

Career Character

(Defining ourselves through education, lifestyle & character development)

Purpose: Enlightening students on the relationship between education, career choice and character as a choice.

Materials: For a class size of 34: Thirty four envelopes, thirty four index cards (or 3x5 sections of paper) and five color markers (Red, Blue, Green, Yellow & Black or any other colors=) *Make copies of the last page of this lesson then cut and insert in envelopes before distribution.

Student Materials: Pencil.

Time: 30 Minutes.

Key Words/Concepts: Education, Occupation, Salary, Social Circles & Development of Character traits

Introduce/reintroduce: Make sure the kids know who you are. Get a show of hands for any recently admitted new students to the school. Talk a little about graduation requirements and that you come to their classrooms periodically to promote mental health.

Part 1:

Explain: To students they will each be receiving an envelope to begin the counseling activity today.

Direct: Students NOT TO open their envelopes (at least not yet.)

Distribute: (To a class of 34 students) Envelopes to students. (Five Red X envelopes, Six Blue X envelopes, Seven Green X envelopes, Eight Yellow X envelopes and Nine Black X envelopes.)

**If you're working with a class size a little less than or greater than thirty four students then I suggest adjusting the number of Black X envelopes.*

Make Sure: All students have an envelope with a card in it (they can check by holding the envelope up to the light.)

Point Out: That the envelopes have one of five markings/symbols directly visible on the front of them. (In this version of the activity five different colored X's are used to identify the envelopes.)

Inform: Students that in today's activity, color groups largely stick with their own group members. That is, seldom will people from one group have much to do with or socialize with anyone outside of their own group.

Instruct: Students to stand when their color (group) is called and to look around to see who is (and just as importantly, isn't) in their color group. Have students sit down again before the next color group is called.

Call: **Red** to stand (Five kids should be standing) (sit.)

Blue to stand (Six kids should be standing) (sit.)

Green to stand (Seven kids should be standing) (sit.)

Yellow to stand (Eight kids should be standing) (sit.)

Black to stand (approximately Nine kids should be standing) (sit.)

Part 2:

State: I'm going to spend the next couple minutes briefly describing five lifestyle components (Housing, Transportation, Clothing, Entertainment and Occupation) for each of the five color groups beginning with the Red group.

Read: A loud the following general lifestyle descriptors of each group (Group members to stand again as their group descriptors are being read. Sit down before the next color group is read.)

Red: Housing. One or more homes as well as a vacation home.

Transportation: Two or more new autos, motorcycle and RV.

Clothes: Two closets full of great stuff and all sorts of specialty sport shoes.

Entertainment: World travel, multiple vacations and all kinds of electronics.

Job: Professional, High end position.

Blue: Housing. You've got a really nice house and yard.

Transportation: One newish and one older car with some miles.

Clothes: Plenty of good stuff with several really great quality outfits.

Entertainment: Dinner & movies out, weekend trips and up to 3 weeks of vacation every year.

Job: Professional, managerial, boss type. You have to dress up for work.

Green: Housing. You probably have your own apartment or a room at your parent's place.

Transportation: Older auto/truck (no frills) with lots of miles.

Clothes: 1-2 good pair of jeans, a good pair of tennis shoes and a pair of shoes that double for both work and dressing up.

Entertainment: Cruise the main roads and eat out at Taco Bell on Friday nights. A movie at the theatre 1x a month but only if you sneak in your own treats.

Job: General intro position, food industry and or counter help. Must have reliable transportation, driver's license and be willing to work nights, weekends and holidays.

Yellow: Housing. You're sharing a one room apt. or room with a friend.

Transportation: You've got an old bike with a bent rim but you prefer to take the Bus when possible.

Clothes: Not always new but pretty darn cheap. You can't afford to be too choosy.

Entertainment: Hanging out in the park or parking lot. On a good night you and a friend sit on lawn chairs in the garage talking about the glory days of middle school.

Job: Unskilled laborer. Show up at construction jobs, strawberry fields, etc. looking for daily work. Don't mind holding up and dancing around with an advertisement signs.

Black: Housing. Bouncing around at different places, parks, missions or on the streets.

