



Module 4

Duration: 55 minutes

Embarking on a Voyage of Self-Discovery

This module is designed to assist students in understanding what a self-concept is and how one's self-concept relates to choosing an occupation initially and making career changes later on. Students will consider the many roles they play and how these roles combine in careers.

Objectives

At the end of this module, students will be able to:

- Define self-concept.
- Depict and describe their own self-concepts.
- State relationships between their personal self-concepts and career choices they may make.
- Select and describe the roles they are currently playing now and wish to play in the future decision making.

Module 4: Overview

Components

- **Mini-Lecture and Discussion: Self-Concept**
10 minutes
- **Activity 8: Self-Concept and Career Choices**
10 minutes
- **Mini-Lecture: Life Roles and Discussion of Homework**
20 minutes
- **Activity 9: Your Life Roles**
15 minutes (for middle school students)

Facilitator Preparation

1. Read the lesson plan and resource material.
2. Bring a 3x5" card or half sheet of paper for each student for Activity 8: Self-Concept and Career Choices.
3. For middle school students, duplicate Activity 9: Your Life Roles, Activity 11: Pairing Occupations, and Activity 12: Setting the Clock.
4. Arrange to show the presentation. This presentation can be accessed in the Kuder Navigator® admin experience.

Homework Assignments

Ask students to complete Activity 11: Pairing Occupations, which lists 32 occupations that youth often think about as possibilities. Their job is to place these into 16 pairs, not using the title of any occupation twice. Then, they are asked to write why they paired these two.

Ask students to complete Activity 12: Setting the Clock. Students should bring the completed worksheets to the next class session.

National Career Development Guidelines Addressed

- Indicator CM1.K3: Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- Indicator PS4.A2: Show how you are balancing your life roles.
- Indicator PS1.R2: Assess the impact of your abilities, strengths, skills, and talents on your career development.
- Indicator PS4.K4: Recognize that your life roles and your lifestyle are connected
- Indicator PS1.A5: Demonstrate a positive self-concept through your behaviors and attitudes.
- Indicator PS1.K5: Describe aspects of your self-concept.
- Indicator PS4.K1: Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

ASCA National Standards for School Counseling Programs Addressed

- Indicator A:C1.1: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- Indicator C:A1.10: Balance between work and leisure time.
- Indicator C:C1.2: Explain how work can help to achieve personal success and satisfaction
- Indicator C:C1.5: Describe the effect of work on lifestyle.
- Indicator C:C1.7: Understand that work is an important and satisfying means of personal expression.
- Indicator PS:A1.1: Develop positive attitudes toward self as a unique and worthy person.

Module 4: Lesson Plan



Mini-Lecture and Discussion: Self-Concept

(15 minutes) (Slides 1 and 2)

You've probably taken a selfie; in this module you'll do something similar by clearly identifying your interests, skills, and work values. It's important to do that because theorists who have studied career choice and planning tell us we are most likely to be satisfied in our jobs if we have a clear picture of ourselves. We are going to learn about ourselves in two ways – through informal activities in class and by later taking an interest inventory and skills assessment in preparation for Module 6.

Engage students in this topic by asking questions such as the following:

- **What does the word self-concept mean to you?**
It is the picture that we have of ourselves – including the way we look, how we think other people see us, our strengths and weaknesses, our interests and abilities, how our parents accept us, etc.
- **How do we get our self concepts?**
By the feedback that other people give us and how we judge ourselves.
- **Can you give me any illustrations of events in your life that affected your self-concept?**
Success at a task that made you see yourself as smart, or a failure that made you see yourself as less capable than others.
- **Related to your homework for today, how did the image of you differ as seen by your parents, friends, and teachers? Why do you think there are differences in these three views?**
Each is looking for and valuing different aspects of you.
- **When do we get a self-concept?**
Begins as soon as birth, because babies can distinguish between themselves and other people or objects, and continues throughout our lives.
- **Do our self-concepts change?**
Yes, as we grow and have different experiences. Ideally, our self-concepts become better defined and more realistic with age.
- **Can you tell me how your self-concept has changed from the time you were five years old until now?**
- **How can you imagine that your self-concept would affect your selection of an occupation or job?**
We tend to want to do what we are interested in doing and what we believe we have the ability to do well. As we get older, we form values that are an important part of our self-concepts and also help guide our choices.

