

# JUNIORS COOKIE CEO!

## **Cookie Program Workshop**

Grades 4-5

PLILLIN-ONELEARNINGHA



Facilitator's guide

Games

Worksheets

Badge work recap

Girl & parent handouts

Activities help you earn these badges:









The GSGLA Cookie Program Workshop Books provide level-specific lessons in business & financial literacy that girls, volunteers, and parents can do at home. While activities are designed around the Girl Scout Cookie Program, the skills learned through this book can be applied to everyday activities, such as budgeting, communicating, shopping, and making smart decisions.

The lessons in this book also help girls practice the "5 Skills" that are are key to a successful Girl Scout Cookie Season:

**Goal-setting** 

**Decision-making** 

**Money management** 

**People skills** 

**Business ethics** 

For more information about the Girl Scout Cookie Program, please visit www.girlscoutsla.org.



#### **Cookie Program 2017**

#### Level: Juniors Facilitator's

#### Guide

#### 2 Hour Workshop

#### **Juniors Cookie CEO**

#### **Objectives:**

- Girls will gain practical life skills, seek challenges in the world & develop critical thinking.
- Girls will learn to promote their brand, work together collaboratively, enhance customer service skills and build strong community ties.
- Girls will identify community needs, become resourceful problem solvers, educate and inspire others to act and will feel empowered to make a difference in the world!

#### **Outcomes:**

- Girls develop confidence and financial literacy.
- Girls develop a sense of independence and basic business development and marketing skills.

#### **Activities:**

- Sort & Mingle CEO Networking Girls introduce themselves and get to know each other with this active game.
- **5 Steps to Success** Girls learn about the 5 skills developed through the Cookie Program and how to those skills will help them throughout their lives.
- Rotation 1, Business Owner, Activity I Explore Your Interests Girls explore their personal interests and learn how their natural strengths can help shape their business priorities and personal goals.
- **Rotation 1, Cookie CEO, Activity II Great Goals!** Girls learn how to determine a team/troop goal and work collaboratively to break the overall goal down into smaller more manageable goals.
- Rotation 1, Cookie CEO, Activity III What's in Your Skill Set? Girls create a list of tasks that need to be done during cookie sale time and divide those tasks based on each individual's skill set.
- Rotation 1, Business Owner, Activity IV Small Business Support Girls learn about some of the organizations that help support small businesses.
- Rotation 2, Business Owner, Activity I Understanding Consumer Research. Girls create a business and survey participants.
- Rotation 2, Cookie CEO, Activity II Track Cookie Sales Girls track cookies sales and see how close they are to meet their goal.
- Rotation 2, Business Owner & Cookie CEO, Activity III The HEART of Customer Service Girls discover what customer service is and why it is important to developing loyal customers and a positive lasting impression.
- Rotation 3, Savvy Shopper, Activity I— I Want It All! Girls discover what influences their buying habits and how to control buying impulses.
- Rotation 3, Savvy Shopper, Activity II Savvy Scavengers Girls go on a time limited scavenger hunt to price compare a large ticket item then regroup to compare what they've learned.
- Rotation 3, Business Owner and Cookie CEO, Activity III— Visit a small business and learn the basics on how to run it from the expert.— oes It Really Work? Girls plan a field trip to a local business that interests them.

**Enhancements**: Once the Juniors have completed the workshop they can apply what they have learned by trying out the fun opportunities found at the end of the workbook. See Page 8.

