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| CAREER CRUISER | Assessing Your Career Skills |

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| **Step 1** | Take a career assessment. |
| **Driving Question** | What careers would I be good at? |
| **Goal** | Students take a career skills assessment. |
| **Standard** | Explain their career interests, skills, and values. (CR.1.1) |

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| **FOR TEACHERS** |

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| **Timeframe** | 1 to 2 roughly hour-long lessons. |
| **Materials** | Internet and digital device access. |
| **Xello** | [Xello](https://xello.world/en/florida-college-career-ready/), Florida’s official K-12 public school career planning and work-based learning coordination system, has tools you can use on this topic!  Within the system, navigate to ‘About Me’ and complete the ‘Skills Lab’ assessment. Under ‘Home’ and ‘View All Lessons,’ consider having students complete the ‘Skills’ lesson. |
| **Overview** | **Beginning**   * Establish with your students that career-relevant skills are the product of both nature (the way we are “wired” when we are born) and nurture (a long process of education, training, and practice to develop the skills and applied knowledge to be skilled). Our economy and businesses need people with a wide variety of different skills. Also, a number of videos exist online of people doing normal jobs with extraordinary skills (example search terms: ‘satisfying skilled workers’).   **Middle**   * Students will take a career skill assessment and, afterwards, be directed to review careers aligned with their perceived skill set.   **End**   * Have students discuss in pairs which career skill assessment results they most agree with, least agree with, and which career(s) they would like to learn more about.   **Extension**   * Report/presentation: Have students write a report about or present on an occupation aligned with their career skill assessment results. In the report/presentation, have the students explain what they like about the occupation, what they do not like about the occupation, and a business or organization they could work for. * Role play:Have students pretend to be school counselors! Each student will swap their career skills assessment results with another student. Then, they will individually research which careers align with the other’s career skills assessment results. After that, have the students write or discuss recommendations on occupations that the other person should learn more about. Be sure to have students provide a justification for why the occupations might be a good fit for the other student. * Browse careers by skills related to:   + [Cross-functional skills](https://www.onetonline.org/find/descriptor/browse/2.B/2.B.5/2.B.1)   + [Soft skills](https://www.onetonline.org/skills/soft/)   + [Abilities](https://www.onetonline.org/find/descriptor/browse/1.A/1.A.1/1.A.1.g/1.A.1.d/1.A.1.c) |

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| **FOR STUDENTS** |

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| **Learn** |

Employers are looking to hire people that have skills. Skills are the ability to get work done because of knowledge you can apply and abilities you have developed through practice, education or personal giftings. There are different kinds of skills, including:

* **Technical skills** – skills to do work for a specific career. Examples: a nurse’s ability to take a patient’s blood pressure or an engineer's ability to design a product.
* **Academic skills** – skills to do work by applying academic knowledge. Examples: reading and understanding a technology user manual, writing directions for employees, calculating earnings, or applying physics knowledge to product design.
* **Employability skills –** skills to do work that are relevant to a large number of careers. Examples: critical thinking, teamwork, leadership, conflict resolution, time management, communication, etc.

You will continue to develop all of the above skills over your lifetime. Your current skill levels should not be the only way you consider what careers to learn more about – you will be able to develop the skills you need for a career through experience and education. That said, being aware of what you are naturally good at can help focus your career exploration.

Career assessments, like the skills assessment you will take in this lesson, should not be the only way you decide which career is best for you. Think of this as one way to explore careers that should also be combined with other types of career assessments, career guidance and counseling, labor market data, and experiences that connect you with industries, careers, and employers in your area.

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| **Do** |

**Take A Career Skills Assessment at:** <https://stage.careeronestop.org/Toolkit/Skills/Skills-Matcher.aspx>

Given that you likely have limited work experience related to many of the skills in the assessment, you are encouraged to answer the questions based on how well you think you could perform that task compared to others.

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| **Reflect** | |
| **Strengths**: Based on your assessment results and your opinion about yourself, what are you naturally good at? |  |
| **Weaknesses**: What are skills that you struggle with and do not enjoy? |  |
| **Career Fit**: What careers align with your skill strengths? |  |