

Unit #1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1) **Lesson:** 1 of 3

Grade Level: 7

Length of Lesson: One class period

Mississippi College and Career Readiness Standard:
ELA: W.7.2, W.7.4, W.7.7, W.7.9
ELA: SL.7.1, SL.7.2
ELA: L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
ELA: WHST.6-8.4, WHST.6-8.7, WHST.6-8.9

American School Counselor Association (ASCA) Mindsets and Behaviors:
 M 2, M 4, M 5
 B-LS.1, B-LS.2, B-LS.4, B-LS.7, B-LS.9
 B-SMS.1, B-SMS.5
 B-SS.1, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory’s purpose, district’s use of inventory and relevance/application to seventh graders’ exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?
Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed, and to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.</p> <p>2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g., Did they "just do it" or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers.</p> <p>Note: It is important that every student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting.</p> <p>3. Tell students that the results of the inventory will be used in the next lesson (Unit 1, Lesson 2). When using an online interest inventory, print a copy of each student's results.</p>	<p>1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.</p> <p>2. Postinventory: Reflect on process and respond to questions.</p> <p>3. Students will share closing comments.</p>

Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)