Topic	Action	Materials Needed	
Check In /	Welcome the girls to the Juniors Cookie CEO	Materials:	
Welcome	Workshop and introduce yourself.	■ Sign-In Sheet	
(5 min)	Troop Check In	<ul><li>Pens/Pencils</li></ul>	
	Leader Introduction	<ul><li>Name tags (optional)</li></ul>	
	<ul> <li>Cover any housekeeping issues</li> </ul>		

Topic	Action	Materials Needed
	<ul> <li>Introduce the agenda for this workshop</li> <li>Explain how the rotations will work (girls will be broken into 3 groups. Each group will visit one rotation at a time).</li> </ul>	
Icebreaker (10 min)	Girls play a fun interactive game to introduce themselves and get to know one another.  • Advise girls that you are going to ask a series of questions with multiple answers. They are to gather into groups according to their answers. For instance, if the question is, "What is your favorite color?" and the answers are Blue, Pink, Purple and Green, the girls gather into a pink group, purple group, blue group and green group. Practice this example once so they get the idea.  • This should be an active high energy game! Encourage girls to gather quickly but safely! Some examples of questions could be:  - What is your favorite Girl Scout cookie Samoas, Do-Si-Dos, Thin Mints, or Trefoils?  - You are in which grade – 4th or 5th?  - If you could travel anywhere in the world it would be – Hawaii, Europe, Asia or Australia?  - Your favorite subject in school is – English, Math, PE or Science?  - What kind of pets do you have – Dogs or Cats (one group), Birds, Fish or Reptiles (one group), No Pets?  • You can add additional questions depending on time, but always end with the pets question.  • Let girls know that they will stay in these groups for rotation (as sorted by the pet question). If one group is very small, pull girls from other groups to even out the numbers. Give each group a number 1-3. Ask the girls to remember which group they belong to and to sit in these small groups.	Materials: ■ Name tags (optional)
Cookie Program 5 Skills Overview (10 min)	<ul> <li>5 Steps to Success</li> <li>Girls learn about how the Cookie Program helps them develop the 5 Skills they will need throughout their lives.</li> <li>Let the girls know you're going to talk about the 5 skills they will learn and develop through the cookie program. Give real world examples of each skill set so they understand why these skills are important in life. Write each goal on the board as you go</li> </ul>	Materials: ■ Poster board and markers OR chalkboard and chalk OR whiteboard and Expo pens

Topic	Action	Materials Needed
Rotation 1 Activity I (15 min)	along. Explain:  The first skill is Goal Setting. Explain that when you set a goal, you can learn the process of making the goal a reality. Goals, big or small become attainable when you go step by step.  The next skill is Decision Making. Every day we have decisions to make. By practicing daily decision making you will be strong in many situations.  The third skill is Money Management. Money management is a very important skill, learning how to handle money every day from their lunch money or allowance to (someday) their paycheck.  Skill number four is People Skills. We work with people every day. Being considerate of others and listening to them speak, learning how to talk with and cooperate with others, takes practice.  The last skill is Business Ethics. Practicing skills such as honesty and being responsible with every step of your cookie program, will perfect your business skills. The world needs ethical leaders just like you!  Ask one group of girls to report to rotation 1, one group of girls to report to rotation 2, another to rotation 3 to begin the badge work.  Discover Your Strengths & Explore Your Interests Girls take time to do some self-assessments to discover what their individual strengths are and what business interests might work best for them.  Explain to the girls that they will be completing some Interest & Goal Assessment worksheets to help them discover their interests & work values and help develop their own business priorities and goals.  Distribute worksheets 1-4 and ask girls to the worksheets one at a time as a group (i.e.: once worksheet 1 is complete by all girls, they can complete worksheet 2 and so on).  Once worksheets 1-4 to help them complete worksheet 5 and discuss their discoveries.  Distribute worksheet 12 and ask girls to use the information they've learned today to complete worksheet 5 and discuss their discoveries.  Distribute worksheet 12 and bring it back to you at the next meeting.  Ask girls to take all materials with them and move to Rotation 1, Activity II.	Advanced Prep Print Interest & Goal Assessment Worksheets 1-5 and Worksheet 12 (one set per girl)  Materials: Interest & Goal Assessment worksheets 1-5 and worksheet 12 for each girl Pens/Pencils

