



Facilitator note: Fictional career analysis only. Students may pass. No training provider, employment claim, price, legal rule, or safe technique is supplied. Actual courses, costs, workplace safety, and commitments require current checking and appropriate adult support. Do not rate students' real career choices or assign a trade based on a talent.

Activity 1: From a label to a question

Order:

- A. Cheftzi observes an arranged workshop period without tools or production duties.
- B. She says "maybe office work" to avoid naming the work she likes.
- C. She gives the class a plain, unfinished answer about upholstery.
- D. The owner describes estimates, records, repetitive work, and safety questions.
- E. Cheftzi investigates the office course too and compares missing information.
- F. She admits boredom during the observation without deciding it disproves all interest.

Which step is an actual commitment to enrollment? Explain why the answer matters.

Activity 2: Finished object or full workday?

Make two columns: What the repaired chair shows; What it cannot show by itself. Place these items:

- One repair's finished appearance.





- Typical income.
- Every training requirement.
- Whether Cheftzi enjoys asking about this repair.
- All physical demands of the job.
- Whether every customer agrees to the price.
- An example of an item becoming usable.

Add two practical questions that need reliable sources beyond the chair.

Activity 3: Names without costume

Rewrite these statements so they name an interest without exaggerating or insulting another path:

- "It's not chair fixing; it's something much grander."
- "Office work is for girls who don't have imagination."
- "One visit proves I will love this forever."
- "If I don't choose my friend's course, we can't stay friends."

Use Cheftzi or an invented teen. No real student's choice needs defending in class.

Activity 4: Two real information pages

Compare fictional Path A and Path B. A has verified teaching hours, cost details, and requirements, but its work fit is uncertain. B seems interesting, but training, safety, total cost, and earning claims are not yet checked.

Create a five-row table: Question; A's evidence; B's evidence; Unknown; Appropriate source. Do not invent answers for unknowns. Explain why the





fuller page is not automatically the better personal choice and the interesting page is not automatically ready for commitment.

Activity 5: An observation agreement

Write a fictional invitation to observe a workplace. Include: purpose, supervision, time limit, visitor area, no production obligation, no equipment use, no access to private customer records, and whom to ask if something changes. Then identify which decisions must be approved by responsible adults and actual workplace rules. This is a worksheet invitation, not permission to visit a real workplace.

Activity 6: Ten boring minutes

Give Cheftzi three possible interpretations of feeling bored during the visit. Mark which are supported and which are leaps. Include one global conclusion and one practical question about repeated tasks. Write a response that neither forces enthusiasm nor discards the whole interest after one feeling.

Activity 7: A question board, not a shop sign

Draw an object-only planning board with the repaired chair, two information folders, an open-question list, and a calendar for the next agreed discussion. Label verified facts and unknowns differently. Do not draw a future shop as guaranteed, or provide a tool demonstration. Explain one choice the board is not ready to make.

Activity 8: Find the work words

Find eight words left to right. Explain INTEREST/COMMITMENT (COMMITMENT is not in the grid) and NAME/PROOF (PROOF is not in the grid).





I	N	T	E	R	E	S	T	X	Y
Q	N	A	M	E	A	B	C	D	E
W	O	R	K	A	B	C	D	E	F
Q	A	S	K	A	B	C	D	E	F
C	H	E	C	K	A	B	C	D	E
Q	L	E	A	R	N	A	B	C	D
C	O	S	T	A	B	C	D	E	F
Q	P	L	A	N	A	B	C	D	E
A	B	C	D	E	F	G	H	I	J
J	I	H	G	F	E	D	C	B	A

Words: INTEREST, NAME, WORK, ASK, CHECK, LEARN, COST, PLAN.

Teacher answer key

1. B, D, E, A, F, C. None is enrollment. Investigation and observation supply information; they do not spend money, promise employment, or qualify someone to perform work.
2. Shows: a finished appearance, her interest in asking, one usable repaired object. Cannot establish typical income, all requirements or demands, universal customer agreement. Practical questions may concern reliable training, actual costs, work conditions, and adult-approved safety.
3. Open. Name upholstery plainly; respect office work; limit one visit's conclusion; separate friendship from identical enrollment. No path is declared morally braver or more worthwhile.
4. Open table. Unknowns must stay unknown. Sources may include the provider, appropriate advisers, actual written requirements, and qualified workplace adults. Interest and verified logistics are both relevant and do different jobs.





5. Open. All listed boundaries should be explicit, not hidden in "come see." Adults and current workplace rules handle access and safety; observation is not unpaid productive work or equipment training. A student cannot authorize a real workplace visit through this exercise.

6. Supported: she is bored during ten minutes; some job parts may be repetitive. Unsupported: therefore all interest is false, or therefore she must love repetition forever. Practical question: how often does this part occur, and what would learning it require? Accept bounded alternatives.

7. Open. Verified information distinct from questions; no guaranteed career, income, access, or enrollment. A next discussion is a plan to consider information, not a purchase or training commitment.

8. INTEREST row 1 columns 1-8; NAME row 2 columns 2-5; WORK row 3 columns 1-4; ASK row 4 columns 2-4; CHECK row 5 columns 1-5; LEARN row 6 columns 2-6; COST row 7 columns 1-4; PLAN row 8 columns 2-5. Interest can justify investigation without determining a future. A polished name does not prove fit or facts.

