



Jobby

January 29, 2018

Students Will Be Able To

- 1. Identify their hobbies and interests*
 - 2. Evaluate which of their hobbies could potentially turn into jobs*
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Materials

None, aside from something for students to write with and on.

Introduction

Everyone wants their job to be something they love, and at your age, it's easy to think of your future in terms of doing something you enjoy now, but for money. For some, that's playing football for the NFL. For others, it's turning that gaming addiction into a profitable career in e-sports. For most of us, we don't really know if our hobbies can end up being our jobs, so we're going to look at what we like to do, and then decide if any of what we like to do end up being things we can turn into a viable career.

Activity 1 – Off the Clock

For this activity, students will chart how they have spent their time in the last week, the last month, and the last year. They'll then use a rating system to identify which things they like to do have the most potential as a career.

Activity 2 – Give to Get

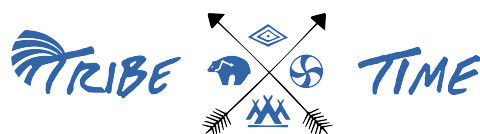
This activity has students looking at how careers come with compromise. They'll use a set of typically appealing jobs to evaluate what you get and what you have to give up.

Activity 3 – The Jobby Projection

Students take the hobbies from the first activity that have potential as jobs and illustrate with words or a drawing what they think their life will look like in 20 years of doing that job. This can be about them as a person, about their performance or effect on the profession, or just about how happy they think they'll be doing their jobby. They then share these with a partner or the class if they are willing.

Activity 4 – Top Dogs

Students identify high profile people in as many different professions as they can. They then decide if that person is doing their job, their hobby, or both.





Activity 1: Off the Clock

Have students get out a piece of paper and something to write with. The paper should be folded into thirds in both directions to make a grid of 9 squares when unfolded. In the top left square, have students do a vomit list (just throwing up everything in their heads without filtering) of things they've done in the last week that they weren't told to do. In other words, how have they spent their time when they weren't supposed to be doing something else.

Once they've completed that list, have them do the same thing in the next square down the page for things like that in the last month. Mostly, these will be things they do often, but didn't get to do in the last month.

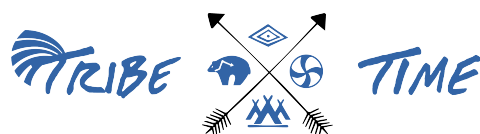
Finally, they'll use the last square on the bottom to list anything they like to do as a hobby that isn't already on the other two lists. Mostly this will be seasonal things like sports, vacationing, outdoor activities, or anything else that only happens at certain times of year.

Next, students will use the second column to give each thing on their list a score from 1-5 in each of the following areas:

- How much they enjoy it, with 5 being what they enjoy most
- How much money they can make doing it, with 5 being the most money
- How good they are at it compared to someone else, with 5 being way better than others
- How likely it is that they'll actually be able to do it, with 5 being the most likely

In the last column of the page, total the 4 areas for each item on their list and make a new list on the back of the page of the 5-10 hobbies with the highest score. **These hobbies represent the ones that have the most potential to turn into real jobs.**

Keep in mind that this doesn't mean these are the only things they can or should do – just things they are interested in that have potential.





Activity 2: Give to Get

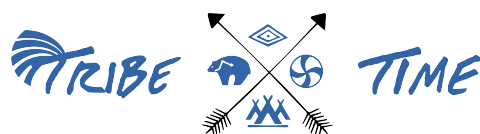
Use the following list and any other jobs students want to come up with that interest them in order to look at what perks the jobs offer and what you have to give up to do those jobs.

As an example, I may want to be an author because I love telling stories, writing, and the idea of being famous and going on tour to autograph my books. I daydream a lot, and love to read what other people have written. I enjoy English as a class more than any other, so I would get to use what I write to pay my bills and buy a sweet mansion. Those would be some things I could get out of being an author.

In the process, I would have to give up stability, since it's not a salary job with benefits, and live under constant pressure to produce quality work on a deadline. It also means having someone else (the editor) tell me that parts of my work aren't good or need serious revision, and that I need to tell a different story than the one I want. I could also spend a lot of time writing a great story only to have it not get picked up by a publisher, and if I get one published, my next book might be a flop and if it isn't, I'll end up spending a lot of time traveling and away from home telling people how great it is.

So here's a list. Have students either shout out things you **give** and **get** as a whole class, in small groups, or in pairs.

- Doctor
- Blogger
- Singer
- Teacher
- Nurse
- Car Salesman
- App Designer
- Dentist
- Restaurant Owner
- Auto Mechanic
- Etc.

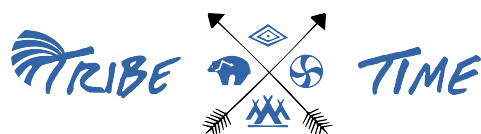




Activity 3: The Jobby Projection

Have students get out their list of hobbies from the first activity that have potential as jobs. Give them time to illustrate with words or a drawing what they think their life will look like in 5, 10, 15, or 20 years of doing that job. This can be about them as a person, about their performance or effect on the profession, or just about how happy they think they'll be doing their jobby. There really aren't any complicated rules about this. They are closing their eyes and projecting into the future (Delorian optional) to see how things might turn out.

They then share these with a partner or the class if they are willing.





Activity 4: Top Dogs

Students should make a list of famous people – ideally people they know a little about – that are the top person in their profession. This could be anyone from Tim Cook, CEO of Apple, to Taylor Swift, CEO of Music. Other famous people could include Tom Brady, Mark Zuckerberg, Sergey Brin, Donald Trump, and so on.

Once they have a list of people they are interested in, have them debate how happy they are being top dog in their profession. What might they like about their job? What might they dislike or not have seen coming?