Share: You have given many good answers. In summary, your self-concept is the picture that you have of yourself. It may be focused and have a lot of detail and color, or it may be unfocused, blurry, and gray. We get our self-concepts both from how we judge ourselves and from the constant mirrors that others – friends, parents, relatives, teachers, and others – hold up for us. This self-image begins shortly after birth and continues throughout our lifetime. It may develop in a positive or negative direction depending upon the people and events in our lives. This self-concept will include what we believe our primary interests, skills, and work values to be, and how much or how well we believe we can control our own lives. All of these self-activities relate to our choice of occupations and jobs, and ultimately, our career. In your homework, you wrote about how you think others see you.

This is part of your self-concept.



Activity 8: Self-Concept and Career Choices

(10 minutes) (Slide 3)

Ask students to sit in a circle or quadrangle and give each student a 3”x 5” card or half sheet of paper. If the class is large, it may be more effective to break students into small groups. Then ask students to list five adjectives or phrases about themselves, ones that they are willing to have someone else read; however, they should not put their names on the cards. Here are some examples:

- Get along well with people.
- Good at sports.
- Like to work with numbers.
- Smart.
- Studious.
- Able to convince others to do things my way.
- Patient with children and the elderly.

When everyone has written five adjectives or phrases on a card, ask students to pass the cards, one at a time, to the person to their right and to continue to do so until you say, “stop.” When you say “stop” and call on a student, that person must read the list on the card and answer the question, “What kind of occupation might this person enter or avoid because of these characteristics?” Accept any answer, as the purpose of this activity is to help students connect personal characteristics to occupational choices. Don’t be concerned with the appropriateness of the answers. Continue this activity as long as time allows, reinforcing good answers and making additional suggestions.

Mini Lecture: Life Roles and Discussion of Homework

(20 minutes) (Slide 4)

Share: In the 20th century, there was a tendency to view work as a separate and very demanding part of life. It required higher priority than home, community, and leisure activities. Now, there is a tendency to view work as one important part of life that has a great effect on all other parts, but that is also affected by them. This concept gives an individual's life a greater sense of unity and balance.

As a part of today's assignment, you were asked to interview at least one adult to find out the kinds of activities that person is doing. Let's begin by hearing what you learned.

Ask questions like the following:

- What is the age range of the person you interviewed?
- What "roles" – worker, parent, spouse/partner, friend, volunteer, etc. – is this person playing?
- Did you get a sense of how much time this person is spending in each of these roles?
- Did the person ever have a conflict because time and attention were needed in more than one role at the same time? How did he or she resolve this problem?
- Did the person indicate that one part of life is often affected by another part?
- Did this person appear satisfied with the balance of his or her life, or did he or she indicate that some roles are taking too much time and others are being neglected?
- What else did you learn in your interview?

A well-known theorist in the field of career development, Dr. Donald Super, used a rainbow to define the word career to help us understand how the various parts of our lives fit together and affect each other (refer to the Life-Career Rainbow PowerPoint slide).

Note that this rainbow, adapted from Dr. Donald Super's theory, has nine bands: child, student, friend, worker, spouse/partner, parent, homemaker, leisurite, and citizen. Imagine that these activities, or life roles, are performed within the 24 hours that we have each day and, along with at least seven hours of sleep, consume all of the time we have.

Note also that this rainbow has the number 0 on the left end and 100 on the right end. The left end represents our birth, while the right end represents our death. The idea is that as life progresses, we begin playing a role and then may continue to play it continuously throughout our lives, end it and not resume it, or play it off and on. For example, the role of child begins at birth and continues until the death of both parents.

The role of the student begins when you start school at age five or six and may be continuous until you graduate from high school, college, or grad school. You may resume the role of student for short periods several times in your life. Still other roles, such as spouse/ partner, may begin in your 20s and continue until your death. The kind of work you choose will affect and will be affected by all of these roles.

