

# UNIT 4

## OCCUPATIONAL INTEREST



## **UNIT 4: CAREER READINESS/ OCCUPATIONAL INTERESTS**

### **LESSON 1: EMPLOYMENT CHOICES**

**GOALS:** The learner will:

- Participate in a detailed, career interest inventory assessment that will focus on interest areas and specific careers
- Brainstorm career interests
- Understand “Occupation Types” and see which groupings seem to match their interests most strongly

**PERFORMANCE TASK:** The learner will:

- Identify results of career interest
- Summarize career clusters/areas of interest
- Relate to occupations types that match personal profile

**STANDARDS:** (9.1.2.CAP.1), (9.2.8.CAP.1), (9.4.2.CI.1)

**Activity:** Group Discussion/ Inventory Worksheet

Ask the students to name some people they know who seem to really like their job. Then ask why they think that is so (money, hours, challenging, interesting, etc.) Ask what interests the people named have that might relate to their job and happiness with their occupation. Explain that knowing your interests while searching for occupations can help ensure success and satisfaction on the job. If comfortable, students can share an interest they have with the group (such as music, dogs, computers, cars, etc.)

Explain to students that careers are often grouped into “types” or “clusters” that revolve around a unifying interest (Health Care, Agriculture, Information Technology, etc.). Have everyone fill out the “**Interest Inventory**” and add up their scores to see which occupational type they fall under. Ask students to circle three specific careers of interest under the cluster they scored the highest.

## INTEREST INVENTORY

**Directions:** Write the number on each line that rates how much you would enjoy doing each activity. You can choose any number between 0 and 10.

**0=No**

**3=I don't know think so**

**5=Not sure**

**7= I might like it**

**10 =Yes!**

### 1. Would you enjoy?

- a. preparing food in restaurant
- b. driving a forklift
- c. working in a hospital
- d. performing in front of others
- e. installing steel beams in buildings
- f. typing letters
- g. working with children

### 2. Would you enjoy?

- a. working in a grocery store
- b. being an inspector
- c. working in a nursing home
- d. arranging plants
- e. doing remodeling
- f. filing letter in and office forms
- g. helping the elderly

### 3. Would you enjoy?

- a. dusting, cleaning, polishing
- b. doing welding
- c. working in a lab
- d. singing, reading, playing music
- e. being a plumber or electrician
- f. working with books and records
- g. teaching other

**4. Would you enjoy?**

- a. cutting and styling other people's hair
- b. being a general laborer
- c. taking x-rays
- d. working with flowers
- e. doing carpentry and bricklaying
- f. opening and sorting mail
- g. helping others with their problems

**5. Would you enjoy?**

- a. being an automobile mechanic
- b. supervising other working persons
- c. working with sick people
- d. working with crafts
- e. building homes
- f. answering phones
- g. helping people who are in trouble

**6. Would you enjoy?**

- a. installing carpet
- b. operating factory machine
- c. working with a dentist
- d. doing interior decorating
- e. driving a bulldozer
- f. working with money
- g. doing things for other people

**Directions:** Put the numbers you have written in these blanks and then add them together.

**TOTAL**

1a\_\_\_ +2a\_\_\_ +3a\_\_\_ +4a\_\_\_ +5a\_\_\_ +6a\_\_\_ = A\_\_\_ **Service occupations**

1b\_\_\_ +2b\_\_\_ +3b\_\_\_ +4b\_\_\_ +5b\_\_\_ +6b\_\_\_ = B\_\_\_ **Factory occupations**

1c\_\_\_ +2c\_\_\_ +3c\_\_\_ +4c\_\_\_ +5c\_\_\_ +6c\_\_\_ = C\_\_\_ **Health occupations**

1d\_\_\_ +2d\_\_\_ +3d\_\_\_ +4d\_\_\_ +5d\_\_\_ +6d\_\_\_ = D\_\_\_ **Creative occupations**

1e\_\_\_ +2e\_\_\_ +3e\_\_\_ +4e\_\_\_ +5e\_\_\_ +6e\_\_\_ = E\_\_\_ **Building occupations**

1f\_\_\_ +2f\_\_\_ +3f\_\_\_ +4f\_\_\_ +5f\_\_\_ +6f\_\_\_ = F\_\_\_ **Clerical occupations**

1g\_\_\_ +2g\_\_\_ +3g\_\_\_ +4g\_\_\_ +5g\_\_\_ +6g\_\_\_ = G\_\_\_ **Caring, helping occupations**

The number you put in each **“TOTAL”** blank is your score for that type of occupation. The higher your score the better you will like that type of work. Look at the next page for some of the jobs you might find in each type of work.