Topic	Action	Materials Needed	
Rotation 1	Great Goals!	Materials:	
Activity II (5 min)	Girls brainstorm to develop a troop goal and then work as a team to break that troop goal into smaller more manageable goals.  • What would the group/troop goal think is a realistic goal for the year and write it down?  • What steps need to be taken to reach that goal? Have girls write down each step to the process of reaching their goal.  • Is it easier to achieve the big goal once it's broken into smaller steps and why?  • How can this process be applied to other areas in their lives?  • Remind the girls to take all materials with them and move to Rotation 1, Activity II.	<ul> <li>Paper</li> <li>Pens/Pencils</li> </ul>	
Rotation 1 Activity III (10 min)	<ul> <li>What's In Your Skill Set?</li> <li>Girls explore their personal strengths and learn how to apply themselves to divide tasks according to strengths. This can be a very eye opening discussion.</li> <li>Now lets review the group/troop goal and the smaller steps broken down in the last activity.</li> <li>Explain to girls that each person has a strength that can help them reach their group goal. Ask girls to think about their individual strengths and how they can best serve their troop. Girls can refer back to Worksheets 2 and 3 from Activity I to recall their strengths.</li> <li>Based on their self-assessments, have the girls assign each other to the tasks necessary to achieve their troop goal according to and base on their individual strengths.</li> <li>Girls take all materials with them and move to Rotation 1, Activity IV.</li> </ul>	Materials: Paper Pens/Pencils	
Rotation 1 Activity IV (5 min)	Small Business Support  Girls learn about the organizations that exist to help support small businesses.  Pass out one Small Business Resources booklet to each girl, available at https://www.sba.gov/sites/default/files/files/resourceguide_3099.pdf  Introduce girls to the benefits of belonging to The Chamber of Commerce and the various entities that support small businesses like Los Angeles Works, SmallBizLA.org and the US Small Business	Materials:  Small Business Resources Booklet for each girl	

Topic	Action	Materials Needed
Rotation 2 Activity I (5 min)	Administration.  Administration.  Ask girls to explore the benefits of these important organizations and report back to you at your next meeting which of these organizations they feel would provide the best support for their business.  Ask girls to take all materials with them and move to Rotation 2, Activity I.  Understanding Consumer Research  Girls create a make believe business and survey the other participants.  Divide the girls into a couple of groups. Ask girls to put their creative thinking caps on and pick a business they would like to have and a product  or service they would like to sell.  Next think about the customers they will service. Ask the teams to will fill in the worksheet.  Now at the bottom of their sheet they will take turns asking each person in the other group to let them know from 1 to 5 what they think of their business, product, service, if they would shop with them and what do they think of the pricing? Each group should take a turn and all girl  should have a turn to speak. They may even want to share why they picked that business. Encourage the girls to say things in a positive way.  This give the girls an opportunity to see what their peers think of their ideas.  Ask girls to use the worksheet they created today and share with their families what they found out about businesses, products and services. Ask the girls to show their completed worksheets to you at the next troop meeting.	Materials: Paper Pens/Pencils My Business Worksheet
	<ul> <li>Ask girls to take all materials with them and move to Rotation 2, Activity II.</li> </ul>	
Rotation 2 Activity II (5 minutes)	<ul> <li>Track Cookie Sales</li> <li>Ask the Girls to come up with a personal or Troop</li> <li>Cookie Sales goal. Ask them to write their goal at the top of their sheet.</li> <li>Explain to girls that there are a lot of things that contribute to successful sales such as product placement, packaging, price point, and promotion/advertising. Girl Scout Cookies ar special because they are only offered once a year and they special because they help girls become leaders.</li> <li>The girls should think about how many boxes of cookies they might sell door to door, at cookie</li> </ul>	Materials: Pencils/Pens Track Cookie Sales Worksheet