Let's look at the meaning of these roles. For each, think about the amount of time spent in that part of your life and the amount of energy it requires. (Slide 5)

- **Child:** This role begins at your birth and continues until the death of both of your parents. When you are young, you spend a lot of time in this role. As you grow older and become more independent, you spend less time. When a parent becomes old, you may spend a lot of time again in this role, caring for his or her needs.
- **Student:** This may be the second role in your life, beginning when you start school, played continuously for 10-16 years, and then may be played off and on as you need to get more education or training.
- **Friend:** This role begins when you make your first good friend and continues throughout your life. It represents the time and commitment that you spend cultivating and being with friends.
- **Worker:** This role begins with your first part-time job and continues throughout the time that you work for pay. It is the time and energy you spend at your job.
- **Spouse/Partner:** This role is the time and commitment you invest in developing a marriage or other type of long-term relationship. This role begins with commitment to the relationship and ends with separation, divorce, or death of the other person.
- **Parent:** This role is the time and energy spent in raising children. This role begins with the birth or adoption of your first child and continues for as long as they and you live. This role demands a great deal of time during childhood and adolescent years, but the demand reduces as children become increasingly independent.
- **Homemaker:** This role is the time and energy spent taking care of your home, shopping for groceries and preparing meals, doing laundry, and other activities related to the daily needs for food and shelter
- **Leisurite:** This role is the time and energy you spend in relaxation and recreation of all kinds, such as reading, playing and observing sports, watching television, and doing crafts of all kinds
- **Citizen:** This role is the time and energy you may spend in your community, volunteering in many kinds of ways, such as work at your institution of faith, hospital, day care center, fundraising campaigns, community clean-up drives, etc.

Our self-concepts include how we see our strengths and weaknesses in different “roles” of life – that is, as a son or daughter, student, worker, or friend. Other than the role of child, over which we have less control, we can choose which of these roles we want to play. We can also make some choices about how much time and energy we want to put into them.

For example, you can decide how much time and effort you put into being a student. Success as a student affects your roles as a son or daughter, worker, and friend. In other words, the choices we make affect every part of our lives.



Activity 9: Your Life Roles

(15 minutes) (Slide 5)

Use [Activity 9: Your Life Roles](#) with middle school students for the remainder of the class session. Make copies of the worksheet and distribute them to each student. Please use Activity 9: Your Life Roles to indicate the life roles you are now playing by entering “Yes” or “No” in the spaces provided, and then giving a brief description of how you are playing them. Then indicate, by entering “Yes” or “No” in the spaces provided, the roles you want to play in the future. You have five minutes to do this before we discuss the activity.

Engage the students in discussion, using indicate such as the following:

- What activities do you do in those roles?
- Which roles do you hope to play in the future?
- What activities would you like to do in those roles?

Homework Assignments: (Slide 6)

Using [Activity 11: Pairing Occupations](#), place the 32 occupations listed that young people often think about as possibilities into 16 pairs, not using the title of any occupation twice. Then, write down why you paired these two. Bring this to the next class session.

Complete [Activity 12: Setting the Clock](#) and bring it to the next class session.

Optional Activity:

Have students create a song, haiku, or narrative featuring the different roles in their lives.

Module 4: Resource Materials



The career development theory of Dr. Donald Super has had a great impact on the field of career guidance and counseling, and covers many aspects of career development including life stages, developmental tasks, career maturity, work values, the definition of career as a combination of life roles, and the role of self-concept in career choice and development. It is this last contribution of Dr. Super's theory – the role of self-concept – that is emphasized in this module. Dr. Super said, "The choice of an occupation is the implementation of a self-concept." In other words, we seek to live out our view of ourselves through our work.

Dr. John Holland, another important theorist, expresses a very similar concept when he states that people can be described as a combination of six different personality types and that they unconsciously, or consciously, attempt to find settings (e.g., jobs, school majors, and leisure activities) matching their personality characteristics. With both theorists, there is the supposition that individuals form, as a product of heredity, environment, and positive reinforcement, an image, or self-concept that desirably should be translated into work activities – i.e., career choices.

A third theorist, Dr. John Krumboltz, adds to these ideas by reminding us that individuals learn their self-concepts. In other words, they get them by a combination of heredity and the mirror images that are reflected back to them by people and events. This feedback can be either positive or negative reinforcement for self-images. The reinforcement provided by parents, peers, teachers, counselors, and the world at large either serves to develop a strong, positive self-concept or a weak, negative one – and every shade in between. Krumboltz also advocates that counselors and other influential people can set up learning experiences for young people that are carefully crafted to result in positive reinforcement, thus helping students to develop a positive self-concept.

