Directly, Honestly and Respectfully
14. Asking Questions to Clarify the Situation or Task
15. Effective Study Skills
16. Dealing Effectively with Criticism
17. Refusal Skills: Standing Up for Yourself
18. Responding to Stressful Social Situations
19. Stress Management
20. Project of Life

PROBLEM SOLVING & MANAGING CONFLICT

21. Solving Problems
22. Managing Conflicts, Part One
23. Managing Conflicts, Part Two
24. Reducing Intimidation and Bullying

HEALTHY BEHAVIORS

25. Changes in My Body and in Myself
26. Reproduction Review
27. Family Planning
28. Sexually Transmitted Infections & HIV/AIDS
29. Substance Abuse
30. Gender Roles and Stereotypes
31. Standing Up to Violence and Moving Forward, Part One
32. Standing Up to Violence and Moving Forward, Part Two
33. Standing Up to Violence and Moving Forward, Part Three
34. Healthy Lifestyles

EFFECTIVE WORK HABITS

35. Career Assessment Tools, Part One: What Would You Like to Do?
36. Career Assessment Tools, Part Two: An Interest Survey
37. Selecting Your First Job
38. Searching for a Job
39. Writing a CV and Cover Letter, Part One
40. Writing a CV and Cover Letter, Part Two
41. Interviewing for a Job, Part One
42. Interviewing for a Job, Part Two
43. Keys to Being a Good Employee
44. Workplace Protocol
45. Being a Good Team Player
46. Respecting Diversity
47. Future Money Management, Part One**
48. Future Money Management, Part Two**
49. Money Management Now**
50. Time Management
51. Making and Responding to Customer Complaints
52. Workers' Rights & Obligations
53. Worker Harassment & Abuse, Part One
54. Worker Harassment & Abuse, Part Two
55. Respecting Authority, Part One
56. Respecting Authority, Part Two
57. Effective Presentation Skills, Part One
58. Effective Presentation Skills, Part Two
59. Effective Presentation Skills, Part Three
60. Job Performance Evaluation
61. Marketing Yourself

FINANCIAL EDUCATION

62. Buying Decisions
63. Personal Financial Goals
64. Budgeting, Part One
65. Budgeting, Part Two
66. Saving Money
67. Borrowing Money
68. Introduction to Financial Service Providers
69. Saving vs. Borrowing: How to Decide
70. Understanding Risks
71. Introduction to Mobile Money
72. Putting Financial Skills to Work

SKILLS FOR PROFESSIONAL GROWTH IN THE WORKPLACE***

73. Creative Thinking in the Workplace
74. Personal Leadership in the Workplace
75. Leadership in Action in the Workplace
76. Decision Making in the Workplace
77. Negotiation Skills in the Workplace
78. Ethical Decisions in the Workplace
79. Constructive Feedback in the Workplace
80. Coping with Failure in the Workplace
81. Developing a Support Network in the Workplace

ENTREPRENEURSHIP SKILLS***

73. Creative Thinking for Entrepreneurs
74. Personal Leadership for Entrepreneurs
75. Creating a Work Team for Entrepreneurs
76. Leadership in Action for Entrepreneurs
77. Decision Making for Entrepreneurs
78. Negotiation Skills for Entrepreneurs
79. Constructive Feedback for Entrepreneurs
80. Risk-Taking for Entrepreneurs
81. Coping with Failure for Entrepreneurs
82. Developing a Support Network for Entrepreneurs

SERVICE LEARNING

82. Making Personal Connections with Community Service
83. Secret Pals
84. Why Volunteer?
85. Identifying a Service Need within the Community
86. Selecting a Community Service Project
87. Planning a Community Service Project, Part One
88. Planning a Community Service Project, Part Two
89. Solving Task Team Problems
90. Conducting the Community Service Project
91. Concluding the Community Service Project
92. Tying Up Loose Ends

Highlighted lessons reflect the 25 core modules in each language.

* As of January 2016, all 80 lessons are available in English, Arabic, Russian and French. The majority of lessons are available in several other languages, including Spanish, Portuguese, Turkish, and Chinese. For specific information on language availability, please talk with your PTS representative.

** Future Money Management, Part One; Future Money Management, Part Two; and Money Management Now lessons should only be used if the Financial Education Unit is *not* being included in the training program.

*** Clients select either Skills for Professional Growth or the Entrepreneurship lessons depending on desired program outcomes.

**** When implementing the Healthy Behaviors Unit, IYF also uses PEPFAR's DREAMS lessons: Making Decisions about Sex: What's My Choice?, When Consent is Missing, the Answer is No!, and Understanding Healthy and Unhealthy Relationships.

