

A1-L1

<b>Exploring Skills, Aptitudes and Interests</b>		Core Competency: A1	Level 1, Introductory
Identify occupational Interests, aptitudes and abilities			
Time to complete: 90 – 225 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: 1. Analyze an activity to identify roles that meet their interests. 2. Complete an inventory of interests to determine broad categories of career interests. 3. Articulate the relationship between interests and careers		
<b>Cross Competencies</b>	G41 Apply critical thinking G51 Demonstrate politeness and civility H62 Demonstrate how to work effectively with others H65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standard 1 Workplace Competencies: Content Standard 6		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>• A1L1WS1 My Interests</li> <li>• A1L1WS2 Relating Interests to Careers</li> <li>• A1L1WS3 Career Interview</li> <li>• A1L1WQ1 MCIS Interest Inventory</li> <li>• A1L1WS4 Guest Speaker Recap</li> </ul>	<ul style="list-style-type: none"> <li>• Computers with access to Internet if A1L1WQ1 is to be completed.</li> <li>• JMG Individual Development Plan</li> <li>• FCCLA Career Family Tree Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Career Information System <a href="http://www.mtcis.intocareers.org">www.mtcis.intocareers.org</a></li> <li>• Copes, Caps, Cops</li> <li>• Kuder Career Assessment <a href="http://www.kuder.com">www.kuder.com</a></li> <li>• FCCLA Career Family Tree Worksheet PDF</li> </ul>	

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
	Inventories	Single or panel of speakers representing career pathways	Careers
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Career Fair		Poster of Pathways, relate to CTE Clusters	Career Exploratory Notebook

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p><b>“What am I going to do after completing high school?”</b> This is a question many students will be asking themselves in the next couple of years. Should they go on to postsecondary school? Get a job? Go into the military? An awareness of their interests, aptitudes and abilities is the first step in preparing for employment and/or additional training.</p> <p>This unit will provide students with tools on how to match their personal characteristics and interests to careers.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
	<p>1. Ask students:</p> <ul style="list-style-type: none"> <li>• Why would choosing a career that matches your interests be important?</li> <li>• Why would choosing a career that uses your natural talents be a positive choice?</li> <li>• Should you match your career to your skills?</li> <li>• Can you change your skills, interests and aptitudes?</li> <li>• Do you always want to match your career to your interests? Why or why not?</li> </ul> <p>The below listed activities will provide students the opportunity to link their interests with career possibilities.</p> <ul style="list-style-type: none"> <li>○ Have students complete <u>Career Family Tree Worksheet</u> (FCCLA) so they can take a look at the career path their relatives have taken.</li> <li>○ Pass out worksheet <u>A1L2WS1 My Interests</u> and have students complete.</li> <li>○ Discuss with students after completion of worksheet.</li> <li>○ Pass out and complete <u>A1L2WS2 Relating Interests to Careers</u>.</li> <li>○ Discuss with students after completion of worksheet.</li> <li>○ Have the students complete the <u>A1L1WQ1 MCIS Interest Inventories</u> activity.</li> <li>○ Have the students complete the COPEs, CAPS, COPS Inventories. These inventories measure students interests (COPS), abilities (CAPS) and values (COPEs).</li> <li>○ Have students complete their JMG Individual Development Plan.</li> </ul>	<p><b>COPEs, CAPS and COPS inventories are available through the State JMG office.</b></p> <p><b>It is recommended to spread out the time frame on when you administer Copes/Caps/Cops</b></p> <p><b>This is a reproducible PDF created by FCCLA.</b></p>
<b>Assessment</b>	Completion of Interest Inventories and Interview sheets	

<p><b>Supplemental Activities</b></p>	<p>Other activities which may be conducted include:</p> <ul style="list-style-type: none"> <li>• Have students complete <u>A1L1WS3 Career Interview</u>. Allow students a day of sharing their findings with the rest of the class.</li> <li>• Invite a guest speaker to speak on “How I decided to become a _____.” Have the students complete <u>A1L1WS4 Guest Speaker Recap</u>.</li> <li>• Bring in a panel of speakers representing numerous career pathways to share with the class about their careers.</li> </ul>	
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