

Considering My Future: I Like To...I'm Good At... (A2)

Course/Grade(s)

Personal Finance/9-12

Module:

Considering My Future

Lesson Title:

I Like To...I'm Good At...

Duration:

3 - 45 minute class sessions

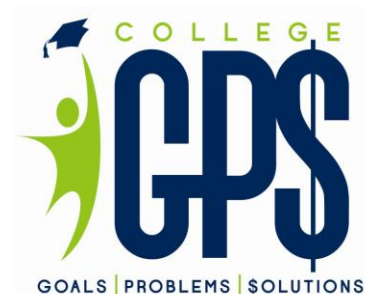
Materials/Resources/Technology:

Student Activity Sheet A2

Computers/Internet Access

www.CollegeforTN.org

Microsoft PowerPoint®



Check with your school counselor to determine if your school has a Professional Account Access Key (PAAK). If so, obtain the PAAK from your school counselor. If not, contact Kate Watts at kate.watts@tn.gov to get one set up for your school.

Once you have obtained your PAAK, access CollegeforTN.org – select “Are you an Educator” at the bottom of the page. Select “Professional Center” on the right – click “Go.” Select “Create a Professional Center Account” at the bottom of the screen. Enter your school’s name and PAAK code.

Use the instructions provided on the document “[CollegeforTN.org Quick Reference Guide](#)” to organize your students into groups by creating the student accounts prior to this lesson.

Classroom Arrangement:

No special classroom arrangement will be needed for this lesson.

Content Background:

Interest inventories help people determine activities that they enjoy and provides them with a high level of satisfaction when they are engaged those activities. The inventories assist in the discovery of things people like to do when they are able to make their own choices.

College GP\$: Goals, Problems, and \$olutions

Skills inventories assist with the identification of specific aptitudes and abilities a person may possess which can be applied to a career and/or a hobby.

Standards:

National Jump\$tart: Income and Careers – Standard 1: Explore career options.

Tennessee Personal Finance: Standard 3 – Develop a chart, table, or graphic to compare characteristics of various careers, such as alignment to personal interest and aptitude.

Day 1

Learning Targets/Objectives:

Students will identify and rank specific personal career-related interests by completing the Interest Profiler.

Activating Strategy:

With a partner, students will discuss (and be prepared to share with the class) what they like to do when no one is telling them what to do. Have volunteers share their interests with the class.

Instruction:

Engage students in a conversation to draw out responses beyond the typical “sleep, eat, hangout, play video games” responses.

Have students access CollegeforTN.org using their individual login. Students will select “Career Planning” then select “Interest Profiler.” Instruct the students to respond honestly and thoughtfully to the queries because their responses will impact the outcomes and each outcome will affect the next level.

Upon completion of the Interest Profiler, students will complete the Rankings of Interest Areas and People with this Interest portion of the Student Activity Sheet A2.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with logging into and navigating the CollegeforTN.org website and with the photo collage development. They may also need assistance with reading/understanding the questions. Advanced students may be assigned additional inventories available on the CollegeforTN.org website. Instructor will determine any additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Students will submit their Student Activity Sheet A2 with the Rankings of Interest Areas and People with this Interest portion completed for a formative grade. Summarize major points of the lesson and have students determine if the lesson objective was met. Preview the next lesson by informing students that the Basic Skills Survey is the second step in exploring potential careers.

College GP\$: Goals, Problems, and Solutions

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 2

Learning Targets/Objectives:

Students will explore career-related skills by completing the Basic Skills Survey.

Students will rank their top three basic skills and identify three potential careers based upon the results of the Basic Skills Survey.

Activating Strategy:

Ask students questions about their interests. Did they learn anything new about themselves? Discuss. Explain that the Interest Profiler results will direct the focus of the Basic Skills Survey to be completed in this lesson.

Instruction:

Have students access CollegeforTN.org and select "Career Planning" then select "Basic Skills Survey." Remind the students to respond honestly and thoughtfully to the queries.

Upon completion of the Basic Skills Survey, students will complete the Skills Inventory Findings and Identify Three Careers portion of the Student Activity Sheet A2.

Once the students have completed the Interest Profiler and the Basic Skills Survey, have them individually begin the development of a two-slide, PowerPoint photo collage which reflects activities suggested by their completed inventories.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with logging into and navigating the CollegeforTN.org website and with the photo collage development. They may also need assistance with reading/understanding the questions. Advanced students may be assigned additional inventories available on the CollegeforTN.org website. The Basics Skills Survey may require more than one class session depending upon individual student needs. Instructor will determine any additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Students will submit their Student Activity Sheet A2 with the Skills Inventory Findings and Identify Three Careers portion completed for a formative grade. Summarize the major points of the lesson and have students determine if the lesson objectives were met. Preview the next lesson by requesting that students give some thought to what they have discovered about their interests and skills during the last two lessons. Tell the students that during the next lesson, they will be able to take the information they have learned about themselves and organize it into a photo collage.

College GP\$: Goals, Problems, and Solutions

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 3

Learning Targets/Objectives:

Students will reflect upon their career-related interests and skills survey results and write a brief paragraph to summarize findings.

Students will develop a two-slide, PowerPoint photo collage that depicts their specific career-related interests and skills.

Students will present their photo collage to the class.

Activating Strategy:

Using the Reflection box on the Student Activity Sheet A2, students will reflect upon their findings and write a brief paragraph summarizing their interests and skills revealed in the previous lesson.

Instruction:

Students will complete their photo collage during the first half of the class. The second half of class will be devoted to students sharing their photo collage with the class.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with logging into and navigating the CollegeforTN.org website and with the photo collage development. They may also need assistance with reading/understanding the questions. Advanced students may be assigned additional inventories available on the CollegeforTN.org website. Instructor will determine any additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

The students will submit the reflection exercise completed on the Student Activity Sheet A2 for a formative grade. The students will also submit the two-slide, PowerPoint photo collage for a formative grade. Preview the next lesson by informing students that they will identify three careers that they may be interested in pursuing by completing the Career Key inventory.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Considering My Future: I Like To...I'm Good At...
Student Activity Sheet A2

Student Name: _____ Student Login: _____ Period: _____

Rankings of Interest Areas

Interest Area	Your Rank
Artistic	
Conventional	
Enterprising	
Investigative	
Realistic	
Social	

Reflection:

People with this interest, list the top two from above and describe using information from The Career Key.

Interest	Description

Skills Inventory Findings: List your top three basic skills.

Rank	Skill
1	
2	
3	

Identify three careers that interest you based on your Skills Inventory Findings.

1. _____
2. _____
3. _____

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