

## MODIFIED LESSON PLANS

### Chapter 1 – Envisioning Your Future

#### Introduction

1. Begin with Linda Paulson's Visualizer Activity (*Instructor's Guide*, pg. 4/7)
2. Next use the celebration invitation (*Instructor's Guide* pg. 4/5) modified as follows:

#### *Let's Celebrate!*

Who: Everyone in our class  
When: [your chosen date]  
What: Looking into the future

#### *Celebration Preparation*

- ★ I will bring the balloons, markers, glue, and ideas.
- ★ You bring your open mind and your imagination. Be ready to...
  - ★ Think about the future!
  - ★ Describe someplace you have never been before – the future.
  - ★ Imagine where you want to live.
  - ★ Imagine what your house will look like.
  - ★ Imagine what kind of car you want to drive.
  - ★ Imagine the clothes you would like to wear.
  - ★ Imagine where you would like to work.

Supply each student with a piece of poster board, preferably cut into the shape of a cloud, and allow students to create a vision collage.

#### **Vision plus Energy = Success**

1. Read the stories on pp. 10-11 of *Career Choices* aloud to the class. Make sure that students know something about Michael Jordan, Sally Ride, Oprah Winfrey, and George W. Bush.

#### **Success**

1. Have students collect pictures of people they feel are successful. This may include celebrities, family, friends, etc.
2. Ask students to bring their collected pictures to class.
3. Using these pictures make a class "Success" bulletin board.
4. Ask students to volunteer to share with the class why they feel their submissions to the bulletin board are successful.
5. Discuss the necessary steps to success.

- a. The wish or the dream (vision)
  - b. The will (What am I willing to do to be successful?)
  - c. The want (Do I want success 'bad' enough?)
  - d. The work (only in the dictionary does success come before work)
6. Complete the activity on pg. 13 of *Career Choices*.
  7. Show the movie *Rudy* (see Video Book Club, *Instructor's Guide*, pp. 6/41-6/48)
  8. Following the movie, discuss dreams and plans.

### **Defining Success**

1. Once again have the students discuss the pictures they brought for the bulletin board.
2. Have students view the movie *Forrest Gump* and discuss:
  - a. Did Forrest have a vision?
  - b. What energy did he display?
  - c. What was his vision for himself?
3. Share the success quotes on pp. 18-19 of *Career Choices*.
  - a. Ask students what they think the quotes mean.
  - b. Ask students to come up with their own success quote or to choose one from the text that they agree with.
4. Using the quote they chose (either from the text or their own), make an illustrated poster (or use a computer application to create an illustration).
5. Display success illustrations throughout the classroom.

## Chapter 2 – Your Personal Profile

### Bull's Eye Chart

1. Complete the bull's eye chart (pp. 26-49 of *Career Choices*).
2. Follow the suggestions for “Activities” and “Energizers” on pg.4/16 of the *Instructor's Guide*.

### Passions

1. Have students come up with their own definition for “passions” (e.g., hobbies, favorite things, favorite activities, etc)
2. Have students think of at least three things they feel passionate about.
3. Ask students to bring an item (e.g., a picture, a certificate, a photo, etc.) to class to represent each of their passions.
4. Have students add their passions to their bull's eye charts.

### Values

1. Discuss the values on pp. 36-37 of *Career Choices*.
2. As a class (or in small groups) discuss what each of these value areas mean.
3. Create a bulletin board using pictures to illustrate the thirteen values areas from the text. (This time you may want the students to do their own drawings.)
4. Read aloud *My Way Sally* (see *Instructor's Guide*, pg. 4/20) and discuss the values represented by this children's picture book.
5. Have students poll their families and bring to class the information on values that they gather from their family.
6. Read Dr. Martin Luther King's “I Have a Dream” speech aloud and have students follow along in *Possibilities*.
7. As a class, view a video recording of Dr. King delivering the speech.
8. Once the students have viewed the video, discuss the time, the setting, the values, and the reasoning of the time when the speech was delivered (1963).
9. Then watch the video again, asking students to take a closer look at each of these areas, since they now are more in touch with the speech and the reasoning behind the speech. Discuss again.
10. Have a 60's day in class where the students dress accordingly, listen to 60's music, talk about TV shows that were popular at this time, maybe even watch a couple of clips from these shows. Discuss what the country and the world were like during this time period.
11. Have students add their values to their bull's eye charts.