Topic	Action	Materials Needed
•	<ul> <li>booths and online - via their sent emails.</li> <li>They can document how many boxes they really think they will sell in a day. How many boxes for \$5 and how many boxes for \$6.</li> <li>They will chart how many of each box at the \$5 and \$6 price, chart the totals on their sheet. After a week of pretend selling the the girls can see how close they are to their goal. They can now calculate their profit which is \$.95 per box. Girls should return the completed worksheet to you at the next meeting.</li> <li>Ask girls to take all materials with them and move to Rotation 2, Activity III.</li> </ul>	
Rotation 2 Activity III (10 minutes)	The HEART of Customer Service  Girls develop skills to deliver exceptional customer service using the HEART theory of service.  • Explain to girls that they are going to role-play some customer service scenarios. Ask girls to pair up to role play. Distribute the HEART handout to each girl.  • Explain to the girls that great customer service is as easy as H.E.A.R.T:  H = Hello, my name is (introduce yourself)  E = Empathize (I can understand)  A = Apologize (I'm sorry this happened to you)  R = React (do something to help)  T = Thank You (thank the customer for their feedback)  • The girls should pretend that they work for an amusement park (let girls pick the park). One girl will be the 'employee' the other is the 'customer.' Girls will switch being employee and customer at each scenario. You could say something similar to , "Ok let's get ready to act! Who's the customer? Who's the employee? Alright here's the first scenario" (and so on).  - Scenario 1: Customer complains about waiting in line for a ride too long.  - Scenario 2: Customer complains that the park is boring and the park isn't worth the money they paid to get in and would like their money back  Scenario 3: Customer complains the map is hard to read and they desperately need to use the restroom.	Materials:  HEART handout (half sheet) for each girl

Topic	Action	Materials Needed
	<ul> <li>Ask girls how they could use the HEART model with cookie sales.</li> <li>Girls move to Rotation 3, Activity I; with their materials.</li> </ul>	
Rotation 3 Activity I (10 minutes)	<ul> <li>I Want It All!</li> <li>Girls explore the difference between needs and wants.</li> <li>Can the girls define the words need (essential item necessary for health/well being) and want (non-essential item).</li> <li>What are good examples of both, needs and wants?</li> <li>Distribute a half sheet of cardstock to each girl and explain that they will now use the scissors, glue and ads/magazines to create a collage. This collage should show a progression from WANTS to NEEDS.</li> </ul>	Advanced Prep:  Collect/gather various Teen Magazines and Newspaper Ads (make sure you look through the magazines/ads carefully for any inappropriate content).  Materials:  Magazines and Newspaper Ads Blank card stock Glue Sticks Scissors Pens/Pencils/Markers
Rotation 3 Activity II (10 minutes)	<ul> <li>Girls to take all materials with them and move to Rotation 3, Activity II.</li> <li>Savvy Scavengers         Whiel using a lap top Girls go on a virtural shopping trip/scavenger hunt!         Girls, must practice internet safety during this activity, while they are researching items.     </li> </ul>	Materials:  Poster board and markers OR chalkboard and chalk OR whiteboard and Expo pens  Advanced Prep
	<ul> <li>As a troop, the girls will decide on one large ticket item, such as a computer, smartphone or TV. The key here is that all the girls will be 'shopping' for the same kind of item. The item needs to be something that has a wide range of prices and features.         Once the item is decided on, the girls are given 30 minutes to find this item and write down the features and prices of three options: inexpensive, average and expensive.     </li> <li>After 30 minutes girls will regroup to discuss</li> </ul>	<ul> <li>This activity requires off site travel for the troop.</li> <li>Materials</li> <li>Paper</li> <li>Pens/Pencils</li> </ul>
	what they've learned by comparison shopping. Depending on the troop they can opt to make this a field trip.	
Rotation 3 Activity III (10 minutes)	Business Owner and Cookie CEO, Activity III  Girls talk about differrent small businesses they want to visit and plan a field trip or you may wish to invite a business owner for the girls to talk to during the workshop.  Ask the girls to each write three questions they  want to ask the business owner, managers or staff when they visit. They must bring their questions to the field trip.	<ul> <li>This activity requires off site travel for the Troop. To be arranged by the Leader or active Parent or you may wish to invite a "Business Owner" for the girls to speak with.</li> <li>Materials</li> <li>Paper</li> <li>Pens/Pencials</li> </ul>