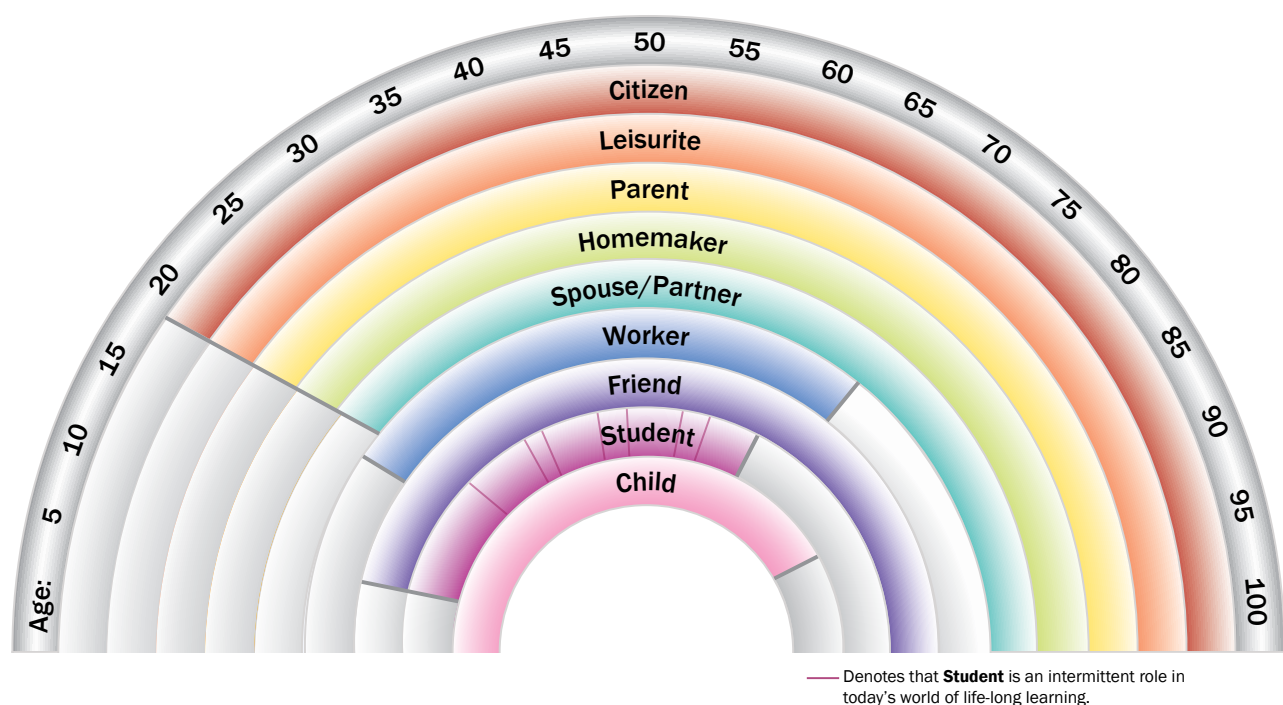
Following the perspectives proposed by these theorists, students will have a fuzzy occupational image of themselves if their self-concepts are ill-defined, weak, negative, and/or unrealistic. One purpose of this module is to help students understand the link between their self-images and career choices throughout the lifetime. Self-concepts will change with age, experience, and reinforcement. As this happens, career choices will also change - and that is good.

Similarly, according to Dr. Super, one's career can be defined as a combination of all of the activities that take place in the combined life roles a person is playing at any given point in time. Each role consumes time and energy and thus, a defined portion of one's life. Different roles have different levels of intensity – i.e., importance. For these reasons, each individual's career looks different, being made up of a different combination of roles, amount of time spent in those roles, and degree of intensity of those roles. Over the life span, the composition of roles varies.

Some roles (such as student) may be discontinued, other roles (such as parent) may be expanded, and still other roles (such as son/daughter) may be reduced in time and energy. Further, roles inevitably affect each other. For example, one's parent role affects the worker role when a child is ill. Playing multiple life roles simultaneously and with balance contributes to life satisfaction and self-actualization. Playing a minimal number of roles can result in limited life satisfaction. An individual can exert powerful control over life and career by the selection and management of these roles. In this module, students are introduced to the concept of life roles and how they work together.

