

**Unit 2 Title:** Navigating the World of Work

**Lesson Title:** Career Interest Inventory

**Lesson:** 1 of 4

**Grade Level:** 9

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Standard (GLSs):**

CD.7.B.09.a.i: Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09.a.i: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

**American School Counselor Association (ASCA) National Standard:**

Career Development

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

**Materials (include activity sheets and/ or supporting resources)**

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - [www.missouriconnections.org](http://www.missouriconnections.org)

Choices – [www.choices.org](http://www.choices.org)

Self- Directed Search – [www.self-directed-search.com](http://www.self-directed-search.com)

ACT's Discover – [www.act.org](http://www.act.org)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on one's own experience in preventing or solving problems</p>

X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will complete a career inventory to identify at least one career of interest.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLSs.**  
**Assessment can be question answer, performance activity, etc.**  
 The student will complete a career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.

**Lesson Preparation**

**Essential Questions:**  
 How do interests and goals fit together?

**Engagement (Hook):**  
 Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.

**Procedures**

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 6 Career Paths and 16 Career Clusters).The interest inventory you choose may be a “pencil and paper” version or an on-line version. Hand out	1. Students observe counselor’s information and refers to own career clusters’ sheet

<p>selected interest inventory and explain directions OR direct students to online inventory.</p> <ol style="list-style-type: none"> <li>2. Counselor observes and helps students complete inventories.</li> <li>3. Help students score and find careers that match their interests.</li> <li>4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.)</li> <li>5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.</li> <li>3. Score and find career/interest matches.</li> <li>4. Students work with a partner and share their results with each other (as appropriate).</li> <li>5. Students will take turns sharing their partner's choices.</li> </ol>
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**Teacher Follow-Up Activities**

Have students write a paper on how their personal interests compare to their career choice.

**Counselor reflection notes (completed after the lesson)**

# *Career Paths*

## *Working Together in Our Community*



### *Business, Management, & Technology*

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, *personnel, economics, and management.*



### *Arts & Communications*

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



### *Natural Resources/Agriculture*

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



### *Industrial & Engineering Technology*

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



### *Human Services*

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



### *Health Services*

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

## THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:  
States Career Clusters: [www.careerclusters.org](http://www.careerclusters.org) or [www.missouriconnections.org](http://www.missouriconnections.org)

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics