

1 *step*

Identifying Principles, Interests, and Skills

OBJECTIVES

- Identify Principles, Interests, and Skills
- Rank Principles, Interests, and Skills
- List Your Power Words

Overview

Students with disabilities must have information passed to them in very simple, direct, and precise ways with constant repetition, short lists, and simple exercises. If they are to retain the information, it must be reduced to as few steps and as few words as possible.

In this lesson, I have recommended only six words for trainees to memorize. These words are all they will need in their job search:

- ✓ Two principles
- ✓ Two interests
- ✓ Two skills



Remember: Too much is too much to remember.

REVIEW

Review, repeat, and reinforce the rules of the worksite.
Review, repeat, and reinforce material from the orientation.
Review, repeat, and reinforce the objectives for the day.



Remember, you are in a worksite setting!

Hello, trainees, I am your job trainer. Today we will be discussing you and your principles, interests, and skills.

What Is a Principle?

What do people mean when they say something is a matter of principle?

Encourage group discussion.

A principle is a rule or standard, especially of good behavior. It is a moral or ethical judgment. It is your bottom line. Everyone has a bottom line. Everyone has some things they will not do, no matter what other people are doing. What are your bottom lines? Your bottom lines are your principles.

Why do we need to know our principles?

Encourage group discussion.

What do principles have to do with finding a job?

Encourage group discussion.

If a job goes against your principles or requires you to change your principles, you will probably not stay in that job. So it's important to recognize your personal principles before you go any further in your job search.

CASE STUDY

Kevin has always dreamed of making videos about travel, animals, and nature. He loves photography and videos. Kevin finally gets the opportunity to work as an assistant in the cutting room at a videotaping company. He is so excited, he can hardly wait.

Kevin is there only a few days when he realizes the other workers in the cutting room are smoking marijuana on their breaks. Kevin does not approve of drugs.

1. What should Kevin consider?
2. What are his choices?
3. How can he handle this situation?
4. What about his principles on drugs?

How Do We Identify Our Principles?

Have trainees locate worksheets #1, 2, 3, 4, 5, and 6 from the activity book. Substitute worksheets #2a, 4a, and 6a for advanced students who can accept more challenging exercises.

Okay, trainees, we will be working on some worksheets together in class. Please bring your workbook to class with you every session.

Turn now to worksheet #1. This has three words on it: principles, interests, and skills.

We will list our principles, interests, and skills on this sheet.

Let's list some principles on the board and discuss them.

Encourage the student trainees to tell you some principles. List them on the board.

Activity 1

5 MINUTES

Now we need to identify our *personal* principles and put them in order of their importance to us. We are going to go around the room and, one at a time, I want you to answer this question with one word:

“My friends say I am _____.”

Remember the word you have given me: It is a very important word. Write it down under “Principles” on your worksheet.

Next, on a separate piece of paper, write down three principles from the list on the board, principles that describe you. Look at your list and rank the principles in the order of their importance to you (1, 2, 3), with number 1 being the most important. From this list, copy the number 1 principle onto your worksheet directly under the word you gave me before. Now you have two principles on your sheet.

Activity 2

5 MINUTES

Have the student trainees turn to worksheet #2 or 2a, “Identifying Principles.” Complete it together as a class or have them complete it individually.

CASE STUDY

Moisha has always wanted to work at the local hospital. She hopes to go to nursing school someday, but she needs to save money first. After graduating from high school, she is offered a job as a file clerk and mail runner at the hospital. Moisha is thrilled; this is just what she had been hoping for. This job will allow her to visit all the different departments and learn about the hospital.

After two weeks on the job, one of Moisha's co-workers in the file room approaches her and says he has to leave early for lunch. He asks Moisha if she will punch out his time card at noon. He tells Moisha that people do it all the time.

1. What should Moisha consider?
2. What are her choices?
3. How can she handle this situation?
4. What can this do to her principles?

The Power of Words

Students with special needs must realize that the words they use to describe themselves paint an immediate picture for the person they are talking or writing to. Simple words (such as *punctual*) can be more effective than long, drawn-out phrases (such as *"I always arrive on time for work every day."*). Refer to the pretest. How many students answered question 1 or 2 with an E or G? Is their assessment accurate?



Activity 3

15 MINUTES

Using the right words can make a difference in getting a job.

We need to increase our vocabulary. We need to pick the most powerful words we can to describe ourselves.

Turn to worksheet #3. Do you know what these words mean? Look at the examples and complete the top part of the worksheet, filling in a phrase that describes what each word means.

Allow time to discuss the meanings of the words.

Pick two of the words that describe you and complete the bottom part of the worksheet.

You must use powerful words to describe yourself. You can use them when talking about yourself to potential employers. This is being word smart.

What Is an Interest?

What is an interest?

Encourage group discussion.