SAMPLE LESSONS

PASSPORT TO **SUCCESS**[®]

AN INITIATIVE OF THE INTERNATIONAL YOUTH FOUNDATION

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson

LEARNING OBJECTIVES

PARTICIPANTS WILL

- Identify non-listening behaviors.
- Understand the impact of listening and non-listening on relationships with others.
- Name effective listening behaviors.
- Strengthen their ability to use good listening behaviors.
- Identify listening behaviors they do well and one they want to improve.

DEFINITION OF TERMS

- Listening: Hearing and understanding the thoughts, feelings and/or opinions being expressed by another person.

LESSON PREVIEW

- Discuss the impact of not listening to others.
- Demonstrate and discuss non-listening behaviors.
- Demonstrate and discuss effective listening behaviors.
- Practice effective listening behaviors with a partner.
- Discuss how participants might benefit from listening to others.
- Identify listening behaviors participants use and one they want to improve.



MATERIALS NEEDED

- Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- Trainee Handbook, if using

TASKS TO COMPLETE BEFORE TEACHING

- For “Information to Share”: Create a visual of the effective listening behaviors.
- For “Information to Share”: Ask a participant to role-play with you as you demonstrate non-listening and listening behaviors. Describe what you want him or her to do, what you will be doing in each role-play, and the possible dialogue. With the volunteer, choose an easy topic he or she can talk about in front of the group, such as something they like to do or a favorite food.
- For “Group Activity/Practice”: Create a visual of possible situations to use when practicing the skill of listening.

PREREQUISITE SKILL OR LESSON

- None

LENGTH OF LESSON

- 60 minutes

TRAINING SESSION PLAN



GENERATING INTEREST IN TOPIC

Discussion (5 minutes)

1. Ask participants if either of the situations, or another situation of your design that may be more appropriate for the age and stage of your participants, below has ever happened to them.

SITUATION #1

- You are very excited about something that has happened. Perhaps you have a new job, you were given a gift, or you have a new boyfriend or girlfriend. You want to tell your best friend about what has happened. However, he or she is more concerned about something else, and you don't feel like he or she is really listening.

SITUATION #2

- A friend said you did something you didn't do. He or she is telling lots of people, and you are upset. You want to talk to another friend about it, but he or she doesn't seem to be really listening.
2. Ask participants:
 - How did you, or would you, feel in these situations?
 - What do people do or say that make you think they are not listening?
 3. Record the non-listening behaviors, such as interrupting, ignoring, and talking about other things, on chart paper or the white/chalk board.
 4. State that listening is an important skill to use if we want to have positive relationships with others.



INFORMATION TO SHARE

Trainer Input, Demonstration and Discussion (20 minutes)

1. Tell participants that a volunteer has offered to help you with a demonstration. Ask the volunteer to come to the front of the room. Tell the participants the volunteer will be telling you about an activity he or she enjoys, his or her favorite food, or the volunteer's choice of topic. Be sure to select a topic the volunteer is comfortable talking about in front of the group.
2. Encourage participants to watch what you do and be ready to tell you how well you listened to the volunteer.
3. As the volunteer talks with you, demonstrate non-listening behaviors. For example:
 - Interrupt the volunteer when he or she is speaking.
 - Send text messages or interrupt the conversation by making a phone call.
 - Yawn and make other gestures to indicate that you are bored.
 - Ignore the volunteer.
 - Talk about yourself or change the topic.
 - Avoid making eye contact with the volunteer.
 - Show impatience, such as moving around, getting a drink of water, and fidgeting.

Personal Competencies

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson

PASSPORT TO **SUCCESS**

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson

4. Ask participants to rate your listening skills. Have them hold up one finger if they think you were a good listener and two fingers if they think your listening skills could be improved. Acknowledge that you were demonstrating non-listening behaviors.
5. Ask the volunteer:
 - How did it feel to try to talk with me when I was not listening?
 - What did you want to do?
 - How do you think our relationship might be affected if this was a real situation?
6. Ask the group observing the demonstration for their responses to the last question.
7. Explain the importance of listening to create and maintain positive relationships. Use the following ideas and add your own.
 - When someone is listened to, he or she feels:
 - * cared about.
 - * understood.
 - * supported.
 - * less alone.
8. Tell participants you will demonstrate effective listening behaviors in a role-play with the same volunteer. Use the same topic. Ask the observers to watch what you do as a listener and be ready to share with the group what they noticed as effective listening behaviors.
9. After the role-play, ask the observers which effective listening behaviors they noticed. Record their ideas visually so that participants can see the ideas. Be sure to include appropriate behaviors from the list below.
 - Look at the person who is talking.
 - Try to understand the speaker.
 - Give uninterrupted time to the speaker.
 - Don't interrupt or think about other things.
 - Make encouraging remarks, such as "uh-huh," "yea," "tell me some more about..."
 - Ask questions to help the speaker say his or her ideas clearly so that you understand.
10. Ask the volunteer:
 - How did it feel to try to talk with me when I was listening to you?
 - What did you want to do?
 - How do you think our relationship might be affected if this was a real situation?
11. Ask participants:
 - How do you think you might benefit from listening to others?