## OCCUPATIONS LIST

### A. Service Occupations

Aircraft flight attendant  
Air traffic controller  
Bartender  
Beautician  
Cook/chef  
Correction officer  
Cosmetologist  
Custodian  
Food service management  
Forester  
Garbage collector  
Guard  
Maid  
Meatcutter  
Mechanic  
Police office  
Postal mail carrier  
Waiter/waitress  
Warehouse worker

### C. Health Occupations

Dental assistant  
Dental hygienist  
Dentist  
Dietitian  
Health administrator  
Home health care worker  
Nurse  
Pharmacist  
Physical therapist  
Physician  
Respiratory therapist  
Technician  
Veterinarian

### B. Factory Occupation

Assembler  
Equipment operator  
Inspector  
Laborer  
Machine tool operator  
Machinist  
Photograph process worker  
Printing press operator  
Supervisor  
Tool/diemaker  
Welder

### D. Creative Occupations

Artist  
Florist  
Graphic arts  
Interior  
Journalist/reporter  
Musician  
Photographer  
Radio/TV announcer  
Recreation  
Writer

## **E. Building and Trades**

Bricklayer  
Carpenter  
Construction laborer  
Electrician  
Engineer  
Heavy equipment operator  
Painter  
Plumber  
Roofer

## **F. Clerical Occupations**

Accountant  
Cashier  
Clerk  
Collection Worker  
Computer programmer  
Insurance representative  
Keyboard Operator  
Librarian assistant  
Marketing  
Receptionist  
Secretary  
Stenographer  
Telephone operator  
Typist

## **G. Caring and Helping Occupations**

Child care worker  
Coach  
Counselor/therapist  
Psychologist  
Social worker  
Teacher  
Bank manager  
Bank teller  
Bookkeeper

## Unit 4 CAREER READINESS OCCUPATIONAL INTEREST

### LESSON 1: GOAL SETTING

**GOALS:** The learner will:

- Explore what success means to them
- Understand the difference between short-term, long-term and transitional goals
- Understand the importance of planning, preparation and practice in reaching goals Topic

**PERFORMANCE TASK:** The learner will:

- Analyze what success looks like to them
- Create specific, measurable, action-oriented short term goals with clear timelines
- Identify and prioritize five long term goals

**STANDARD:** (9.2.8. CAP.2)

**Activity:** Group Discussion

**Objective:** Students will understand the definition of a short-term goal.

**“If you don’t know where you are going, you will probably end up somewhere else.” ~ Eleanor Roosevelt**

**“You have to expect things from yourself, before you can do them.” ~ Michael Jordan**

Write these quotes in front of the group, and ask students to explain what they think these quotes might mean, in terms of jobs and careers. Explain that a goal is something someone wants or needs to do. Additionally, short-term goals can be seen as steps on a ladder to get to where you want to go. Explain that when deciding on a short-term goal, it should be specific, realistic, and measurable.

Write these three terms on the board/chart paper, and define in relation to goals. Encourage any participants who feel comfortable to share a time they have set and achieved a short-term goal (completed an assignment on time, practiced a sport every day to improve, etc.), and how it fit the three items.



(CHOICE MAKING SELF-CHECK)

1. IDENTIFY MY GOAL...

\_\_\_\_\_  
\_\_\_\_\_

2. WHAT ARE MY OPTIONS?

1. \_\_\_\_\_  
>>>> 2. \_\_\_\_\_

3. WHAT MIGHT HAPPEN?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

4. THE BEST CHOICE?

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5. TAKE ACTION >>>>>

6. HOW DID I DO?

\_\_\_\_\_  
\_\_\_\_\_

7. DID I MEET MY GOAL?

8. MY "NEW" GOAL IS...

REWARD YOURSELF!

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**Activity:** Improve This

**Objective:** Participants try to improve their seating arrangement with no specific goal in mind.

**Purpose:** Participants learn that objectives or goals must be specific and that assumptions left unchecked can sabotage an effort. Use this when:

- Individuals need to see the value of setting clear and specific goals.
- Individuals are making assumptions or not asking questions for clarification.
- You don't have prep time and/or materials for anything more elaborate.

(No materials needed)

**Directions:**

**1.** Announce to the group that they have exactly 60 seconds to improve their seating arrangement. **2.** Do not give any further instruction. Look at a clock and tell them to begin... now! **3.** If they ask for clarification, simply repeat the original instructions. **4.** Stop the activity after 60 seconds and discuss.

**Discussion Questions:**

- Did you meet your objective? (Possible answers you may hear: yes, because I am closer to the window; no, because I'm not sure what the objective was; I'm not sure...)
- What was your objective? Was it clear? (If they think it was clear, ask them to define "improve," and then show how it could have meant to get more people up front, or to get in a (better) circle, or to sit in small groups etc. — to show there were assumptions made).
- Did you seek clarification? Why not? Or what happened when you tried?
- How does this situation relate to the workplace or life? (We often try to accomplish things when we are not clear on the goal or the specific criteria for success. We often don't ask for clarification [or clarify and specify our own goals] and if we do, we don't always press to get what we truly need to succeed.)
  - What can we do to prevent this type of thing from happening?

**Activity:** Tips for Success/Group Discussion

- After giving the instructions, do not ask if there are any questions. Look at the clock to discourage their questions. It is amazing how quickly anyone wanting clarification will back off if the source appears elusive. Usually the pressure of the group will discourage anyone from not moving quickly.
- If they directly ask for clarification, say, “You determine for yourselves what “improve” means. You are all intelligent. It seems pretty obvious.” During the debrief, point out how similar this is to responses at school, at work, in their lives.
- Do not be surprised (and do not stop them) if they start moving tables and chairs to “improve” their seating arrangement.
- As they rearrange themselves, listen to their comments. They may say things such as. “I don’t know what she wants, but let’s try this...” Bring these up (without pointing out who said what) during the discussion.

# Overview of the 10 Steps to Success

**ATTITUDE:** Your attitude is the strongest (or weakest) aspect about you. It will determine your self-image and how well or poorly you do at everything. No more “I can’t.”

**GOALS:** Succeeding and seeing results should be a lot easier if you know what YOU want. If you enjoy what you’re doing and you’re getting better, you’ll want to do it more. The goals become even bigger and better.

**OBJECTIVES:** These are the “little things” that constantly focus your attention on the information that will make a difference. The benefits of attaining your objectives daily create a remarkable determination to reach your goals.

**ORGANIZATION:** Once you are on the path to accomplishing your objectives and goals, you’ll want to reach your outcome faster. The best in every class, in every sport and every area of life learn that time is very precious. It needs to be used wisely.

**INSPIRATION:** It is inevitable: we all get knocked down physically and mentally. When you were just a baby, you fell down but got back up; otherwise, you would be crawling everywhere. However, staying focused on your goals and objectives can be challenging at times. Don’t lose sight of “why” you want those goals.

**COMMITMENT:** You will face challenges from friends, classmates, teachers, and even people you don’t know. It is GOING TO HAPPEN. You can plan ahead of time that there will be pitfalls. Top performers and successful people always embrace the pitfalls but staying committed to their goals.

**LEADERSHIP:** When you set out to accomplish something, friends notice. It creates a level of confidence, courage and determination in you. Little by little, people start to see and wonder how they can get the same results. People start to follow!

**ACCOUNTABILITY:** You have finally learned that there is no more blaming your challenges, failures or circumstances on other people. If there is something to get done, a decision that needs to be made or a challenge to be met, you have proven you can do it. “If it’s going to be, it’s up to me.” GOOD CHOICES, BAD CHOICES, IT’S UP TO YOU: So now your friends depend on you. They watch what you say and, more importantly, what you do. So your choices and decisions will impact many. There is no “pressure” on you because you are confident you can make your own choices, as opposed to the group’s choices.

