**Know Yourself: Interest Profiler/Interest Results**

**Grade Levels**

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

**Prerequisite**

Completion of the “Getting Started with the Career Catalyst” lesson (recommended)

**Timing**

Two days: about 50-60 minutes on Day 1 and about 50 minutes on Day 2

**Objectives**

First-time users will gain insights into “who they are” by identifying their personal interest types and discovering what makes them unique. Returning students, who have already completed the Interest Profiler, can re-explore who they are as they have gained new life-experiences and are developing a sense of direction towards their future. At the end of this lesson, students can either write their interest sentences or ***retake*** the Interest Profiler.

**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 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 goals, students will lay the foundation of self-knowledge and decision-making. The Career Catalyst begins the career exploration process by providing focus and clarity essential to making informed career choices. In this lesson students will articulate their interests before and after completing the Interest Profiler/Results from the Career Catalyst.

Educator dialogue: *“Our world is changing and our future holds many opportunities and choices. We all can play an important role in that future. The Career Catalyst gives you useful tools and tactics to make exciting plans. Knowing oneself is one key to success and happiness. Your ability to secure a job and a career depends on how well you can match interests and strengths with the best-fit careers and opportunities.”*

NOTE: This lesson plan contains color-coded information and instructions based on grade level (8th grade, 9th/10th grade, 11th/12th grade)

**Materials**

* Career Catalyst URL:[www.green360careercatalyst.net](http://www.green360careercatalyst.net)
* Internet access and laptop or computer for each student
* Login credentials (student email and password) to access Career Catalyst
* Projector/computer
* Student Handout — Know Yourself:  Interest Profiler/Results

**Essential Questions**

* *What are my interests?*
* *How do I describe my interests?*

**Anticipatory Set** | *10 minutes*

Post the two essential questions on the board and ask students to jot down their answers in three sentences or less on their student handout. Ask for volunteers to read their answer(s). The Educator can also share his/her answers to the questions. The answers to these questions can take on many forms and can change based on students’ experiences. Sometimes it can be difficult for students to articulate their answers. In this lesson students will articulate their interests before and after completing the Interest Profiler/Results/Sentences from the Green 360 Career Catalyst.

**Instructions**

**Day 1 — Complete Interest Profiler and Interest Results**

1. **Student Login, Interest Profiler, Interest Results (30 minutes):** Direct students to select a login email and password and log in to the Career Catalyst. Then, in the Know Yourself Learning Center, direct students to complete the first two activities: (a) **Interest Profiler** and (b) **Interest Results.** This will help them determine their Interest Types. REMINDER: The Interest Profiler results express students’ uniqueness. It is not a test.
2. **Processing Student Interest Results (10 minutes):** List the six interest results categories on the board or on butcher papers around the room. Have students put 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 categories. Example:

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

1. **Using the Data (educators):** 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. Also, use this information to learn more about the students and their learning skills. This information allows the educator to recognize individual differences that distinguish students from one another. It also allows educators to take into account these differences in applicable teaching practice.

**Day 2 — Analyze the Data on Interest Results**

1. **Data Analysis (10 minutes):** Place the butcher paper with the class interest results for the students to see.  *Discussion*: What do the results tell us about the makeup of our class? What should I keep in mind as a teacher and you keep in mind as a student when working with one another?
2. **Student Collaboration (15 minutes):** Group students according to their #1 (top) interest result. (If a group is too big, split it up into two or more groups. Don’t leave any students by themselves. You can regroup them according to their #2 result if needed.)
3. Ask them as a group to complete the two interest questions on the student handout: What do I like to do with my interest? and What types of careers are related to my interest? Students should discuss as a group and record what makes sense to them.
4. **Share Out (15 minutes):** Have each group select a spokesperson to share the group’s responses. Include 1-2 minutes for questions from the other groups.
5. **Interest Sentences (10 minutes):** Have students visit the Know Yourself Learning Activity and complete the Interest Sentences activity. These sentences use “I am”, “I can”, and “I like” sentence starters that help students begin to describe who they are.
6. Remind students to complete their Journal Reflection on the Interest Results page in the Career Catalyst.

**Review and Closure** *| 5 minutes*

Ask the Essential Questions again and have the students answer on the handout: ***What are my interests?*** and ***How do I describe my interests?*** Ask them, “*How has the Interest Profiler helped you understand the components of how you describe yourself? What types of questions in the Interest Profiler did you find helpful in discovering who you are?*” Example: *“Do you like to build cabinets?* How does this question help you identify who you are?”

**Special Adaptations**

Students’ Interest Profiler results will be saved to their Portfolio. Students can retake the Interest Profiler whenever they want. If a student is absent, have them complete the Interest Profiler at home.

**Next Step**

Know Yourself: Connect to Your World

**Student Handout**

**Know Yourself: Interest Profiler/Results**

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

**Day 1**

**Before Green 360 Interest Profiler/Results**

What are my interests?

How do I describe my interests?

**After Green 360 Interest Profiler/Results**

My top three interests (in order) are:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Day 2**

My Interest Group is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do I like to do with my interest?

What types of careers are related to my interest?