



Lesson Plan:

My Gifts - Career Assessments

General Information

Grade Level:	8th, 9th, 10th, 11th, 12th grade
Focus Area:	<input checked="" type="checkbox"/> Career Development & Planning <input type="checkbox"/> College Planning <input checked="" type="checkbox"/> Native American Culture
Overview of the lesson: <i>This lesson will provide Native American students the opportunity to explore their gifts and talents through career assessments. The students will relate this information to their personal identity.</i>	

Targets & Outcomes

ASCA Student Standards Targeted:

Mindsets & Behaviors

- *M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success*
- *B-LS 1. Critical thinking skills to make informed decisions*
- *B-LS 4. Self-motivation and self-direction for learning*
- *B-LS 5. Media and technology skills to enhance learning*
- *B-SS 3. Positive relationships with adults to support success*

Social and Emotional Learning Competencies Targeted:

- ✓ Self-Awareness
- Self-Management
- Social Relationship/Awareness
- ✓ Relationship Skills/Management
- ✓ Responsible Decision-Making

Student Learning Objectives:

Student(s) will:

- Complete a career cluster assessment with the option to complete other career assessments.
- Link career assessment result information to their identity.
- Identify 1-4 career matches based on their career assessment results to explore for the future.

Materials:

- Handout: **Career Path Model**
- Handout: **Career Clusters Explained**
- Students' **My Identity Maps** from the previous session
- **My Identity Map Example**
- Access to preferred career assessments and technology (computers, iPads, codes, instructions).

Lesson Delivery:

Pre-Delivery Preparation:

- Choose one of the Career Cluster assessments found in the Additional Resources section of this lesson plan. Complete the assessment on your own and print out your results.
- Consider inviting the school counselor or college counselor into this group session to support the facilitation of career assessments and interpretation.

Introduction:

This group was created to guide students along their career journey. We use this (show the **Career Path Model**) as our map for the group. The first part of our journey is called My Identity. During our last session, we spent some time mapping our pieces of our identity (pass back the students' **My Identity Maps**). What is one part of that activity that you remember?

Look at your **My Identity Maps**. Notice that there is a section called Gifts & Talents on the map. This is the next part of our journey together. We are going to spend some time discovering your talents, interests, and skills and then adding that information to your **My Identity Maps**.

Teach Content:

Career Cluster Inventory Completion

1. Indicate that we will be taking a Career Cluster Inventory, which is an informal career-type assessment in our group today. Career assessments support us to learn more about ourselves, like our skills and interests, and then link that information to potential careers.
2. Provide students with the directions (verbal or written) on completing the preferred Career Cluster Career inventory.
3. Allow students time to complete the career assessment. If the assessment is heavy on reading, consider reading the assessment to the whole group.

Adding Career Information to My Identity Map

4. Hand back the **My Identity Maps** to each student.

	<ol style="list-style-type: none"> 5. Instruct the students to find their top three clusters, according to the Career Cluster inventory results. 6. Have the students write the names of the three clusters on the backside of their My Identity Map. 7. Indicate that all of the career clusters have their own set of common interests, and if you scored high in that cluster, you probably have those same interests. 8. Have the Career Clusters Explained <i>handout</i> available. Ask each student to tell you which cluster was their highest scoring. Hand them the corresponding Career Clusters Explained <i>handout</i>. Ask the students to write down characteristics of that cluster next to the name of the career cluster on the back of their My Identity map (Show the students the My Identity Map Example as an example). Repeat for their other two high scoring career cluster areas. Ensure that all of the students have had an opportunity to read about their top three career clusters from the Career Clusters Explained <i>handouts</i>. 9. Have the students reflect: Ask them what they learned about themselves from the results or ask them what they thought about the activity. Agree with the results? Disagree?
<p>Practice Content:</p>	<p>If time permits, repeat by providing students access to another career assessment and have them add result characteristic information to their My Identity Maps (Show the students the My Identity Map Example as an example).</p> <p>Let the students know that we will continue to learn about careers in our next session.</p>
<p>Summarize/Close:</p>	<p>Ask student(s) to take a moment and reflect on today’s activity silently. After a few moments, ask the student(s) the following reflection questions:</p> <ol style="list-style-type: none"> 1. What is one takeaway you have learned today? 2. While our activity today did not directly focus on Native American culture, in what ways can your Native American Indian community or tribe be impacted by what you learned today?

Additional Resources

<i>Interest Inventories</i>	<ul style="list-style-type: none"> ● FREE: CareerOneStop's Interest Assessment ● FREE: O*NET Interest Profiler
<i>Career Cluster Inventories</i>	<ul style="list-style-type: none"> ● FREE: Career Cluster Inventory ● FREE: Minnesota State Career Wise's Career Cluster Inventory ● FREE: Education Planner's Career Clusters Activity
<i>Skills Inventories</i>	<ul style="list-style-type: none"> ● FREE: CareerOneStop's Skills Matcher
<i>Work Values Inventories</i>	<ul style="list-style-type: none"> ● Free: CareerOneStop's Work Values Matcher ● FREE: O*NET® Work Importance Locator

Notes for future delivery or research:



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