### Strengths/Personality

1. Present and review the modified vocabulary for pp. 39-42 of *Career Choices*
2. Working alone or in pairs, have students complete the two-part work behavioral style assessment from pp. 38-43 of *Career Choices*
3. Have students add their strengths to their bull's eye charts.
4. Complete the suggested “Activities” outlined on pg. 4/24 of the *Instructor's Guide*

## Skills

1. Have students complete the “Who Am I?” activity below.

### Who Am I?

Which activities on this list do you prefer? Your choices are clues to your interests and abilities.

#### Part 1

Directions: Circle the activity that you would prefer.

A. Taking a math class	C. Taking an art class
B. Working as a nurse’s aide	E. Working as a carpenter’s assistant
E. Building a doghouse	C. Painting a poster
B. Teaching a nursery school class	D. Planning a club project
A. Running a cash register	B. Helping someone with a problem
D. Managing a school store	A. Keeping records for a school team
A. Being treasurer of a club	E. Building a model car
C. Writing a short story	D. Directing a play
A. Making a budget	E. Fixing a clock
B. Playing a game with a team	C. Inventing a game

#### Part 2

Directions: Count the number of times you chose each letter above, and write your totals below.

- \_\_\_\_\_ A. Working with numbers
- \_\_\_\_\_ B. Working with people
- \_\_\_\_\_ C. Using creativity
- \_\_\_\_\_ D. Planning and managing
- \_\_\_\_\_ E. Making and building

2. Have students add the skills information gathered from this activity to their bull’s eye charts.

## The Message Center

1. In class have students discuss who has most affected their lives.
2. If possible invite several of these role models to talk to the class about their own lives and careers. During this same time, have an appreciation reception for the guests where the students express the positive impact these role models have made in their lives.
3. Have the students use their bull’s eye information to complete the children’s book activity (see Storybooks for Tots and Integrated/Interdisciplinary variation). This is probably best done in small groups; three would be a good number of students per group.

## Storybooks for Tots

### Objective:

Offer students the opportunity to become authors of children's books, which will be donated to a hospital, day care center, or elementary classroom in the school district.

### Time:

Four to six sessions

### Materials:

Paper, pencil, pen, markers, colors, glue, scissors, magazines, construction paper, stencils, yarn, other special items according to preference of each pair of students.

### Steps:

1. Discuss the elements that would appeal to a young child who might read the book
  - a. Simple story
  - b. Short sentences
  - c. Colorful pictures or illustrations
  - d. Easily understood vocabulary
  - e. Attractive, eye-catching cover, etc.
2. Ask students to pair up for this activity, although anyone who wishes to work alone should be given this opportunity.
3. Students should discuss ideas for the plot of their storybook.
4. When a subject is agreed upon, students can decide how the work is to be divided (e.g., one person is going to do the writing and the other will draw the illustrations).

### Suggestions:

1. Students should write no more than two or three sentences of the story on a single page.
2. Standard 8 ½" X 11" paper folded in half will make a nice little book.
3. A cover should be made out of construction paper or other stock, with the authors' names and title of the book.
4. Students may also want to include a dedication page to someone special.
5. The first drafts should be written in pencil so that corrections and improvements can be made before the final copy is written in ink (or printed using a word processing application and laser printer).
6. Either the teacher or another adult should edit the story before it is ready for the final printing.
7. Once the storylines have been finished, illustrations can be created and placed on appropriate pages. Encourage students to use as many of these as possible, preferably one on each page. Pictures cut out of magazines can be used although original art work is preferable.
8. A follow-up discussion after the books have been donated would be appropriate using such questions as:
  - a. What did you enjoy most about this project?
  - b. How did you feel when your book was finished?
  - c. What did you learn about yourself and others from this activity?

