



Careers (8) (continued)
Abilities and Preferences (1) (continued 'a')

Based on an idea from Doty, G. (2001)

LEVEL	Intermediate to Advanced
AIMS (Aspect of Pestalozzi)	<ul style="list-style-type: none"> ➤ To encourage students to think for themselves, to be self-aware and to be independent ➤ To encourage students to help themselves by recognising their strengths and weaknesses and their preferences
FURTHER AIMS	To explore students' abilities and preferences as they relate to careers
MATERIALS NEEDED	A copy for each student of: <ul style="list-style-type: none"> ➤ The 'Abilities' Worksheet <i>(NB: Made by the teacher, based on the work done in the previous session.)</i> ➤ The 'Working Style Preferences' Worksheet <i>(NB: Made by the teacher, based on the work done in the previous session)</i>

The 'Abilities' Worksheet should list the abilities in a table thus, allowing room for a tick box:

	<i>Good with numbers</i>		<i>Able to grow vegetables</i>
	<i>Brave</i>		<i>etcetera</i>

The 'Working Style Preferences' Worksheet should list the preferences thus, also allowing room for a tick box:

	<i>Working alone</i>		<i>Working as part of a Team</i>
	<i>Working under pressure</i>		<i>Working in a relaxed way</i>
	<i>etcetera</i>		

The teacher reminds the students of the activity carried out in the last session and, distributing the two worksheets, explains that the worksheets are made from the two lists they had made then.

Working on their own, the students first complete the 'Abilities' Worksheet by putting a tick beside the abilities they have, and then complete the 'Working Style Preferences' Worksheet by putting a tick next to the working style preferences they have.

The teacher divides the students into pairs (A and B) and tells each pair to first discuss A's abilities and working style preferences and decide on different jobs in which A could best use his or her abilities and be most

likely to have his or her working style preferences and then to do the same for student B. *(NB: The teacher advises the students that this activity will be continued in the next session and collects their worksheets.)*

Doty, G. (2001) Fostering Emotional Intelligence in K-8 Students Corwin press inc., Sage Publications Ltd.: London

Continued in the Teaching Idea 'Careers (8) (continued) Abilities and Preferences (1) (continued 'b')