

Interest Inventory**The BIG Idea**

- What is a Career Interest Inventory and why is it important to learn about many different careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's an Interest Inventory? (5 minutes)
- II. Connect to CollegelnColorado.org (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Career Finder (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS☐ **PORTFOLIO PAGES:**

- Portfolio page 9, Interest Profiler Results

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 41, CollegelnColorado.org Basic Directions

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW: Interest Inventory
- Facilitator Resource 2, Interest Inventory Choices Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign on and save work on the CollegelnColorado.org website.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

This is the first lesson in a unit on careers in which students will explore possible careers, consider which careers might be a good fit for them, and ultimately research and present one career in a career fair. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and post-secondary exploration, CollegelnColorado.org. They will explore how the website can help them find careers that fit their own skills and interests by taking an interest inventory to generate individual lists of possible career matches.

PREPARATION

- ☐ Make arrangements for the class to use the computer lab, and make sure the CollegelnColorado.org website is accessible from students' computers.
- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 41, CollegelnColorado.org Basic Directions**
 - **Portfolio page 9, Interest Profiler Results**
- ☐ If desired, copy a class set of **Facilitator Resource 3, Interest Inventory Extension**. (See **IMPLEMENTATION OPTIONS**.)
- ☐ If computer access is a problem at your school, create the following materials prior to teaching the career lessons.
 - a. Choose 60 careers of interest to your students (two options per student for a class of 30).
 - b. Print out all relevant CollegelnColorado.org information pertaining to each career. (If possible, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
 - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- ☐ In this unit, students will research one of the top three career choices. **NOTE:** Careers chosen for research must be found on CollegelnColorado.org.
- ☐ To avoid transporting all of your student binders to the computer lab, have students remove and staple together all Careers Portfolio and Student Handbook pages before this unit begins.

BACKGROUND INFORMATION

COLLEGEINCOLORADO.ORG

CollegelnColorado.org is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students have a unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access CollegelnColorado.org by creating a parent portfolio.

CREATING NEW EDUCATOR ACCOUNT

Please see the Educator account creation document located with the Roads to Success PDF files.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to CollegelnColorado.org.

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VOCABULARY

Portfolio: A place to save research, collect information, and record accomplishments.

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW: Interest Inventory.**)*

Questions:

1. What activities or school subjects interest you the most?
2. List three careers that you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about?
Explain.

[After they have answered the questions, call on students to read their responses. Then begin with the Warm Up as written.]

Note: The Do Now is entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up activity as written.

WARM UP

If your classroom space is not conducive to having students move around, have students use hand gestures to share their responses to the series of career statements. Ask students to use thumbs up to indicate “like,” thumbs down to indicate “dislike,” or a flat hand to indicate “not sure.”

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Parts of CollegeInColorado.org may be blocked by school's system.
- Student use of computers for purposes other than career research. In the preparation section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin.

A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version.

IMPROVING STUDENT UNDERSTANDING

To assist in modeling written directions, use an LCD projector to explain the instructions for CollegeInColorado.org.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to abler readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

If the interest inventory (Interest Profiler) items are too difficult or abstract for students, even working in pairs, please read the items aloud and provide explanations when necessary.

If your students finish their interest inventory early, you may want to ask students to complete the following, as directed in **Facilitator Resource 3, Interest Inventory Extension**.

Have students identify the BEST match and WORST match from their list. Then have them list careers that seem to be similar. One possible example is pediatrician, family practitioner, oncologist, and physical therapist. All of these careers are related to the medical field.

If you think the seating arrangements in the computer lab or the dynamic of a class will make it difficult for students to pay attention to your instructions, you may choose to start the lesson in the classroom and transition to the computer lab once you have modeled the directions for logging onto CollegelnColorado.org.

ACTIVITY STEPS

I. Warm Up: What's an Interest Inventory? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! I'd like everyone to close your eyes for a moment. Imagine it's 20 years from today, and you're at your job. Where are you working? What are you doing? What path did you take to get there?

Now, open your eyes. Maybe you had a vague picture of where you'd like to be working, but aren't really clear about all the details. Or maybe you had no idea what kind of job you'd like to be doing. No matter what your picture was like, this is a great time to start thinking about all the different, exciting careers that are possible.

Over the next several weeks, we're going to be exploring many different careers you might consider after high school. We'll discover what it's really like to have these jobs, what path to follow to get these jobs, and—most importantly—which jobs are a good fit for you. When we finish the unit, you'll participate in a career fair. Each of you will choose a career that interests you and provide information about that career to other students in your class.

2. [Write the word "Like" on the left side of the chalkboard or white board, write "Not Sure" in the center of the board, and write "Dislike" on the right side of the board. Note, if you do not have a large chalkboard or white board in the room, print out **Facilitator Resource 2, Interest Inventory Choices**, and attach the sheets to a wall.