## **Integrated/Interdisciplinary Activity**

(Shared by Phyllis Stewart, FACS Teacher, Lincoln High School, Vincennes, IN)

### **Objective:**

Direct students in using their own interests, abilities, and skills in a team project of writing a children's book that could be read and donated to a child care facility.

### **Involved Disciplines:**

Special needs and/or transition, Freshman Transition course, Family and Consumer Sciences, Child Development class, Language arts, and video production

### **Timeline:**

Four weeks; this project can be interwoven with regular classroom activities.

### **Competencies Addressed:**

Teamwork, project-based learning, improving reading and writing skills, communication skills, assessment of interests and abilities, integration of technology, vocabulary, partnerships, interdisciplinary learning

### **Procedure:**

1. Students work in teams that were based on a personality assessment to create an idea for a children's story. Students wrote the story in the 'round' as a team with each team member contributing to the story. The team then illustrated the story using personal artistic skills, computer graphics, and clip art.
2. Once the story was in rough draft they worked with the Child Development class to determine if they were headed in the right direction. Revisions were made after the two classes worked together.
3. Stories were then put in final form and submitted to language arts for final review, editing, and recommendations.
4. Both the Child Development class and language arts made recommendations as to how the reading activity should take place.
5. The final product, the books were printed and bound.

The culminating activity included all of the above mentioned classes. Students from a local Head Start program attended a storytelling/reading. They participated in craft activities based on the same themes as the stories and were entertained with related games and snacks. They were read to and led by students from all of the involved classes. The event was video taped by the video production class that edited and produced a video as an instructional tool for future classes.

The student-authored books were donated to a child care facility.

### **Evaluation:**

Students were graded on participation, attendance, attitude, teamwork skills, communication techniques, presentation skills, and input in the final activity.

## Chapter Four

1. Have students play the Milton-Bradley game, “Life” as an introduction to the budget.
2. Have students write a brief summary of what they learned from the game.
3. Discuss the family profile information outlined in *Career Choices*.
4. Have students discuss various family profiles represented in your own classroom.

Begin by discussing a hypothetical with the class for someone who is 19 years old. With this in mind complete the following activity.

### Budgeting

#### Objective:

To help students see the value of a dollar while learning the basic technique of developing a personal budget.

#### Time:

Two to four sessions

#### Steps:

1. Have students complete the luxury or necessity worksheet and discuss.
  - a. Give each student a sheet of paper with two columns on it – one is labeled “Luxuries” and the other column is labeled “Necessities”.
  - b. Have students list items that they would want and need for their first apartment in the appropriate column.
2. List the following on the board. Have students discuss these expenses in relation to your locality.
  - a. Rent
  - b. Utilities
  - c. Car
  - d. Gasoline and car maintenance
  - e. Insurance
  - f. Food
  - g. Clothing
  - h. Entertainment
  - i. Emergency money
3. Discuss how these costs would differ for an individual and a family of four.
4. Use the newspaper and other publications as resources for researching costs.
5. Have students work on their own personal budget as if they were 19 years old.
6. Next have the class work through the budget activity in Chapter Four of *Career Choices* as a class, with the teacher recording information on the board as decisions are made.
7. Invite guest speakers from the community who can share information about the different budget categories (e.g., real estate agent, banker, car salesperson, insurance agent, etc.).
8. When doing the food category you may want to insert the following grocery store activity with modifications to meet the needs of your group.

## Operation Grocery Store

### Objective:

Students will learn applied math skills while learning about the operation of a grocery store business.