**SUCCESS SYSTEM:** If you follow the system, you might reap the rewards!

## UNIT 4: CAREER READINESS/ EXPLORING CAREERS

### LESSON 3: TRANSFERABLE SKILLS

#### GOALS:

The learner will:

- Understand the meanings of personal and transferable skills
- Increase his or her understanding of the range of skills sought by employers
- Understand skills and interests to finding a job

**PERFORMANCE TASK:** The learner will:

- Develop knowledge and skills that will help them to search for a job
- Create a list of their personal skills that will assist them with matching their transferable skills with position requirements
- Complete a career assessment and explore related jobs
- Evaluate the meanings of personal, job, and transferable skills.
- Determine how knowing and growing their own skill set can be a tool to finding a satisfying career.

**STANDARDS:** (9.2.8.CAP.1), (9.2.12.CAP.6), (9.2.12.CAP.8), (9.2.8.CAP.12), (9.1.8.EG.5)

**Activity:** Group Discussion

Ask participants to name a skill they have, or a skill they think is needed for a job they might like. Explain that there are three basic types of skills.

- ✓ **Individual**
- ✓ **Job**
- ✓ **Transferable**

Explain that “**individual skills**” such as being prompt, organized, loyal, or flexible are valued on the job site. “**Job skills**” are usually learned on the job, and “**transferable skills**” are learned in one setting, but can “carry over” to another occupation.

**Activity:**

Hand out “**Individual Skills – Career Words**,” worksheet have participants circle at least twelve skills or more they possess and for each of the three skill types place nine of the skills where they might belong on the “Individual Skills - Career Words,” worksheet. .

- ✚ Some students may need definitions of the skills, so be prepared to help define and/or have dictionaries or a web dictionary available if possible.

**Writing/Reflection/Assessment****Objective:**

- Students will be able to identify many of the skills employers are looking for when hiring new staff.
- Students will identify their own set of “transferable and personal skills.”

**Handout: “Skills Today’s Employer’s Expect,”** and explain that students will rate themselves on each of these skills. Afterwards, discuss the listed skills. Were people surprised at what skills are expected? What areas do they feel most or least confident in? Where can people go to improve their skills and/or learn new ones?

# **INDIVIDUAL SKILLS - CAREER WORDS**

Circle the individual qualities and skills that you may have. Be prepared to tell things you do that show you have this quality. Use the dictionary if you are not sure of word's meaning.

## **A**

Academic  
Active  
Accurate  
Affectionate  
Aggressive  
Ambitious  
Analytical  
Artistic  
Assertive  
Athletic

## **B**

Businesslike

## **D**

Dependable  
Determined

## **C**

Collaborator

## **E**

Easygoing  
Energetic  
Enthusiastic  
Expressive

## **F**

Fair-minded  
Flexible  
Formal  
Friendly

## **G**

Generous  
Genuine  
Giving

## **H**

Hardworking  
Healthy  
Honest  
Humorous

## **I**

Independent  
Industrious  
Informal  
Intelligent

## **K**

Kind

## **L**

Logical  
Loyal

**M**

Mature

**N**

Neat

**O**

Open - minded

Optimistic

Organized

**P**

Patient

**Q**

Quick learner

**R**

Realistic

Reasonable

Responsible

**S**

Self- confident

Sensible

Strong

Supportive

Sympathetic

**T**

Tactful

Task- oriented

Teachable

Thorough

Trustworthy

**U**

Understanding

**W**

Well- groomed

Witty

# Interpersonal Worksheet



Fill-in the three skills type chart below with nine of the “ **Individual Skills - Career Words,**” you possess. Place each skill where you think it might belong below.

- ❖ **Individual skills** - such as being prompt, organized, loyal, or flexible are valued on the job site.
- ❖ **Job skills** - are usually learned on the job.
- ❖ **Transferable skills** - are learned in one setting, but can “carry over” to another occupation.

## Individual Skills

- 1.
- 2.
- 3.

## Job Skills

- 1.
- 2.
- 3.

## Transferable Skills

- 1.
- 2.
- 3.