Preview the day's activities, telling students that they will have the chance to take an interest inventory online on a website called CollegeInColorado.org. After answering a series of questions, the website's "Interest Profiler" will generate a list of careers that match their interests. Tell them that to help them get ready, you have a two-question quiz for them - one that's exactly the same as the activity they'll try online. There are no right or wrong answers. It's their opinions that count. You are going to describe a job-related activity. They are to get up from their seats and stand in the spot along the wall that indicates whether they like or dislike the activity, or whether they are not sure. (Indicate words arranged across the board or wall.)]

3. **SAY SOMETHING LIKE:** For example, if I said, "Build kitchen cabinets," who would stand near the word "Like?" Who would stand near the word "Dislike?" Who would move to the word "Not Sure?"

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then when I give the direction, you should stand next to the sign that you agree with. I might call on some of you to explain your feelings about this activity.

"Guard money in an armored car."

[Ask a student or two to explain their feelings about guarding money.]

Ready for statement number 2? "Study space travel."

[Ask for a comment or two concerning space travel.]

5. [Have students return to their seats.]

II. Connect to **CollegelInColorado.org** (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will sign in to your CollegelInColorado.org account.
2. Place a transparency of **Student Handbook page 41, CollegelInColorado.org Basic Directions**, on the overhead, or use your laptop and LCD projector to project this page.
3. Guide the students through the following sequence to sign on to CollegelInColorado.org.
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
 - Type the web address into the dialog box (CollegelInColorado.org).

III. Create or Sign In To Your Portfolio (5 minutes)

1. Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on CollegelInColorado.org

IV. Interest Profiler (25 minutes)

1. **SAY SOMETHING LIKE:** Ready to try the Interest Profiler?
 - Click on the **Career Planning** tab at the top of the page.
 - Next, click on the **Learn About Yourself** section.
 - Click the **Interest Profiler**.

Please read everything on the page to yourself. Who can explain what you have to do? (*Answer questions about your interests by selecting the item that best describes your feelings.*) What will happen once you've completed that task? (***Interest Profiler** will select possible careers based on the interests you've described.*) How do you begin? (*Click the **Get Started** button.*)

2. **SAY SOMETHING LIKE:** Let's try the first one together . . .
[Have someone read the first sentence. Then instruct the students to check the item that best expresses their feelings.]
3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will connect to jobs that are the closest match to the things they like.]
4. **SAY SOMETHING LIKE:** After you finish the Interest Profiler activity, your top interest areas will appear on the screen. Click the blue View Careers button to see your list of matching careers. If you have more than two interest areas, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.

One important note—Interest Profiler will suggest lots of careers you may never have thought of. Don't worry at all if a career you're really interested in isn't included in the list—this is not an exact science, and you'll have a chance to write down additional careers you'd like to investigate.

[Ask for final questions and turn students loose to work on their own.]

5. [About 20 minutes before the end of the class period, give the students a five-minute warning and let them know that they should be nearing the end of the question-answering phase of Interest Profiler. Invite students who have finished the Interest Profiler to explore the resulting list of career matches. Students should print out two copies of the Interest Profiler results. Have students put one copy in their portfolio and take the second one home to discuss their results with their families. If printing is not an option, they should list their favorite six careers from their results on **Portfolio page 9, Interest Profiler Results.**]
6. [Finally, students should choose three careers from their list that they're most interested in researching, and write them in the box at the bottom of the page.]

7. [If time permits, ask students to note any patterns or common threads in the jobs they were matched with, which ones seemed accurate, and which careers surprised them.]

V. Wrap Up (5 minutes)

1. [Briefly preview the activity for the coming week.]

SAY SOMETHING LIKE: Next time, we'll see how we can use CollegelnColorado.org to explore individual careers. [Invite them to list six additional careers they'd like to investigate, including others that appeared in their **Interest Profiler** results.]

Between now and then, you can visit CollegelnColorado.org from any computer. All you need is your account name and password.

DO NOW: Interest Inventory

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. What activities or school subjects interest you the most?

2. List two careers that you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about?
Explain.

Like

Dislike

Not Sure

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Interest Inventory Extension

Directions: If you finish your Interest Inventory early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

- Explain why you think your BEST match fits your skills and interests.

- List careers that seem to be similar, and then explain how you think they are all related.
(Example: *pediatrician, family practitioner, physical therapist, nurse. All of these careers are related to the medical field.*)

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Interest Profiler Results

Student Name: _____

Date Interest Profiler Taken: _____

There are so many careers to choose from. Keep a list of the ones that interest you.



Take the Interest Profiler. Review your results, and then list your favorite six careers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look through your Interest Profiler results again. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Top Three Career Selections are:

1. _____
2. _____
3. _____

CollegelInColorado.org Basic Directions

I. Connecting to CollegelInColorado.org

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (CollegelInColorado.org).
- When the Sign In page appears, sign in to your account.

II. Interest Profiler BASIC DIRECTIONS

- Once you have signed in to your account, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment, and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete Portfolio page 9, Interest Profiler Results.

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