### Materials:

- Grocery items (brought to class by students or loaned by a local store)
- Play money - bills and coins
- Play cash register
- Money bag
- Small baskets/containers for “shoppers” to use for carrying food
- Large sheets of butcher paper for signs

### Community/Parent Involvement

- Parent volunteers would also be helpful in executing the activity.
- A local grocery store or supermarket manager would be a wonderful guest speaker for this activity. (If a partnership can be established with a local store, perhaps the store could furnish the items for the classroom grocery store.)
  - The speaker from the grocery store should tell the students about the business of the local grocery store, the math skills utilized in the daily operation of the store, and the training required.
  - The speaker should also discuss the many responsibilities of running a business including opening and closing the store, setting prices for groceries, coordinating workers’ schedules, getting the money to the bank, paying workers, advertising for the store, and making sure customers are happy.

### Activity Overview:

1. Students will then use the groceries items brought from home to set up a grocery store in the classroom.
2. The students will set prices for the items, stock the shelves, take turns in shopping, bagging, clerking, paying employees, and managing the grocery store.

### Implementation:

1. As a class, make a chart listing grocery store job titles, what the responsibilities might be, and what skills would be needed.
  - a. **Bagger** - The person that puts purchased groceries into bags and helps transport them to the purchaser’s car
  - b. **Clerk/Checker** - Works at the check-out counter. (The check-out counter is where the customer pays for the groceries.) The checker adds up the cost of the customer’s groceries. The checker then moves the items to the end of the check-out counter for the bagger. Today most checkers use scanners and must position the food over the scanner, which will automatically enter the price in the cash register. However, some smaller stores do not have scanners and the checker must enter the price in the register.
  - c. **Stockperson** - A stockperson stocks the shelves. This person may also put the prices on the items or attached a sign with the price to the shelf. A stockperson may also set up special displays for items that are on sale.



- d. **Manager** - Responsible for opening and closing the store, having enough employees on hand to operate the store, setting prices for groceries, getting products to the store, and getting the money to the bank.
2. As a class, decide how the grocery store will be set up in the classroom.
3. The teacher (or the class) will develop a schedule outlining which students are responsible for each job (stockperson, checkers, shoppers, bagger, and manager). All students will take turns and experience each of the grocery jobs. The teacher needs to make sure all the grocery store positions are covered, and may want to add additional business positions (such as banker to cash pay checks and accept deposits from the grocery store).
4. Students will gain experience computing change by completing the “Making Change” forms. (May want to have students practice calculating and counting change or may want students to only practice making change.) Use play money to simulate tasks.
5. Students will use the “Setting Prices” form to enter each item in the store and set a price for the item. Intermediate students can be challenged to set prices at a mark-up percentage (depending on figures supplied by the teacher – for example, tell the students the box of soap costs the store \$1.50, then the store will mark-up the item 20% to find the retail price). The “Special Sale Price” column can be used for additional activities.
6. Students in the class that are shoppers will shop at the grocery and pay for their items using the play money. Student cashiers will total the bill and provide appropriate change, if necessary.
7. After the students set up the store and are familiar with the process, they might invite another class to come and shop in their grocery store.
8. Make a “how to write a check” transparency to instruct on the proper way to complete a check. Then duplicate enough “checks” so that the manager can pay the workers. Set a wage per hour (or other time limit) and have the manager calculate the workers’ “wages” and complete the “checks.”

**Time Frame:**

At least 1 session for the speaker, planning discussions, and set-up time. An additional 1 hour or ½ session over 1-3 days for “operating” the grocery store may be needed.

**Optional Follow-Up Discussions/Activities:**

1. Have the students decide on some products to go on sale. Decide what the sale price will be and make up signs and advertisements about the sale. Choose a certain discount percentage and calculate sale prices.
2. Invite a guest speaker from a financial institution to speak to the class about saving money. Then begin a competition between groups to save pennies during the year. Periodically count and roll pennies. With the savings, sponsor an ice cream social at a local assisted living center or visit the center and distribute goodies to the elderly.
3. Have the students set a goal to save money for a particular item they want, such as baseball cards, markers, a book, CD, DVD, etc. Develop a plan and timeline for saving the money. This is a great goal setting activity.
4. Plan a field trip to the local grocery store.
5. Learn about taxes - what the local rate is and how to figure tax on items.
6. Develop a list of jobs that require math skills. Then identify local businesses that have those jobs.
7. Discuss gross pay and net pay with intermediate students.