Topic	Action	Materials Needed
Wrap Up & Reflection (5 minutes)	Congratulate the girls they have completed the "Cookie CEO badge" and have completed or are close to completing the "Business Owner" badge. Thank the girls for their active participation today and review the badge work that was covered in this program.	Advanced Prep:  Print enough badge work handouts for each Junior, parent and leaders/volunteers.  Materials:
Closing (5 minutes)	<ul> <li>Distribute a badge work handout to each participant.</li> <li>Distribute an information handout that explains to parents &amp; leaders how each activity relates to cookie program goals and outcomes.</li> <li>Encourage the girls to keep working on their badges. They've done a lot of work today and they're really close to finishing their badges!         <ul> <li>Ask girls to help clean up the room.</li> <li>Thank parents for their participation.</li> </ul> </li> </ul>	■ Badge work handout

#### **Enhancements:**

- Now that you have earned the Small Business badge here are some fun ways to practice what you learned.
- Arrange a tour of a small business in your community perhaps an Ice Cream Shop, florist, clothing store, nail salon, bike shop, etc. Find out what inspired the owners, how is their customer service? What did they have to invest to open their store? Questions you might ask can include: how does a small business set a budget, what is their percentage of mark up, what determines profit and loss?
- Have each Junior write 3 questions before the tour, so they are prepared. Here is an opportunity to find out how and what makes the business world tick.
- Earning the Cookie CEO badge has taught you great skills. These skills can help you lead and teach younger Daisy and Brownies.
- Help Daisy or Brownies by teaching them to track their sales, you can help them make a poster.
- You're a Cookie CEO now. You now how to work as a team. Use the skills you learned to guide your classmates. by havingthem use their personal strengths when you work on team projects together.

## My Business Worksheet

My business name:

The product or service my business provides:

People who are most likely to be customers of my business:

Possible prices fro my busines's products or services:



## **Track your Sales**

<b>Sales Goal</b>	(number of boxes – Girl or Troop):	

Number of Boxes Sold	\$5.00 per Box	\$6.00 per Box	Profit at \$.95 per Box
Tarak			
Totals:			

Example: Sales Goal (number of Boxes – Troop or Girl): 250 boxes (Girl)

Number of Boxes Sold	\$5.00 per Box	\$6.00 per Box	Profit at \$.95 per Box
10	50.00	0	9.50
10		60.00	9.50
Totals: 20 Boxes	\$50.00	\$60.00	\$19.00

HEART

**Hello:** [introduce yourself]

**E**mpathize: [say | understand]

Apologize: [say sorry]

React: [do something]

Thank you: [say thanks]

HEART

Hello: [introduce yourself]

**E**mpathize: [say | understand]

Apologize: [say sorry]

React: [do something]

Thank you: [say thanks]

### **WORKSHEET #1: INTERESTS ASSESSMENT**

Understanding your likes and dislikes will help when planning for a career that best matches your interests. The more interested you are in your work, the happier you will be on the job. The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things or ideas.

Directions: In each section, answer every question by checking the Yes or No box. Total all the Yes checks for each section then, at the bottom of the page, circle the area of interest where you had the most Yes answers.