# Skills Today's Employers Expect

Four hundred companies were surveyed as to the specific skills they wanted their employees to have. How many do you have? How can you best learn and practice these skills?

## **Directions:**

(Put an **X** if you have the skill)

(Put an **L** if you're learning the skill)

(Put an **I** for improvement in that skill)

## **Reading Skills**

- \_\_\_\_\_ Read for details and specific information
- \_\_\_\_\_ Interpret pictorial information such as graphs, charts, diagrams, and maps
- \_\_\_\_\_ Use source materials and do research
- \_\_\_\_\_ Follow intent of written instructions
- \_\_\_\_\_ Interpret ideas and concept
- \_\_\_\_\_ Read accurately within a given time

## **Manual/Perceptual Skills**

- \_\_\_\_\_ Construct, assemble materials
- \_\_\_\_\_ Use job-specific hand tools
- \_\_\_\_\_ Develop visual presentations
- \_\_\_\_\_ Use keyboard skills
- \_\_\_\_\_ Operate job-specific power equipment

## **Mathematical Skills**

- \_\_\_\_\_ Handle basic calculations
- \_\_\_\_\_ add, subtract, multiply, divide
- \_\_\_\_\_ Estimate quantities needed on the job
- \_\_\_\_\_ Calculate costs
- \_\_\_\_\_ Use values from charts, diagrams, manuals, and tables
- \_\_\_\_\_ Construct diagrams, charts, records
- \_\_\_\_\_ Research and use statistics
- \_\_\_\_\_ Use formulas
- \_\_\_\_\_ at least Algebra I
- \_\_\_\_\_ Use 10 key calculator to complete above tasks

## **Writing Skills**

- \_\_\_\_\_ Write legibly
- \_\_\_\_\_ Complete forms accurately
- \_\_\_\_\_ Write sentences in STANDARD ENGLISH
- \_\_\_\_\_ Organize, select, relate ideas
- \_\_\_\_\_ Produce reports and summaries
- \_\_\_\_\_ Identify and correct errors in writing-edit

## **Communication Skills**

- \_\_\_\_\_ Give clear, oral instructions/directions
- \_\_\_\_\_ Explain activities and ideas clearly
- \_\_\_\_\_ Report accurately on what others have said
- \_\_\_\_\_ Stay on the topic in job-related conversations
- \_\_\_\_\_ Present information effectively
- \_\_\_\_\_ Speak clearly
- \_\_\_\_\_ Use appropriate vocabulary/grammar
- \_\_\_\_\_ Follow intent of oral instructions

## **Interpersonal Skills**

- \_\_\_\_\_ Function cooperatively with co-workers
- \_\_\_\_\_ Function cooperatively with a team member
- \_\_\_\_\_ Adhere to company policies and regulations
- \_\_\_\_\_ Cooperate with clients/customers
- \_\_\_\_\_ Exhibit openness and flexibility
- \_\_\_\_\_ Seek clarification of instructions
- \_\_\_\_\_ Exercise patience and tolerance
- \_\_\_\_\_ Accept constructive supervision
- \_\_\_\_\_ Exhibit leadership
- \_\_\_\_\_ Understand supervisory authority and worker responsibility

## **Job Retention and Career Development Skills**

- \_\_\_\_\_ Participate in training
- \_\_\_\_\_ Pursue education outside the job
- \_\_\_\_\_ Become aware of company operations
- \_\_\_\_\_ Learn about employee benefits and responsibilities
- \_\_\_\_\_ Suggest and/or make workplace improvements

- \_\_\_\_\_ Accept additional responsibilities
- \_\_\_\_\_ Maintain consistent effort
- \_\_\_\_\_ Make efficient use of new technology
- \_\_\_\_\_ Work with a positive attitude towards job and co-workers
- \_\_\_\_\_ Adapt to different job assignments
- \_\_\_\_\_ Maintain acceptable appearance
- \_\_\_\_\_ Keep work area clean and organized
- \_\_\_\_\_ Exhibit interest in future career development
- \_\_\_\_\_ Indicate interest in future career development
- \_\_\_\_\_ Be punctual
- \_\_\_\_\_ Avoid missing work