## Making Change

**This form asks students to count out appropriate change.**

Purchase Price	Amount Given	Change Due	Currency Required to Make Appropriate Change						
			Pennies	Nickels	Dimes	Quarters	\$1	\$5	\$10
\$2.68	\$5.00	<b>\$2.32</b>							
\$3.41	\$10.00	<b>\$6.59</b>							
\$5.83	\$20.00	<b>\$14.17</b>							
\$12.37	\$20.00	<b>\$7.63</b>							
\$6.54	\$50.00	<b>\$43.46</b>							
\$4.92	\$10.00	<b>\$5.08</b>							
\$2.16	\$5.00	<b>\$2.84</b>							
\$8.83	\$20.00	<b>\$11.17</b>							
\$1.19	\$20.00	<b>\$18.81</b>							
\$5.65	\$10.00	<b>\$4.35</b>							
\$7.47	\$10.00	<b>\$2.53</b>							
\$12.56	\$20.00	<b>\$7.44</b>							
\$8.98	\$20.00	<b>\$11.02</b>							
\$10.00	\$20.00	<b>\$10.00</b>							
\$0.98	\$10.00	<b>\$9.02</b>							

### Setting Prices

<b>Item</b>	<b>Cost (what the store paid)</b>	<b>Retail Price</b>	<b>Special Sale Price</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
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<b>13</b>			
<b>14</b>			
<b>15</b>			
<b>16</b>			
<b>17</b>			
<b>18</b>			
<b>19</b>			
<b>20</b>			

## Chapter 5 – Your Ideal Career

1. Explain to your students that a career is meant to be enjoyable and interesting, as well as a mechanism to provide income.
2. Students must understand all the components of a career and how each of these components will affect their productivity, progress, atmosphere, and success.
3. Use the activities on pp. 126-141 of *Career Choices* in an effort to assist your students in recognizing the variables of a career.

## Chapters 6 and 7 – Career Research

1. Refer to the “Who Am I” handout previously completed.
2. Have students complete the activities on pp. 150-155 of *Career Choices* referencing jobs from their three dominant areas disclosed from the “Who Am I” activity.
  - a. This would be a great time to read aloud the “Lego” story (pg. 118 in *Possibilities*) to the class and discuss this young lady’s passion for Lego blocks.
  - b. This would also be a good time to bring in guest speakers who could share information with the class that would assist them in completing the activities on pp. 150-155.
  - c. If you have a membership, have students go online to <http://www.CareerChoices.com> and complete the activities related to pg. 150 of *Career Choices*.
3. Assist students in narrowing down their career interests to two major areas.
4. Put students in small groups (2-4 students in each group).
5. Have each group select one career areas representative of each group member and have them brainstorm lists of related jobs.
  - a. You may want to walk through the process as a class before breaking into groups.
6. Next put students in common career groups (like mini-career academies) of 2-4 students.
  - a. Working as a group, they will research, investigate, and gather information for their career area.
  - b. The group will compile their findings and develop a presentation for the class that includes a visual (display, poster, equipment, photographs, video, PowerPoint, etc.) and an oral presentation.
  - c. Include pp. 176-177 of *Career Choices* as a part of this assignment.

## Chapter 8 – Setting Goals and Solving Problems

1. Read the story on pp. 182-185 of *Career Choices*.
2. As a class, complete the problem-solving and decision-making activities on pg. 185 of *Career Choices*.
3. Ask students to brainstorm examples of their own goals or goals of their parents, siblings, or friends.
4. Ask the class for examples of short-term goals.
  - a. Saving money

- b. Collecting aluminum cans
  - c. Doing homework in a timely manner
5. Ask students to brainstorm a short-term goal toward which the entire class can work. For example:
  - a. Collecting pennies to donate to a worthy cause
  - b. Perfect class attendance for a week
  - c. No disruptive behavior for a week
6. Have each student set an individual short-term goal to accomplish within the next week. For example:
  - a. Study a least 30 minutes each night
  - b. Save \$5
  - c. Be on time to class daily
  - d. No acting out in class for a week
7. After the week, discuss who met their goals and why, and who didn't and why.