Why do we need to take time to identify our interests? What do our interests have to do with finding a job?

Allow for group discussion.

Let's list some of our interests on the board.

Encourage the class to tell you some of their interests. Write these on the board.



Activity 4

5 MINUTES

Now we are going to go around the room and, one at a time, I want you to give me one word that answers this question: “My friends say I like to _____.”

Write that word on the top line under the word “Interests” on worksheet #1. Remember this word.

Have the student trainees turn to worksheet #4 or 4a, “My Interests.” Have them complete it individually or complete it together as a class.

Now write down on a separate piece of paper three interests from worksheet #4 or 4a and copy one interest onto the worksheet under the word you gave me before. Now you have two interests on your sheet.

Identify Personality Types Through Interests

We know what you generally like to do for fun.

Now let’s look at specific interests that might help to identify your personality type.

Employers are becoming more interested in what you do in your leisure time. Because there are so many qualified applicants for each position, the employer is more concerned about hiring the right fit for the job and company.

Your interests say a lot about your personality type; whether you are an outgoing person who likes activities involving a lot of people or a more private person who prefers working in smaller groups or alone.

We will refer to these two types as outgoing and private. Neither one is good or bad. They are just different.

Have trainees complete worksheet #5. Discuss the idea that people will be happier and more successful in jobs that suit their personality types.

Thinking about your interests and personality type can help you determine what jobs and working environment would be best for you. This is personality smarts.

What Is a Skill?

What is a skill?

Encourage group discussion.

Why is it important to know our skills when we are looking for a job?

Encourage group discussion.

Let's list some of our skills on the board.

Encourage student trainees to list skills. Write their answers on the board.

Now think of *one* word that answers this question:

"My friends say I can do _____."

Write this word under "Skills" on worksheet #1. Remember this word.



Activity 5

15 MINUTES

Break the class into four groups. Give them the following instructions:

I am going to give you a work assignment. The assignment is to plan a party for our last day of training. I want one person to write down the list of skills necessary to give the party. I want you to discuss with the group how the plan is to be carried out and who is to do what. Everyone in the group must do something. The group will identify what skills are needed.

You have 15 minutes to complete the assignment.

Bring the group back together and lead a brief discussion.

Have the student trainees turn to worksheet #6 or 6a, "My Skills." Complete the worksheet together as a class or have the students complete it individually.

On a separate piece of paper, copy three skills from the worksheet or three skills you identified during the party planning that you can do well. Rank them according to how well you can do them, with 1 being your best skill. Copy that number 1 skill on worksheet #1 under the word you gave me. Now you have two skills on your worksheet and a total of six words on your worksheet.

I am going to put a red dot on your worksheet #1 to remind you that these are the six most powerful words about you. Memorize them and use them to describe yourself.

Number 1 on your list under each heading is the word you gave me describing what people say about you. These are our power words that tell others who we are. These are completely true words about us.

Everyone has more skills than they think they have. Everyone can do many jobs in the workplace if they know how to use these skills. For example, I am going to perform a job that everyone in this room has the skills to do.

Activity 6

5 MINUTES

Take out a ribbon or rope about two feet long and lay it on the table.

Who can pick up this ribbon and tie a knot by following directions?

Solicit a volunteer from the class.

Pick up each end, one with your right hand and one with your left hand. Without letting go of either end, tie a knot in the ribbon.

Allow time for the volunteer to try this exercise.

The trick is to cross arms and pick up the right end with the left hand and the left end with the right hand. You must put one hand under one arm. Now pull it through and tie a knot in the ribbon.

Show the volunteer how to do this.

You see, you have the skills to do many jobs if someone will give you the know-how.

Job Skills

Skills are very important in choosing a job. You must have the proper skills for the job or be able to acquire them. You must be able to do the job.

It is important that you know not only your skills but also what skills it takes to do certain jobs.

Sometimes we know of jobs we would like to try, but we have no idea what skills it takes to do the job.

Turn to worksheet #7. Let's talk about specific entry-level jobs. Everyone has to start somewhere and usually it is an entry-level job.

Have the students complete the worksheet. Allow time to discuss the skills that the different jobs require. Then, talk about ways to acquire skills the students don't yet have that are necessary for the jobs.

Your Power Words

There is more to you than what everybody else says.

Your power words are words that describe you best. They must set you apart from the average applicant. They cannot be phrases like “I am a hard worker,” “I am good with people,” “I like to watch TV,” or “I am good with my hands.”

Now you have the six most important words to use in your job search:

- ✓ Your two principles
- ✓ Your two interests
- ✓ Your two skills

Your power words must be true and powerful. You must show job smarts.

Sum It Up



You have many more skills and abilities than you may realize. And you can learn more by asking questions. If you do not understand directions in the workplace, you must not try to fake it. Ask someone to show you how the job is done. This is a good way to acquire quick know-how. This is job smart!