GROUP ACTIVITY/PRACTICE

Large Group Practice (15 minutes)

1. Tell participants they will have a chance to practice their listening skills using sample situations.
2. Ask participants to suggest situations when they would want someone to listen to them. The situations could involve times when they were pleased or excited

about something or times when they were upset or faced a problem. If possible, write a brief description or title for each situation on chart paper or the white/chalk board.



Trainer's Note: If participants are reluctant to suggest situations, suggest some typical situations from your experience with the participants or choose culturally appropriate situations from the following ideas. Use your prepared visual to present them to the group.

- You got paid for a job you did and received less money than you expected. You want to talk with a friend about your concern.
 - You are not feeling well and left work early. You are afraid you will be fired. You want to talk to a friend or family member about the situation.
 - Your family wants you to return to school. You do not like school, but feel pressured to go back. You want to talk to your brother or sister about how you are feeling.
 - You want a job, but cannot find anyone to hire you. You want to talk to a friend or youth worker about it.
 - Your boy/girlfriend told you he or she wants to end the relationship. You want to talk to a friend about the situation.
 - You have really wanted to spend some time with someone you find attractive. You are going to spend time together tonight. You want to talk to a friend about how excited you are.
 - You want to find your own place and move out of your family home. You want to speak to a friend about your options.
3. Using one sample situation, ask participants to suggest possible questions a listener might ask to help the speaker clarify his or her ideas. Record their ideas on chart paper or the white/chalk board.
 4. Select one of the sample situations suggested by the youth or from the list above. Tell participants that they are going to practice demonstrating good listening behaviors. Rotate from person to person acting as the speaker in the sample situation. Have each participant demonstrate the listening behaviors and respond with a possible question.

Paired Practice (15 minutes)

1. Have participants find a partner who is wearing clothes of a similar color. Have them decide which one of them is Person "A" and which one is Person "B."



Trainer's Note: If color of clothing is not an appropriate characteristic to use to form pairs, choose another characteristic, such as different height, so participants have a suggestion for how to find a partner.

2. Ask the "As" to practice the five listening behaviors for about two minutes while the "Bs" imagine they are in one of the sample situations discussed and are telling "A" about it. Tell the "Bs" to notice which of the listening behaviors are being demonstrated.
3. Tell the pairs to begin.
4. After two minutes, have the "Bs" tell the "As" which of the listening behaviors they noticed.
5. Then, have the pairs reverse roles so that the "Bs" have a chance to practice listening.
6. Repeat the procedure.

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Sample Lesson



PERSONAL APPLICATION

Discussion (5 minutes)

1. Select two or three questions from those listed below to ask participants:
 - Which of the listening behaviors were easy to do? Which behaviors were difficult?
 - How did it feel to be listened to by your partner?
 - What do you think the benefits might be for listening carefully to other people?
 - How might listening to others impact your relationships with them?
 - What might happen to your relationships with others if you don't listen carefully to them especially when they are telling you something that is very important?
2. Ask participants to identify:
 - listening behaviors they think they do frequently, and
 - one listening behavior they want to improve.



3. Tell students to record their responses to the questions above on a blank piece of paper or in their Trainee Handbooks, if available. Ask for volunteers to tell the group their ideas.
4. Encourage participants to think of two individuals they will listen to more carefully during the next three days. Ask them to notice the impact of listening carefully to others. If the group will be reconvening, ask them to be prepared to share their observations with the group.
 - Ask students to record their observations by answering the following question in a personal journal or in their Trainee Handbook:
 - What listening behaviors did you try to use with your friends or family this past week? How did they respond?

CAREER ASSESSMENT TOOLS, PART ONE: WHAT WOULD YOU LIKE TO DO?

Sample Lesson

CAREER ASSESSMENT TOOLS, PART ONE: WHAT WOULD YOU LIKE TO DO?

Sample Lesson

LEARNING OBJECTIVES

PARTICIPANTS WILL

- Identify jobs they find interesting and those they do not find interesting.
- Explore their talents, interests, and appealing job characteristics to identify possible work settings.
- Identify the jobs of people they know and admire to gather information on possible careers.

