

Module B: Lesson Plan 4: Self Awareness

Topic: Getting to Know Your Interests

Standard(s): Students will:

- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

Length: 3 class periods (allow at least 2-3 class periods to take interest assessment, explore careers, and save information to their online account)

Overview: Students will expand their views of personal interests and learn how those interests are related to career success and job satisfaction. Students will complete the Interest Assessment and have the opportunity to see how their results match the careers listed in the online career and education planning system called MyCareerShines.

Objective:

Students will:

- Learn that awareness of their interests can help them make better career decisions
- Complete an interest assessment
- Use their assessment results to create a list of careers that match their interest profile

Materials:

- Individual student access to the Internet
- Pictures of 10 to 13 vehicles (include cars, trucks, motorcycles) from a magazine or website.
- Six pages of flip chart paper to mount on the wall
- Six markers to use on flip chart paper
- Six printed color copies of “6 Career Fields” Chart
- Six large cards labeled with the names of the 6 Career Fields measured by the **Interest Assessment** in the color (card or marker) that matches the Career Field:
 - Maroon - Industrial, Manufacturing and Engineering Systems
 - Blue - Business, Marketing and Management
 - Purple - Human Services and Resources
 - Gold - Communication and Information Systems
 - Red - Health Sciences
 - Green - Environmental and Agricultural Systems

Description of Activity:

- Choose just four of the pictures of vehicles -- all cars -- to display at the front of the room. Briefly discuss the characteristics of each of the cars to help students identify what they like about each one.
- Hold each picture up and ask, "Is there anyone who would like to drive or purchase this vehicle?" Hand the picture to someone who indicates that they would like it.
- Once all four pictures have been distributed (keep other pictures out of sight), ask, "Are you satisfied with the car you chose? Is there anyone who might like to trade for a different one?" Inevitably, when given a chance to trade, at least one person will be interested.
- At this point, bring out the other pictures of vehicles, including sportier cars, trucks and motorcycles. Allow the students to trade their first cars for a vehicle from this new group.
- Now ask the students why they traded. Elicit responses regarding why they like the newer choice better, why having more choices results in a better decision, and how the newer choice better matches their preferences.
- Now ask whether anyone out shopping for a new vehicle would want to choose from just four cars. Why not? Talk about the idea that when making major decisions, we all want to make the best possible choice. We want to make choices that will make us happy. We want to understand all the possibilities and options before making a choice. If we don't know about all the options, we might miss the one that would offer the best chance of happiness and success.
- Tell students that their career decisions are among the most important decisions they will make in life. Have students think about how it would be to wake eager to go to work, thinking, "I get to go to work today!" Ask them for examples of people they know who appear to be most satisfied in their jobs. People who work in the careers that match their interests are more likely to be happy and satisfied in their jobs.
- Help students understand that career interest assessments are designed to help people organize what they know about their personal interests in a way that will help them discover the careers that are consistent with those interests. However, assessment results can only reflect the student's responses. Obviously, the most meaningful results come from responding to the assessment items in a thoughtful and truthful manner.

Core Activities:

1. The Interest Assessment in MyCareerShines Kuder Navigator®

- Students should set up an account in MyCareerShines (<http://mycareershines.org>) if they have not already done so. Introduce the **Interest Assessment** activity in Navigator. Reiterate the importance of reading every item and selecting their honest response. Let students know that this assessment should expand their career options by helping them learn about occupations they may otherwise not have considered. Tell students that you will be helping them understand their results.
- Allow students ample time to complete the **Interest Assessment**. Encourage those that are finished early to review results and consider sharing why their top career pathways came up for them.

2. Career Awareness (How many careers do you know?)

- Tell students that the results of the **Interest Assessment** display the top five ranking career pathways, expressed in terms of six broad interest areas coded by color. These interest areas are based on the work of Dr. John Holland and are shown on the chart titled “6 Career Fields.”
- Ask students to look at their Interest Assessment results and note their **Top Career Pathway** and its color code.
- Post the six color cards labeled *Industrial, Manufacturing and Engineering Systems; Business, Marketing and Management; Human Services and Resources; Communication and Information Systems; Health Sciences; Environmental and Agricultural Systems* in different areas of the room.
- Ask students to go stand in the **Career Field** area labeled with the color of their **Top Career Pathway**. Give each of the six groups a marker, one of the color charts and one piece of flipchart paper to mount on the wall.
- Instruct the students that on the count of three, they will have two minutes to write down as many careers as they believe match their Career Field. (Note: It never fails -- after about 60 seconds; most groups have finished writing and are at a loss to come up with any more career titles that match their Career Field.)
- Time's up! Ask the students to add up the total number of careers they came up with as a group. As a class?
- Move from one group to the next, read from the chart “6 Career Fields” the career cluster title(s) below each of their top career field and discuss in broad terms what these areas entail. Then ask if anyone has any more career titles to add to their chart.
- Have them move back to their computers and select in Kuder Navigator® from the Interest Assessment results page, the **Related Occupations** tab to see the occupations that relate to their assessment results.
- Ask them to look over their list and click on the titles of several occupations that interest them and read more about them. Students can save the occupations they are interested most in by clicking on the star icon titled “Save to my favorite occupations.”
- Students can also go back to the results page for their **Interest Assessment** and browse **Related Occupations** for other career pathways from their **Top Career Pathways** list. Ask them to save to their Favorites any occupation that interests them. Ask students to save to their Favorites at least three occupations.

Reflective Activity:

Tell students that careers that are interesting to them are likely to be enjoyable, but there are other aspects of work to consider. Have students name some of the other things they will want to know about occupations to help make their decisions (earnings, skill requirements, education, etc.). MyCareerShines can help them learn much more about the occupations that will best match their other wants and needs. Encourage students to use MyCareerShines frequently as they continue to explore the world of work.

Evaluation: Student will be able to name at least three occupations in which they are interested and identify the matching career field(s) or career pathway(s) of each.

6 CAREER FIELDS

**Industrial,
Manufacturing and
Engineering Systems**



**Business, Marketing
and Management**



**Human Services
and Resources**



**Communication and
Information Systems**



Health Sciences



**Environmental and
Agricultural Systems**



16 NATIONAL CAREER CLUSTERS



Manufacturing



Marketing



Human Services



Arts, A/V Technology,
and Communications



Health Science



Agriculture, Food, and
Natural Resources



Transportation,
Distribution, and
Logistics



Finance



Law, Public Safety,
Corrections, and Security



Information
Technology



Science, Technology,
Engineering, and
Mathematics



Business
Management and
Administration



Government and Public
Administration



Architecture and
Construction



Hospitality and Tourism



Education and
Training

CAREER EXPLORATION

It is easier to choose from many options when they are organized in some way. So, occupations in our system are first divided into six very large groups. Then, each of those groups is divided into smaller groups.

6 CAREER FIELDS

The career fields are the six large groups. They include all of the occupations in the United States, and their titles tell you something about the focus of work in that group of occupations.

16 NATIONAL CAREER CLUSTERS

Each of the six career fields is divided into 1-4 sub-groups, called clusters. Each cluster is made up of a number of occupations and post-secondary majors related to the specialty of that cluster. The results of your interest and skills assessments are linked to these same clusters.

PATHWAYS

Each cluster is broken down into pathways. A pathway is made up of a group of occupations that focus on a specialty within a cluster. Your score report on both the interests and skills assessments identifies the five pathways (out of 79) of your highest interest or skill.