## **Chapter 9 – Avoiding Detours and Roadblocks**

1. Walk students through the activity on pg. 197 of *Career Choices*.
2. Help students realize that some of these are legitimate obstacles and others are just excuses.
3. Review the “they did it in spite of” stories on pp. 198-199 of *Career Choices*.
4. Have students discuss people they know or have heard of who have “made it” in spite of detours and roadblocks.
5. Discuss students’ own personal detours and roadblocks and ways of managing or avoiding these.
6. Discuss responsibility and complete the activity on pg. 200 of *Career Choices*.
7. Complete pp. 201-202 of *Career Choices*.
8. Discuss pp. 208-209 of *Career Choices*.
  - a. Talk to students about bad habits that include everything from eating junk food and consuming too many sodas to drinking, smoking, drugs, and violence.
  - b. If you have a membership, have students go online to <http://www.CareerChoices.com> and complete the activities related to pg. 209 of *Career Choices*.

## **Chapter 10 – Attitude Is Everything**

1. Discuss the Six E’s of Excellence with the class pp. 232-235 of *Career Choices*.
2. Have students complete the activity on pg. 243 of *Career Choices*.
3. Follow with a class discussion that includes pp. 244-245 of *Career Choices*.

## **Chapter 11 – Getting Experience**

1. Explain what a resume and discuss the need for a resume.

- a. If you have a membership, have students go online to <http://www.CareerChoices.com> and complete the resume activity related to pg. 250 of *Career Choices*.
2. Have students refer to the career areas they selected to research back in Chapters 6 and 7.
  - a. Have students select at least two occupations that are found locally and that they would like to know more about.
  - b. Assist students in selection and arranging opportunities for information interviewing and job shadowing in these two occupational areas.
  - c. Provide students with the attached information sheet to use as a reference as they gather the necessary information.
  - d. As you work with the occupational representatives, entertain the idea of persuading these individuals to become mentors for your students as they continue their life skills study and post-secondary planning.
  - e. Refer to your *Instructor's Guide*
    - i. Speakers Bureau, pp. 6/36-6/40
    - ii. Job Shadowing, pp. 4/9-4/95
    - iii. Mentors, pp. 4/96-4/100

## Informational Interview Worksheet

Name of person being interviewed: \_\_\_\_\_

Job title: \_\_\_\_\_

Education/training needed for this job: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many years have you done this type of work? \_\_\_\_\_

What do you like best? \_\_\_\_\_

What do you like least? \_\_\_\_\_

Would you recommend this type of work? \_\_\_\_\_

What are similar jobs for people with your interests? \_\_\_\_\_

What advice would you give me as I prepare for my future? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments:



## Chapter 12 – Where Do You Go from Here?

1. Discuss the many options of post secondary-education and training with your students, including:
  - a. On the Job Training (OJT)
  - b. Apprenticeships
  - c. Technical Training (Technical Centers)
  - d. Specialty Training (ITT, Nail Techs, Massage Therapy, etc)
  - e. Military
  - f. Community/Junior Colleges
  - g. Technical Colleges
  - h. Universities
2. Have representatives from as of these institutions as possible visit your classroom as guest speakers.
3. Discuss delaying gratification and facing fears and anxieties with your students. This is covered by activities the on pp. 274-277 of *Career Choices*.
4. Have students begin their ten-year plans (pp. 278-280 of *Career Choices*).
  - a. If you have a membership, have students go online to <http://www.CareerChoices.com> and complete the resume activity related to pp. 278-280 of *Career Choices*.
5. During this process have them revisit Chapter 1 and Chapter 4 to see if there are components that they would like to revise or change.
6. Discuss again the meaning of success. Read page 283 of *Possibilities* and have students discuss their thoughts regarding this poem.