Transportation: Bum rides, bike or walking.

Clothes: Usually donated, second hand or very, very inexpensive.

Entertainment: Standing, sitting on curbs outside of liquor stores or hanging out in the park.

Job: Recycling cans, bottles, and glass. You do not mind asking people for money.

Part 3:

Ask: Students to raise their hands IF they were pleased with their lifestyle description.

Ask: Students to raise their hands IF they were NOT pleased with the description of their lifestyle.

Ask: Students to comment on what a lifestyle tells (if anything) about a person.

Ask: Students to raise their hands IF they would be interested in choosing to make a trade with another person in the room. That is, trading with someone to get into (or out of) another group.

Announce: Before deciding to trade or not, open up the envelope and pull out the card/paper inside. This paper has very little to do with your lifestyle but has a lot to do with describing the kind of person you are. That is, even though your lifestyle tells about what you wear & where you go, this card tells a lot about who you are as a person in relation to other people.

Direct: Student's attention to their specific card.

Review: A loud the general format of each card (all the same.)

1. Truthful
2. Greedy
3. Respectful
4. Forgiving
5. Honest
6. Selfish
7. Generous
8. Promise Keeper
9. Hard Working
10. Unfaithful

Instruct: Students to use a pencil and rank in order 1-10 using the space to the right of the word, the importance of each character trait to him/her self.

For Example: Truthful 3
 Generous 5
 Respectful 7

Explain: Trait word # 1 will be used to describe you all the time.

Trait words #2-3 will be used to describe you most the time.

Trait words #4-6 will be used to describe you some of the time.

Trait words #7-9 will be used to describe you on occasion.

Trait word #10 will never be used to describe you.

Call: On several students to read their responses.

Ask: Students to comment on what character tells about a person.

Ask: For a show of hands for which students would be interested in trading their card with anyone else in the room not knowing what they would be getting in return? And or

Ask: Give a show of hands if you'd be willing to trade envelopes at the expense of turning your character card upside down? That is:

#10 Becomes the word that would be used to describe you all the time.

#7-9 Become the words that would be used describe you most the time.

#4-6 Become the words that would be used to describe you some of the time.

#2-3 Become the words that would be used to describe you on occasion.

#1 Becomes the word that will never be used to describe you.

Ask: Which tells most about you the envelope or the card? Of the two (envelope and card) which is more important in defining you?

Part 4

Explain: The outer envelope has everything to do with your choice of **Education, Effort & Attitude**.

Explain: The inner card has everything to do with choice of **Character, Values & Priorities**.

Break Down: The Color Groups (Research/data supported):

Red Group: 6-10 years of college, specialized training and special license/permit.

Blue Group: Minimum 4-5 years of college, specific training, credential or certificate.

Green Group: High School graduate, basic course of education.

Yellow Group: Dropped out of High School between 10-12th grade and or did not meet High School requirements to graduate.

Black Group: Dropped out of High School prior to 10th grade and never earned a GED.

Clarify: With students they are not assigned groups in life rather each person gets to make his/her choice in this country about being the boss of their own education level, effort & attitude.

Break Down: The character traits card (which traits does society endorse as positive?)

Go Through: Words one by one. Get a show of hands for the validity and merit of each word.

Solicit: From students any additional character traits of significance to them.

Clarify: With students they are not assigned character traits in life rather each person gets to make his/her choice in this country about their character, values & priorities.

Instruct: Students to turn their character cards over and to write down one or two of their lifestyle goals and how much education might they need in order to help reach those goals.

Call: Upon students to share with the class what their lifestyle goals are, how much education will be required to help achieve their lifestyle and to rate their top three character traits for how they will be known.

Remind Students:

“The truth of who we are and how we’re known will be
found in both our accomplishments & character.”

Collect: (optional) Envelopes for future use. Students may keep their character cards.

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____

1. Truthful _____
2. Greedy _____
3. Respectful _____
4. Forgiving _____
5. Honest _____
6. Selfish _____
7. Generous _____
8. Promise Keeper _____
9. Hard Working _____
10. Unfaithful _____