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|  | **First Steps: Understanding the World of Work through Career Technical Education** is a standard-based, CTE focused, career development curriculum for students in grades 7-8. The First Steps logo indicates instructional resources are aligned to the [First Steps Standards](https://cte.idaho.gov/Resource_Catalog/Program_Areas/Middle_School/TheIdahoMiddleSchoolCTEInitiative.pdf) and IDCTE approved! |

**First Steps Standard(s):** Domain 2: Career Exploration (What’s out there for me?) 1. Apply self-evaluation to the world of work (Where do I fit in the world of work?) C. Use results of self-evaluation to identify related career clusters and occupations. D. Explore multiple career clusters and occupations of interest (e.g. work site visits, speakers, case studies, shadowing, or community service).

**Career Activity Curriculum Topic:** Finding the “U” in OCC”U”PATION

**Learning Outcomes:** Students Will Be Able To (SWBAT):

1. Understand their own unique set of skills, values, and traits
2. Apply their unique personality profiles to various careers (and career clusters)
3. Analyze their level of talent and enjoyment in each explored career

**Activity Summary:** This lesson will help students consider and understand their basic soft skills, values, and traits in an organized way. This knowledge will be applied to explore various career paths and determine which careers align with their unique personality traits. Students will also gain understanding of the importance of self-knowledge when entering the career-search.

**Estimated Time:** Two 45-60-minute class period

**Suggested Grade Level:** 7th or 8th Grade

**Materials Needed:**

* Teacher Materials: Computer/projector, slide deck, handout (Assignment Sheet (1 per student))
* Student Materials: Pen/pencil, assignment sheet, device with web access (or one to share)

**Academic Vocabulary:**

* **Workplace Skills:** the core knowledge, behaviors and attitudes a person needs to succeed in the workplace.
* **Values:** something (such as a principle or quality) intrinsically valuable or desirable
* **Personality Type:** a cluster of personality traits commonly occurring together
* **Introvert**: a typically reserved or quiet person who tends to be introspective and enjoys spending time alone
* **Extrovert:** a typically gregarious and unreserved person who enjoys and seeks out social interaction

**\*\***Definitions from [(Collins Dictionary)](https://www.collinsdictionary.com/us/) [(Merriam Webster)](https://www.merriam-webster.com/) [(Biz Fluent)](https://bizfluent.com/info-7786830-definition-workplace-skills.html)

**Introduction:** Having a sense of self and understanding your own personality can be extremely valuable

When completing a job search. In this activity, you will be able to identify and apply your individual skills,

values, and traits to career paths that interest you. This could help you determine if they will bring you

satisfaction in the workplace by matching with your unique personality profile.

**Learning Activities/Procedures:** Use the slide deck

1. Go through the slide deck and have students take notes/write down the definitions for the terms: workplace skills, values, personality type, extrovert, introvert.
2. When you get to values – help students make the connection between what is really important to them in their day-to-day lives now, and how that can apply to a career path.
   * Example: If students really values travel, they need a job that allows for vacation/flexible schedule, pays well, etc.
3. When you get to introvert vs. extrovert – complete a class tally or vote and determine if more of your students consider themselves to be introverted or extroverted.
4. Give students time to score and provide reasoning for their workplace skills. You may need to provide definitions or further explanation for some of the skills.
5. If you want further engagement/involvement, you could do class scores/ratings on each of the categories.
6. Walk students through the values chart and give them time to choose their three “most-important” values. Remind them that it is required for them to also write about a time when that value played an important role in their life.
7. Briefly discuss “Extrovert” and “Introvert” as personality types and then give students time to create their sectioned chart. They will need to provide reasoning.
8. Have students create their “Personality Profile” using the information from these categories. Give them time to think through what they want to include and make sure they have the most important information (in terms of career searching).
9. Allow students to conduct research on three careers of interest using the personality profile and the [Career Search - Next Steps Idaho](https://nextsteps.idaho.gov/browse-careers) web page. They need to research three different careers that they are interested in.

\*\*You may need to provide an example of the kind of information students should be looking for, or guidance for how to pair/match career descriptions with their personality profiles.

\*\*It will likely be helpful to provide a tutorial or example search on the web page.

1. Allow for discussion as you go, encourage students to look deeply into the careers they have chosen. Determine length of research time depending on student engagement.
2. **EXIT TICKET (optional):** Have students stand and present (quickly) one career that they researched that they felt aligned with their Personality Profile.

**Accommodations/Adaptations/Extensions:**

**Accommodation:** Provide students with copies of the definitions ahead of time; provide less questions for the Occupation Search (or only require 1-2); allow for research with guided-help or a positive peer

**Adaptation:** Virtual: Students will complete the personality profile using the same format. Once they have completed their career search – have them share a possible career choice in a discussion board or forum.

**Extension:** Challenge students to complete the Occupation Search for somebody in the class who has a different personality profile. Do not let students exchange desired careers or career-paths ahead of time. They should try to find careers based strictly on the information in the profile; have student complete the activity for a job they think they DON’T want. Challenge them to see if there are any qualities they have that could be beneficial in that job.

**Evaluation:** Students will complete and submit the “The U In Occupation” worksheet.

**Closing:** You’ve applied your unique personality profile to various different careers. But there are other things to think of now: How do you improve your overall soft skills? How can you learn more about the occupations you researched? What can you do in high school to prepare yourself to achieve both these things? Keep in mind that you have many amazing attributes that you will bring to any job you take, utilize those and understand how to grow in the areas that you want to improve.

**Resources/References:**

Collins Dictionary

Merriam-Webster

Biz Fluent