#### PEOPLE

Do you like to:	YES	NO
Entertain a child		
Listen to a friend's		
personal problems		
Teach someone how to do		
something		
Help someone who is sick		
Lead a group or club		
activity		<u></u>
Work with the public		
Run for an office		
Sell a product		
TOTAL		

#### **THINGS**

Do you like to:	YES	NO
Bake a cake		
Repair car/machinery		
Sew or make crafts		
Build something from wood		·
Operate a cash register or		
calculator		
Do landscaping/lawn care		
Operate camera/video		
equipment		
TOTAL		

#### DATA

Do you like to:	YES	NO
Research a topic of interest to you		
Be a treasurer of a club		
Work scientific experiments		
Work with numbers/statistics		
Figure a car's gas mileage		
Balance a bank statement		
Write a computer program		
TOTAL		

#### IDEAS

Do you like to:	YES	NO
Decorate a room		
Write a poem or story		
Publish school yearbook or		
newspaper		
Write lyrics or rap		
Paint, draw, watercolor		
Perform or act in school play		
Play musical instrument		
Invent a new product		
TOTAL		

My highest INTEREST section at this time is: PEOPLE DATA THINGS IDEAS

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

## WORKSHEET #2: SKILLS & ABILITIES ASSESSMENT

Jobs require different skills and abilities. You might not have all the skills or abilities necessary for some occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease with which you can learn something new.

Directions: In each section, place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you might not have yet, but feel you could learn with a little work. Total the checks in each section then, at the bottom of the page, circle the area where you had the most skills and aptitude.

#### PEOPLE

Do you have the ability for:	PERMIT	
Teaching		
Supervising		
Caring for others		
Host or hosting		
Presiding over meetings		
Leading others		
Listening and counseling		
Selling goods and services		
	TOTAL 🗌 's	

#### DATA

Do you have the ability for:	
Accounting or record keeping	
Statistical work	
Research	
Testing products or ideas	<u> </u>
Investigating problems	
Computer programming	
Working scientific experiments	
Collecting information	
TOTAL □ 's	

#### **THINGS**

Do you have the ability for:	
Repairing things or objects	
Operating machinery or equipment	
Assembling parts	
Using tools	
Cooking or baking	
Operating a sewing machine	
Woodworking	
Construction work	
TOTAL   's	

#### IDEAS

Do you have the ability for:	
Writing stories and poems	
Composing music	
Designing new products	
Drawing	
Inventing new products	
Acting or singing	
Playing a musical instrument	
Organizing new clubs or activities	
TOTAL 🗆 's	

My highest SKILLS section at this time is:

PEOPLE DATA THINGS IDEAS

Adapted from: **Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition**[State Occupational Information Coordinating Committee]

## WORKSHEET #3: PERSONALITY / TEMPERAMENT ASSESSMENT

Your personality is a combination of emotional and behavioral characteristics that make you different from others. How you think, feel and act with different people and in different situations is influenced by your personality or temperament. Different careers appeal to people, partially based on their personality traits.

Directions: Think about your temperament when you answer the following questions. In which situations would you prefer the major part of your working day to involved?

#### PEOPLE

Are you / Do you?	YEAR.
Cheerful to those around you	
Helpful to friends and family	
Cooperative when working in a group or	
on a team	
Responsive to the needs of others	
A leader or organizer of a group	
Outgoing and enjoy meeting new people	
An influencer of people's opinions and	-
attitudes	
Understanding and sympathetic to others	
TOTAL - 's	

#### DATA

Are you / Do you?	
Keep organized	
Pay close attention to details	
Prefer to work with numbers and statistics	
Prefer to perform repetitive tasks	
Prefer to work on a set schedule	
Think logically	
Prefer practical ways of doing things	
TOTAL 🗆 's	

#### **THINGS**

Are you / Do you?	y Divi
Like to work with precise rules, limits or	
standards	
Prefer to work with machines and	
objects rather than people	
Efficient	
Prefer to work alone	
Prefer to work with your hands	
Mechanical	
Inquisitive about making something	
work or run	
Resourceful with materials and	
methods	
TOTAL - 's	