The Life-Career Rainbow

Figure 4.1



Adapted from *Career Choice and Development: Applying Contemporary Theories to Practice* (2nd. ed.).
 Duane Brown, Linda Brooks, and Associates (Eds.), Copyright © 1990, Jossey-Bass Inc.
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To illustrate his broader concept of career, Dr. Super developed the Life-Career Rainbow (see Figure 4.1). The distance from left to right on the rainbow represents time. Birth is at the far left and death is at the far right. Each band represents one of the following major life roles: child, student, friend, worker, spouse/partner, homemaker, parent/ grandparent, leisurite, and citizen. Notice that there is activity in almost all roles in the center (mid-life) portion of the rainbow. During that period, many individuals are pursuing an occupation (worker) and renting or owning a home (homemaker).

They may be married (spouse/partner) and may have children (parent). Further, they may be supporting an elderly parent (son/daughter) and also may be engaged in some type of civic work (citizen). Of course, the intensity with which the roles are played (the time and energy put into each) also varies over time. Let's look at these roles more closely.

Child

In the first role, child, time and energy are devoted throughout the life to relating to parents. This role begins at birth and often continues until the age of 50 or 60. It ends when there is no longer a living parent. The duration of this role varies from person to person.

In childhood, the child role takes up a great deal of time. As a child grows up and becomes increasingly independent, this role involves less and less effort. When parents become elderly, they may need special care, either in their own home or in a child's home. The child role may again demand a lot of time and energy. This role usually takes place in the home. In early years, this is usually the parents' home; in later years, it may be played out in the child's home.

Student

The student role comes next. It begins with entry into any type of formal schooling. For most people, this role continues at least through age 16. For many, it continues through high school (about age 18) and on through college (about age 22). For others, there is a long lapse between high school and college.

An increasing number of people assume the student role periodically throughout their lives. A systems programmer or a sales representative undergoing training is temporarily playing the role of student again. A person who raises a family and then decides to attend college is likewise playing the role of student again. Many people return to undergraduate or graduate school and take full- or part-time programs to update or upgrade their skills, often at their employer's expense. Workers upgrade skills on a continual basis.

Companies offer hundreds of courses to their employees in face-to-face and virtual instruction. Websites offer the opportunity to search for a specific type of training and to register for the course online. This role takes place in any learning environment, from schools to the home.

Friend

This role represents the time and energy spent in making and maintaining friendships. It begins with the development of the first serious friendship and continues throughout our lifetime. This role has been added by the author. It appears in the curriculum materials, but it does not appear in Dr. Super's original graphic.

Worker

This role is played by everyone working to earn an income. For most people, this role begins with their first part-time job and continues until complete retirement from paid employment. Most people hold several different jobs during their occupational career, and many change occupations. This role occurs in the workplace. Traditionally, people have worked until age 65. Today, deviation from this norm in both directions is common. Some workers retire in their 50s and are able to do so because of good financial planning or retirement benefits. Others continue to work as long as possible, either by choice or necessity.

Spouse/Partner

The fifth role on the rainbow involves building and maintaining a satisfying relationship with another person. That person may be a husband or wife, or any other person with whom a long-term relationship is established. Some persons never play this role. For others, it is an intermittent role. And for some, it is a role played until death. This role occurs primarily in the home.

Homemaker

The sixth role, homemaker, involves maintaining the place where one lives. With two-career couples, partners may share the homemaker role or may hire others to assume parts of it. Homemaking activities include cooking, grocery shopping, selecting home furnishings, repairing objects in the home, decorating, lawn mowing, and the like. The amount of time in this role varies greatly from one home to the next, depending on the importance given to its appearance and the amount of money and help available. The homemaker role begins when a residence separate from one's parents' home is established and continues as long as a person is responsible for maintaining a residence.

Parent

A seventh role that many people play is parent - raising children and maintaining a relationship with them. Normally, the parent role requires the most effort in the first 15 years of a child's life. It will then taper off as the child becomes more independent and ultimately moves out on his or her own. If, however, a child returns to the parents' home to live, perhaps with a spouse or a child, the parent role should continue. This role occurs in the home, school, and community. Some corporations are establishing daycare centers in order to make it easier for parents to play this role while working full-time.

Leisurite

The eighth role, leisurite, is one that people play in many different ways. For adults, it may consist primarily of involvement in planned recreation – e.g., sports, theater, community organizations. Or, the leisurite may prefer more solitary activities such as painting, reading, hunting, or fishing. Whether one is alone or in a group, this role can be used to help release the tension that can result from trying to keep all the other roles in life functioning together smoothly. This role can be performed in many varied locations but is generally centered on the home and community.