## **Suggested Modified Vocabulary Activities**

1. Explain each vocabulary word and its meaning for the appropriate chapter prior to beginning work in that chapter (see pp. 6/49-6/54 of the *Instructor's Guide*). Have students skim through the appropriate chapter of *Career Choices* counting the occurrences of the ten vocabulary words that were previously discussed.
2. Collect old newspapers and magazines and store them in a large box in your classroom. Assign each student a vocabulary word and give them a magazine and/or newspaper. Have each student find the word in print. Then discuss how the word is being used and if the usage is the same as in *Career Choices*.
3. Divide students into groups of 2 or 3 students. Give each group two or three vocabulary words. Have each group review the definitions for their words and then develop a creative approach to teach the class their words. Examples might include a skit, charades, a song, etc.

## **Vocabulary or Test Review**

### **Supplies:**

- 2 fly swatters
- Chalkboard or whiteboard

### **Instructions:**

1. Write vocabulary words on the board randomly
2. Divide class into two teams
3. Designate a scorekeeper
4. Send one person from each team to the board with a fly swatter
5. Read a definition for one of the vocabulary words
6. The first student to "swat" the correct word earns a point for their team
7. Continue to rotate the fly swatter among the teams until each student has had a turn
8. The team with the most points wins

## Modified Vocabulary List

NOTE: For definitions, refer to pp. 6/49-6/54 in the *Instructor's Guide*.

### Chapter 1

1. Elaborate
2. Vision
3. Frustration
4. Security
5. Achievement
6. Integrity
7. Humility
8. Procrastination
9. Complaint
10. Impulsive

### Chapter 2

1. Forthright
2. Authoritative
3. Spontaneous
4. Analytical
5. Systematic
6. Charismatic
7. Innovative
8. Perseverance
9. Synthesize
10. Negotiate

### Chapter 3

1. Esteem
2. Survival
3. Necessity
4. Satisfaction
5. Lifestyle
6. Component
7. Spiritual
8. External
9. Internal
10. Priority

### Chapter 4

1. Privacy
2. Commitment
3. Affordability
4. Liberal
5. Poverty
6. Traits
7. Dividends
8. Persistence
9. Interpretation
10. Minimum

### Chapter 5

1. Category
2. Characteristics
3. Environment
4. Acquaintances
5. Flexible
6. Potential
7. Incentive
8. Sequential
9. Tolerance
10. Entrepreneur

### Chapter 6

1. Artistic
2. Occupation
3. Attributes
4. Visualization
5. Typical
6. Accurate
7. Contagious
8. Decisive
9. Conscientious
10. Prominent

### **Chapter 7**

1. *Alma mater*
2. Logical
3. Differentiate
4. Essential
5. Gratification
6. Probability
7. Analyze
8. Apprenticeship
9. Certification
10. Tendency

### **Chapter 10**

1. Attitude
2. Reverse
3. Capable
4. Excellence
5. Expectation
6. Enthusiasm
7. Enterprise
8. Ethic
9. Aggression
10. Dignity

### **Chapter 8**

1. Opportunities
2. Motivation
3. Technique
4. Temptation
5. Temporary
6. Postpone
7. Discipline
8. Destructive
9. Objective
10. Beliefs

### **Chapter 11**

1. Principles
2. Resume
3. Chronological
4. Honesty
5. References
6. Appropriate
7. Inspirational
8. Tragedy
9. Negotiable
10. Impression

### **Chapter 9**

1. Detour
2. Challenge
3. Median
4. Consideration
5. Obligation
6. Ambition
7. Concentration
8. Confident
9. Confront
10. Progressive

### **Chapter 12**

1. Alternative
2. Misfortune
3. Virtue
4. Duration
5. Perspective
6. Patience
7. Niche
8. Respect
9. Appreciation
10. Success