#### IDEAS

Are you / Do you?	<b>医</b> 新语
Curious about how and why things are the	
way they are	
Prefer to have a variety of duties that	
change often	
Seek new ways of doing things	
Artistic	
Creative	
Prefer to set your own schedule	
Versatile and flexible in activities and	
behaviors	
Expressive, eloquent in writing, performing	
or drawing	
TOTAL 🗆 's	

My highest PERSONALITY section at this time is:

PEOPLE DATA THINGS IDEAS

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition [State Occupational Information Coordinating Committee]

#### **WORKSHEET #4: WORK VALUES ASSESSMENT**

Job satisfaction comes from having a job that meets your expectations and satisfies your needs. The list below includes a number of things people want or *value* in their job. Not all these values are met each day. However, choosing an occupation that meets most of your work values is important.

Directions: Think about what you wan  1. Check the values that are <b>most</b> import	t from an occupation. From the list below:
2. Add work values not mentioned which	n are also important to you. -10. Put what you value most as #1, and proceed down the list
JOB VALUES 1. Adventure — working in a job that2. Prestige — having an important portant	osition to things ssisting and caring of other people or the standard of living you want different things to do do my work te to direct and influence others
9 10	
is least important to you on Line 10.  1.	
2	
3	
4	-
5	-
6	-
7	-
8	-
9	_
10.	_

Adapted from:

## WORKSHEET #5: ASSESSMENT SUMMARY Directions: Use the information from Worksheets #1-4 to answer the following questions about yourself. 1. INTEREST INVENTORY: My interests were mainly centered around: \_\_\_\_ people \_\_\_\_ data \_\_\_\_ things \_\_\_ ideas 2. SKILLS & ABILITIES CHECKLIST: My skills and abilities were mainly centered around: \_\_\_ people \_\_\_ data \_\_\_ things \_\_\_ ideas 3. TEMPERAMENT / PERSONALITY CHECKLIST: I think of myself as being what type of person: \_\_\_\_ people \_\_\_\_ data \_\_\_\_ things \_\_\_ ideas 4. TOTAL from 1-3: \_\_\_\_ people \_\_\_\_ data \_\_\_\_ things \_\_\_ ideas 5. My TOP 3 WORK VALUES are:

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

#### WORKSHEET #12: SELF-EXPLORATION

becoming aware of those qualities. This exercise requires you to write down specific aspects regarding your interests, skills and abilities. You'll might to record information in a journal or in your portfolio. My Interests List 3 to 5 things you like to do. Examples might include: working with tools, leading a group, making decisions, working with numbers, developing new ideas, selling things, painting pictures, etc. My Lifestyle or Work Preferences List 3 to 5 lifestyles or work preferences you might to take into consideration when exploring the world of work. Work preferences might include things like: working alone or with others, a preference for working inside or outside, working at a set location or a job that entails travel, flexible or regular schedules, sitting at a desk or being physically active. My Skills and Abilities List 3 to 5 skills you perform particularly well. Examples might include the ability to multi-task, being organized, getting along well with others, managing time efficiently, solving problems, etc. Preferred Education and Training Enter the amount and type of education and training you expect to complete after high school. This goal might change as you find out more about the occupations you're interested in. Other Things | Learned About Myself Think about other things you've learned about yourself that are important to consider when making a career decision. For example: personal strengths or weaknesses.

Each one of us has unique interests, skills, abilities and preferences. Self-exploration is about



## Cookie CEO!

Thank you for joining us for today's workshop.

Your participation in today's events has satisfied the following elements of your Junior badges:

#### **Business Owner**



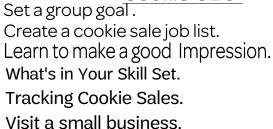
Explore businesses you would like to start one day. Find out what kind of support is available for small-business owners.

Investigate what makes great customer service. Understanding Consumer Research.

Business Owner - Learn the basics.



#### Cookie CEO





#### Savvy Shopper

Explore your needs and wants. Learn how to decide what to buy.