Citizen

The role of citizen is one in which involvement varies considerably among individuals. It means devoting time and energy to civic, school, religious, or political activities. It includes, for example, membership and activities in service organizations or civic organizations such as the Chamber of Commerce, National Urban League, or League of Women Voters. The citizen might teach a class in religion, work with a youth group, coach a softball team, or lead a Scout troop. This role always occurs in the community.

In an informal way in this module and in a more formal way in Module 6, students will be gathering pieces of data about themselves. Your role is to help them put the pieces together to form a reasonable likeness of who they currently are and who they can become as they learn about their present interests, skills, and work values and continue to explore others.

Name _____

Date _____



Activity 9: Your Life Roles

In the first column, check Yes or No next to the name of each role. If you are playing the role, make some notes in the middle column about the activities you have in that role. Check Yes or No in the right column to indicate if you want to play it in the future.

Life Role	Playing Now?		How?	In the Future?	
	YES	NO		YES	NO
Child	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Worker	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Spouse/Partner	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Homemaker	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Leisurite	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Citizen	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>



Activity 11: Pairing Occupations

To the left is a list of 32 occupations that young people often consider or dream about at some time in their lives. Put these into pairs and explain why you put each pair together. Remember to bring this worksheet to the next class session.

In the spaces below, write the titles of two occupations from the list to your left. Use each title only once; do not use the same title in two different pairs. Write a brief explanation of why you paired the two occupations..

- Musician
- Webmaster
- Airport Manager
- Chief Financial Officer
- Auto Salesperson
- Flight Attendant
- Firefighter
- Astronaut
- Actor/Actress
- Teacher
- Doctor
- Nutritionist
- Land Surveyor
- Office Manager
- City Mayor
- Travel Agent
- Psychologist
- Production Assembler
- Veterinarian
- Woodworker
- Operations Manager
- Accounting Clerk
- FBI Agent
- X-Ray Technician
- Hotel Manager
- Childcare Worker
- Network Administrator
- Lawyer
- Product Engineer
- Sales Manager
- Chemist
- Librarian

PAIR #1 _____ **and** _____

Reason _____

PAIR #2 _____ **and** _____

Reason _____

PAIR #3 _____ **and** _____

Reason _____

PAIR #4 _____ **and** _____

Reason _____

PAIR #5 _____ **and** _____

Reason _____

PAIR #6 _____ **and** _____

Reason _____

PAIR #7 _____ **and** _____

Reason _____



Activity 12: Setting the Clock

In this exercise, you are going to be looking at your life span as if it were a clock (see on the next page). The clock is equal to a life span of 100 years. Since we know what has happened in the past, it is possible to mark those events on the life clock. We can imagine and plan the future and have a great deal of control over it.

As you complete this activity, you are going to think about your life by putting significant events on your clock of life. The numbers around the face of the clock represent your age. Add a brief explanation outside the circle by the appropriate age for each of these events:

- When you started school. (This may be pre-school or regular school.)
- When you went to middle school.
- When you anticipate graduating from high school.
- Any other events that you consider very important up to this point in your life.

So far, this information is pretty clear. You will have to imagine what you think your future will be. Add an age and description on your clock for what you plan to do after high school – whether you pursue further education or training, join the military, go directly to work, or travel.

Then, fill in the ages and events related to what you do immediately after high school. For example, if you plan to go to a community college, mark how old you will be when you start school and when you graduate. If you plan to be a physician, mark the years required in preparation and the age you will be when you finish.

- When will you begin your first full-time job?
- When do you think you will get married or commit to a partner?
- When would you like to have children? How many? How old will you be when each is born? (Note: Your children will probably be dependent on you for about 20 years. Mark on your clock when the last child will be 20 years old.)
- When would you like to retire? (Note: Professional athletes often retire by age 30, airline pilots in their 40s, teachers in their 50s, business executives in their 60s. Lawyers often continue to work until their 70s. Mark the estimated age on your clock.)
- Any other events that you want to happen in your life.

Name _____

Date _____



Activity 12: Setting the Clock – Continued

Now that you have entered all the life events you want to record, draw a line from the age you indicated you would begin full-time work to the center of the clock. Draw a second line from the age you think you will retire to the center of the clock. The years included in the section of the clock you have marked off will be spent in work. That makes your career decision making pretty important!

Age 5 - Began Kindergarten.

