**Know Yourself: Diving Deeper Enrichment Activities**

**Grade Levels**

* Grade 8
* Grade 9/10
* Grade 11/12

**Prerequisite**

Completion of Know Yourself Learning Center

**Timing**

90 minutes

**Objectives**

Students will gain insights as they first review their interest types, communicate what makes them unique, and develop a sense of direction towards their future. At the end of each activity, students can retake the Interest Profiler, which may match their interests to new career options. They can also revise their Changemaker Statement.

These enrichment activities help educators explore a student’s level of self-esteem; motivation; character; sense of civic responsibility; and respect for individual, cultural, religious, and racial differences.

**Standards**

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the career-literate individual. Students demonstrate independence through completing the Green 360 Career Catalyst Interest Profiler. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them—including educators and peers.

|  |  |
| --- | --- |
| **Grade 8** | **[CCSS.ELA-LITERACY.W.8.1:](http://www.corestandards.org/ELA-Literacy/W/8/1/)**  Write arguments to support claims with clear reasons and relevant evidence. |
| **Grade 9/10** | **[CCSS.ELA-LITERACY.W.9-10.1:](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **Grade 11/12** | **[CCSS.ELA-LITERACY.RL.11-12.1:](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/)**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

**Background**

Career exploration begins with your students. By identifying their personal interests, strengths, and skills, students will lay the foundation of self-knowledge and decision-making. The Green 360 Career Catalyst begins the career exploration process by providing focus and clarity essential to making informed education and career choices.

**Materials**

* Career Catalyst URL: www.green360careercatalyst.net
* Internet access and laptop or computer for each student
* Login credentials (student email and password) to access Career Catalyst
* Projector/computer

**Essential Question** | *10 minutes*

*Who am I?* Post this question on the board and ask students to go to their Green 360 Portfolio and view their top three interest results. From here, educators can go through all enrichment activities or select the activity(ies) of their choice.

**Anticipatory Set** | *5 minutes*

Educator dialogue: *“You have started to understand why gaining knowledge about yourself—your interests, strengths, and skills—will help you make informed education and career choices. Now it’s time to dive deeper and learn more about your interest types, what makes you unique, and a sense of direction about your future. In this class, you will identify your Interest Profile, match your interests to career options, and create a Changemaker Statement.”*

**Instructions**

Once students have completed the Know Yourself Learning Center, choose the enrichment options below to engage students in a deeper understanding of their results.

1. **Revisit the Interest Profiler/Results Activity**

*Enrichment I: Interest Profiler/Results | 15 minutes*

* 1. Encourage students to return to the Interest Results and revise their selections and/or revisit/revise their Changemaker Statement.
  2. Encourage students to publish their revised Changemaker Statement to appear on the Changemaker Wall (click option below Changemaker window).

*Enrichment II: Interest Profiler/Results | 15 minutes*

1. List the six interest categories on the board or on butcher papers around the classroom. Based on the students’ Interest Profiler results, have each student place a check (✓) under each of their top three interest results. It will be interesting to see how many check marks fall under each of the interest types. Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Enterprising** | **Realistic** | **Artistic** | **Social** | **Conventional** | **Investigative** |
| ✓✓✓✓ | ✓ | ✓ | ✓✓ | ✓✓✓ | ✓ |

1. Using the Data (after class): Educators can use interest results as specialized knowledge of how to convey subject matter to students. For example, knowing how many student check marks are under the “investigative” interest area for a science class can inform the educator about preconceptions and background knowledge that students typically bring to the subject and can help educators develop strategies and instructional resources.
2. Revisiting Know Yourself: Encourage students to go back to the Interest Profiler and revise their selections and/or revisit/revise their Changemaker Statement.
3. Encourage students to publish their revised Changemaker Statement (click option below Changemaker window) to access the Changemaker Wall.
4. Revisit the Interest Sentences Activity
5. **Revisit the Interest Sentences Activity**

*Enrichment I: Analyzing the Data | 15 minutes*

* 1. Group students according to their top three interests. Have at least two students (preferably three or four) per group. You can combine groups that make sense (in the example above, you can combine artistic and social). Have each student in the group read their Changemaker Statement. Challenge the other students in the group to identify the top three interests of the person who is reading his or her Changemaker Statement. Encourage the students to tell how they used the information provided in their top three interests to guide their Changemaker Statement.
  2. Revisiting Know Yourself: Encourage students can go back to the Interest Profiler and revise their selections and/or revisit/revise their Changemaker Statement.
  3. Encourage students to publish their revised Changemaker Statement (click option below Changemaker window) to access the Changemaker Wall.

1. **Revisit the Connect to Your World Activity**

*Enrichment I: Connect to Your World | 15 minutes*

* 1. Group students so that you have a group of students who have selected different Environmental Challenges. Group students so that there are at least three to four students per group. Have each student in the group read their Changemaker Statement. Challenge the students in the group to identify the Environmental Challenge(s) the student selected based on their Changemaker Statement. Encourage students to discuss how they used the information in their Interest Sentences to select their Environmental Challenge(s).
  2. Revisiting Connect to Your World: Encourage students to go back to the Connect to Your World section and revise/confirm their challenge selection(s).
  3. Revisiting Know Yourself: Encourage students to go back to the their Changemaker Statement and revisit/revise.
  4. Encourage students to publish their revised Changemaker Statement (click option below Changemaker window) to access the Changemaker Wall.

1. **Revisit the Changemaker Statement Activity**

*Enrichment I: Changemaker Statement Activity | 15 minutes*

* 1. The Changemaker Statement focuses on a student’s interests, strengths, and what careers he or she would like to explore or prepare for. Create a Changemaker Wall in your classroom. Have students post their Changemaker Statement on the classroom wall. Ask three to five students to read their Changemaker Statement. Continue to have students read their Changemaker Statements on a daily or weekly basis.
  2. Post your Changemaker Statement on your classroom wall and share it with your students. You can also use this example: I am very creative and mechanically inclined. I like solving problems and putting things neatly together like a puzzle. I enjoy working with my hands, designing structures, creating plans, and managing those people who will take my designs and make them real. I prefer working outdoors. One career that might best fit my interests is an architect that designs energy efficient buildings, homes, or even landscapes. I am interested in sustainable communities.
  3. Revisiting Know Yourself: Encourage students to go back to the their Changemaker Statement and revisit/revise throughout the year.
  4. Encourage students to publish their revised Changemaker Statement (click option below Changemaker window) to access the Changemaker Wall.
  5. Remind students to reflect in their journal.

**Review and Closure** | *5-10 minutes*

Ask the Essential Question again and have the students answer on the student handout: ***Who Are You?*** *Ask them, “How has the Interest Profiler helped you understand the components of how you describe yourself? What influenced your decision on the Environmental Challenge to follow?”* Example: *“How did your Interest Profiler results and Environmental Challenge selection influence your Changemaker Statement?”*

**Special Adaptations**

Each student’s Interest Profiler results will be saved to their private Portfolio. Students can complete the “Know Yourself” portion of the Career Catalyst on their own time or revise any portion of it. If a student is absent, have them complete the Interest Profiler at home.

**Next Step**

Connect with Others Learning Center

**Student Handout**

**Know Yourself: Diving Deeper**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Complete the following prompts:**

|  |  |
| --- | --- |
| **I am:** | |
| **I can:** | |
| **I like:** | |
| **Write a one paragraph description of yourself using your Interest Results:** | |
| **My top three interests** | **Connect to your World** |
| **1.**  **2.**  **3.** | **I selected the following Environmental Challenge(s):** |
| **My Changemaker Statement:** | |