

A2-L1

<b>Relating Interests to Occupations</b>		<b>Core Competency: A2</b>	<b>Level 1, Introductory</b>
Relate interests, aptitudes and abilities to appropriate occupations			
Time to complete: 90 – 180 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Explain the relationship between values and work.</li> <li>2. Analyze personal values as they pertain to possible occupation.</li> <li>3. Analyze potential careers based on values, interests, and aptitudes.</li> </ol>		
<b>Cross Competencies</b>	G40 Conduct a job analysis G41 Apply critical thinking skills G56 Demonstrate an ability to analyze the strengths and weaknesses of self and others H67 Demonstrate good reasoning skills that result in thinking first, then taking action H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
<b>State Standards</b>	Career and Vocational/Technical Education: Content Standards 1 and 4 Workplace Competencies: Content Standards 5 and 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>• A2L1WS1 Work Values Inventory</li> <li>• A2L1WS2 What Do They Have in Common</li> <li>• A2L1WS3 Career Checklist (need 2 copies per student)</li> <li>• A2L1PP1 Values and Work</li> </ul>	<ul style="list-style-type: none"> <li>• Computer access if electronic access to job listings is included</li> <li>• Hardcopies of newspapers if not using electronic resources</li> <li>• Ability to show Power Point presentation</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>• Values auction (from FEFE Curriculum) <a href="http://feffe.arizona.edu/lessonplans/values-auction">http://feffe.arizona.edu/lessonplans/values-auction</a></li> </ul>	

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
		Guidance Counselors	Careers
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Career Fair			Career Exploratory Notebook

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>Once students have identified their interests, aptitudes, and abilities, they need to relate this information to their own personal preferences. This unit will include looking at their work values and relating them to a career choice. This unit will also help students analyze commonalities and differences in jobs. They should be able to specify why they like certain jobs.</p> <p>The exercises in this unit will also give students an opportunity to assess their basic work skills and develop plans for improving these skills.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts. You will need 2 copies of <a href="#">A2L1WS3 Career Checklist</a> for each student.</li> <li>• Familiarize yourself with <a href="#">A2L1PP1 Values and Work</a></li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
<p><b>Suggested Instructional Approach</b></p> <ol style="list-style-type: none"> <li>1. Use Power Point <a href="#">A2L1PP 1 Values and Work</a> to introduce values and the relationship between values and work.</li> <li>2. Distribute <a href="#">A2L1WS1 Work Values Inventory</a> to students.</li> <li>3. After completion, have students discuss their answers.</li> <li>4. Introduce students to locally available resources for job listings. The worksheet indicates using the newspaper but you may also use your local newspaper on-line or the Montana Job Service website.</li> </ol> <p>Links to local newspapers:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Big Fork Eagle</a> [Bigfork]</li> <li>▪ <a href="#">Billings Gazette</a> [Billings]</li> <li>▪ <a href="#">The Billings Outpost</a> [Billings]</li> <li>▪ <a href="#">The Bitterroot Star</a> [Stevensville]</li> <li>▪ <a href="#">Bozeman Daily Chronicle</a> [Bozeman]</li> <li>▪ <a href="#">Char-Koosta News</a> [Pablo]</li> <li>▪ <a href="#">Choteau Acantha</a> [Choteau]</li> <li>▪ <a href="#">The Daily Inter Lake</a> [Kalispell]</li> <li>▪ <a href="#">Daniels County Leader</a> [Scobey]</li> <li>▪ <a href="#">Great Falls Tribune</a> [Great Falls]</li> <li>▪ <a href="#">The Havre Daily News</a> [Havre]</li> </ul>		

- [Helena Independent Record](#) [Helena]
- [High Country Independent Press](#) [Belgrade]
- [Hungry Horse News](#) [Columbia Falls]
- [The Lake County Leader](#) [Polson]
- [Laurel Outlook](#) [Laurel]
- [Lewistown News-Argus](#) [Lewistown]
- [Liberty County Times](#) [Chester]
- [Livingston Enterprise](#) [Livingston]
- [Miles City Star](#) [Miles City]
- [Missoula Independent](#) [Missoula]
- [Missoulia](#) [Missoula]
- [The Montana Standard](#) [Butte]
- [Philipsburg Mail](#) [Philipsburg]
- [Prairie Star](#) [Great Falls]
- [Ravalli Republic](#) [Hamilton]
- [Seeley Swan Pathfinder](#) [Seeley Lake]
- [Sidney Herald-Leader](#) [Sidney]
- [Tobacco Valley News](#) [Eureka]
- [Western News](#) [Libby]
- [West Yellowstone News](#) [West Yellowstone]
- [Whitefish Pilot](#) [Whitefish]

Job Service <https://jobs.mt.gov/jobs>

Craig's List [www.craigslist.org](http://www.craigslist.org)

Whatever resource used, walk students through how to use the resource. For example: in newspaper classifieds, jobs are often listed by category. Discuss with students what different categories mean. Walk through registration on the Job Service Website and discuss internet safety for any other electronic resource accessed. For many students this may be the first exposure to a classified newspaper or job search engine, do not assume they know how to use these resources.

5. After introducing the resource to be used, distribute [A2L1WS2 What Do They Have in Common](#) to students to be completed using the selected resource.
6. Discuss student responses on worksheets.
7. Distribute 2 copies of [A2L1WS3 Career Checklist](#) to students. Have students use resources available to

<p>complete the worksheet about two chosen careers.                  8. Discuss student responses.</p> <p><u>Conclusion</u>                  9. Review ideas</p>		
<b>Assessment</b>	Completion of activities	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Have students develop a collage of career clusters that interest them.</li> <li>• Play values auction (FEFE Curriculum)</li> <li>• Have the students make a bulletin board or poster of the factors to be considered when researching and deciding on a career path.</li> </ul>	