DEFINITION OF TERMS

- Career Assessment: The process of determining which job(s) might be the most interesting and most appropriate for a person.
- Career: A series of related job experiences that fit into a meaningful pattern.
- Career Path: A sequence of positions necessary to achieve a goal.

LESSON PREVIEW

- Share your career development path.
- Generate lists of jobs participants consider interesting and those they consider not interesting.
- Complete the handout, “What Does the World Around You Say About Jobs You Might Find Interesting?”
- Discuss the handout with a partner.
- Summarize the data and ideas explored to identify possible jobs.



MATERIALS NEEDED

- Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- Handout: “What Does the World Around You Say About Jobs You Might Find Interesting?”
- A pencil or pen for each participant
- Trainee Handbook, if using

TASKS TO COMPLETE BEFORE TEACHING

- For “Information to Share”: Duplicate enough copies of the handout, “What Does the World Around You Say About Jobs You Might Find Interesting?” so each participant can have one copy or refer participants to their Trainee Handbook, if using.

PREREQUISITE SKILL OR LESSON

- “Listening: A Key to Positive Relationships”



Trainer’s Note: “Career Assessment Tools, Part One: What Would You Like to Do?” can be taught as a stand-alone lesson. If both Career Assessment Tools lessons are selected, Part One should be taught immediately prior to the lesson “Career Assessment Tools, Part Two: An Interest Survey.” Please note that Part Two can not be taught without first teaching Part One.

LENGTH OF LESSON

- 60 minutes

LESSON PLAN



GENERATING INTEREST IN TOPIC

Trainer Input and Discussion (10 minutes)

1. Explain your career development path by describing the following aspects:
 - Your first job
 - How you found your first job
 - The most interesting jobs you have had
 - The worst jobs you have had
 - Any patterns you noticed as you moved from one job to another or from one set of jobs to another set of jobs
 - For example, if your list of jobs included babysitting, youth worker at human service agency, a mechanic in a car garage, and now counselor at this school or center, the pattern would be an interest in working with young people.
 - Jobs you had that were similar to jobs your family or friends had earlier in their lives and explain how they were similar
 - How your current job fits your interests and needs for meaningful employment



Trainer's Note: If this is your first job or you haven't had a long career path, you can use your parents or someone you know as an example. It is also important to let participants know that your career path is just an example. They will face a different reality and different challenges.

2. Encourage participants to ask questions about your prior jobs and pathway to your current position.
3. Draw a line down the middle of a piece of chart paper or the white/chalk board. Title one side "More Interesting Jobs" and the other side "Less Interesting Jobs."
4. Ask participants to suggest jobs they might find interesting to do at some time in their lives. Record their ideas under the title "More Interesting Jobs." Ask participants to share their reasons for finding specific jobs interesting.
5. Ask participants if there are any jobs they would not like to have during their lifetime. Record their ideas under the title "Less Interesting Jobs." Ask participants to share their objections to the listed jobs.



Trainer's Note: It may happen that the same job could be on both lists.



INFORMATION TO SHARE

Trainer Input and Activity (30 minutes)



1. Distribute the handout, "What Does the World Around You Say About Jobs You Might Find Interesting?", or instruct participants to turn to the worksheet in their Trainee Handbooks.

CAREER ASSESSMENT TOOLS, PART ONE: WHAT WOULD YOU LIKE TO DO?

Sample Lesson

**CAREER
ASSESSMENT
TOOLS,
PART ONE:
WHAT WOULD
YOU LIKE TO DO?**

Sample Lesson

2. Invite participants to fill in the handout, Questions 1-9, as you read through it with them. They can use words, symbols, or pictures to describe their responses. Use the following comments to help participants think about their answers to the questions.
3. Is there a job you have always dreamed of doing? What is it? Why?
4. What do you do well?
 - * What talents or skills do you have, such as drawing, riding a bicycle, creative writing, or fixing machines?
5. What do you enjoy doing and makes you feel proud?
 - * This could be something that you do well (as listed in question #2) or a skill/ talent that you find rewarding and would like to learn more about and/or develop further.
6. Is there a job characteristic that is important to you? If so, it might influence the type of job you want to seek. For example, if you like to talk to people, you may not want to have a job where you work alone, but would rather work in a sales or human service job. Here are some examples of characteristics that might influence the type of job you want.
 - * Tick those that appeal to you or list other job characteristics that are important to you which are not represented here.
 - * Working with other people
 - * Working outside
 - * Earning lots of money
 - * Working overtime
 - * Using your mind
 - * Living in one community
 - * Working alone
 - * Working inside
 - * Helping other people
 - * Not working overtime
 - * Working with your hands
 - * Moving around the country
7. Have you ever stopped and watched someone do a job that seemed interesting to you? What was it?
 - * Sometimes people become fascinated by a job they never knew existed before. They see someone doing something and think to themselves, "That is a job I think I would really like and would be good at."
8. If you have friends that work, what jobs do they have?
9. What jobs have your mom, dad, aunts, uncles, other close adult friends and family members had?
10. Who are some people you admire? What do they do for work?
11. Where are some of your favorite places? What jobs do you see when you are there?
 - * If you enjoy spending time at a park, you might enjoy selling concessions at the park or being a person who takes care of the grounds. Or, if you enjoy shopping for clothes, you might enjoy working in a clothes store, being a tailor, or even a fashion designer.