### **Problem Solving/Critical Reasoning Skills**

- \_\_\_\_\_ Determine work activities
- \_\_\_\_\_ what needs to be done and when
- \_\_\_\_\_ Use appropriate procedures
- \_\_\_\_\_ Obtain resources
- \_\_\_\_\_ Conduct work in appropriate sequence
- \_\_\_\_\_ Recognize the effects of changing the quantity and quality of materials
- \_\_\_\_\_ Collect and organize information
- \_\_\_\_\_ Analyze and synthesize information
- \_\_\_\_\_ Identify alternative approaches
- \_\_\_\_\_ Different ways of doing the job
- \_\_\_\_\_ Review progress periodically
- \_\_\_\_\_ Evaluate for accuracy and completeness
- \_\_\_\_\_ Correct deficiencies and problems
- \_\_\_\_\_ Summarize and draw reasonable conclusions
- \_\_\_\_\_ Deliver completed work on time
- \_\_\_\_\_ Devise new ideas and better work methods

# **Improving Individual Skills**

**Think about it:** Circle five of your strong skills. Circle five skills you'll improve through practice. Look at the ten skills you circled. Even strong skills can be improved. Where and how can you strengthen all ten of these skills?

**Record five "strong skills," how can you strengthen these skills?**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Record five "skills you will work on improving" through practice, how can you strengthen these skills?**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## **UNIT 4: CAREER READINESS / OCCUPATIONAL INTEREST**

### **LESSON: 4 MOTIVATION AND INITIATIVE**

**GOALS:** The learner will:

- Understand what it means to take initiative
- Understand the importance of taking initiative at work
- Understand how motivation is connected to taking initiative

**PERFORMANCE TASK:** The learner will:

- Evaluate a handout on self-motivation as a self-reflection exercise
- Develop a list of things they could do at different jobs to demonstrate initiative
- Summarize motivational and initiative worksheets

**STANDARD:** (9.4.5.C1.3)

#### **Group Discussion:**

“A recent poll of executives asked, ‘What do you feel is the single best way for employees to earn a promotion and/or raise?’

Topping the list for 82% of the respondents was, ‘Ask for more work and responsibility.’ Employees who take initiative greatly enhance their chances for recognition, learning, advancement, pay raises, and bonuses — and have a more meaningful and exciting time at work.

- Ask students what they think about what you just read?
- Ask students what taking initiative means?

The definition we will focus on for today’s discussion is: without prompting or direction from others: on one’s own (from [www.thefreedictionary.com](http://www.thefreedictionary.com))

- Why is it important to be able to do things on your own at work?



## Self-Motivation Taking The Initiative

**1. Why is self-motivation important?**

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**2. What motivates you?**

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**3. Who is responsible for motivating you in the workplace? Your supervisor?  
Your peers? Yourself? Why?**

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**4. What happens if you don't take responsibility for motivating yourself?**

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**5. Can you think of any situation in which you would take on extra work, even if  
you were not getting compensated for it? Why or why not?**

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# Taking Initiative Scenario

**Directions:** Read the following scenario. Discuss it in your small group.

Margaret just got hired as a clerk in a medical laboratory. She is an extremely hard worker and is eager to prove herself to her new employer. After only a few weeks on the job, she comes up with what she thinks is a better and more efficient way to process customer accounts. To impress her boss, she comes in early one morning to implement her plan. Margaret's boss arrives at work and is upset to find the office in a mess as she attempts to put her plan into action.

## **Discussion Questions:**

**1. Do you think that what Margaret did was wrong? Why or why not?**

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**2. What could she have done differently?**

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**3. How do you know your limitations at work?**

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**4. How does this scenario demonstrate the importance of knowing the difference between taking the initiative and knowing your limitations?**

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# TAKING THE INITIATIVE AT WORK

When you are at work, there are always extra little things that can be done. Try to think of at least three things you could do if things are slow at work in the following jobs/place of employment:

**1. Fast food restaurant**

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**2. Summer camp**

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**3. Office**

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**4. Retail store**

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**5. Ice cream parlor**

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**6. Coffee shop**

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**7. Book store**

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**8. Grocery store**

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**9. Auto-mechanic shop**

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