GROUP ACTIVITY/PRACTICE

Paired Discussion (15 minutes)

1. Have participants find a partner who has a different number of siblings. Ask the partner with the fewest number of siblings to be the speaker and the partner with the most siblings to be the listener.
2. Invite the speaker to share with the listener his or her responses to the nine questions. Encourage the listener to pay close attention to the information shared by the speaker and to ask clarifying questions.
3. Ask the listener to summarize to the speaker what he or she heard from the speaker and to say which jobs seemed to generate the most excitement from the speaker. Using the following sentence stems may help.
 - “Some of the jobs I heard you mention were....”
 - “It seems to me you were the most excited when discussing the jobs of....”



PERSONAL APPLICATION

Discussion (5 minutes)



1. Ask participants to reflect on the following questions and record their responses in their Trainee Handbooks or on a blank piece of paper. Explain in addition to identifying our likes and dislikes, reflecting on our past experience can help us gain new understanding about ourselves and our career preferences.
 - What jobs have I had?
 - What did I enjoy and dislike about these jobs?
 - What compliments and/or constructive feedback did I receive from managers, coworkers and customers?
 - What is my attitude towards doing the same things every workday?
 - What are my future plans for education and training and what positions would I like to hold in the future?
2. Read the directions for completing the summary section of the handout, “What Does the World Around You Say About Jobs You Might Find Interesting?” Ask participants to complete it using words, pictures, or symbols.
3. Ask for volunteers to tell the group some of the jobs they listed in this section.



Trainer’s Note: If Part Two has been selected, collect and save the participants’ handouts, or remind participants to bring their Trainee Handbooks with them to the next session. They will be used again in the lesson, “Career Assessment Tools, Part Two: An Interest Survey.”

4. Tell participants the next lesson will follow up on this one and will examine career choices.

CAREER ASSESSMENT TOOLS, PART ONE: WHAT WOULD YOU LIKE TO DO?

Sample Lesson

HANDOUT: WHAT DOES THE WORLD AROUND YOU SAY ABOUT JOBS THAT YOU MIGHT FIND INTERESTING?

1. Is there a job you have always dreamed of doing? What is it?

2. What do you do well?

3. What do you enjoy doing?

4. Is there a job characteristic that is important to you? If so, it might influence the type of job you want to seek. For example, if you like to talk to people, you may not want to have a job where you work alone, but would rather work in a sales or human service job. Here are some examples of characteristics that might influence the type of job you want. Tick those that appeal to you.

Working with other people

Working outside

Earning lots of money

Working overtime

Using your mind

Living in one community

Working alone

Working inside

Helping other people

Not working overtime

Working with your hands

Moving around the country

HANDOUT: WHAT DOES THE WORLD AROUND YOU SAY ABOUT JOBS THAT YOU MIGHT FIND INTERESTING?

5. Have you ever stopped and watched someone do a job that seemed interesting to you? What was it?

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6. If you have friends that work, what jobs do they have?

FRIEND	FRIEND	FRIEND
JOB	JOB	JOB

7. What jobs have your mom, dad, aunts, uncles, other close adult friends and family members had?

HANDOUT: WHAT DOES THE WORLD AROUND YOU SAY ABOUT JOBS THAT YOU MIGHT FIND INTERESTING?

8. Who are some people you admire? What do they do for work?

PERSON	PERSON	PERSON
JOB	JOB	JOB

9. Where are some of your favorite places? What jobs do you see when you are there?

PLACE	PLACE	PLACE
JOB	JOB	JOB

HANDOUT: WHAT DOES THE WORLD AROUND YOU SAY ABOUT JOBS THAT YOU MIGHT FIND INTERESTING?

Summary:

After answering the questions and listening to your partner's comments, what job(s) seem the most interesting to you?
