

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- This lesson will be most effective and efficient if all students have access to a computer to complete the O*NET *Computerized Interest Profiler* online. It can be done with paper and pencil, but the scoring can be tedious and analysis will be delayed.
- If the electronic *Profiler* is used, it will need to be downloaded on each computer by the teacher or students. <http://www.onetcenter.org/CIP.html#software>
- Copy one set of **Holland's Personality Cards** for each group.

RESOURCES AVAILABLE

- **Personal and Vocational Inventory Rubric**
- **Holland's Personality Cards**
- **O*NET Interest Profiler** (print or online download)—a free **US Department of Labor/Employment and Training Administration** resource

ACROSS THE CURRICULUM

This lesson has applications across the curriculum. Assessing vocational interests will help students in recognizing their interests, identifying appropriate internship opportunities, making college choices, and learning and careers.

LESSON PLANNING

LESSON GOAL

Explore, assess, and reflect on personal and vocational interests.

Essential Question

What vocations are appropriate for my personality?

Student Expectations

1. Discuss personality career types and select one to identify with.
2. Complete the *O*NET Interest Profiler* to learn about your own career type.
3. Write a self-promotion.
4. Write a peer review of a self-promotion.
5. Compose a reflection of the results of the career profile.

LESSON OBJECTIVES

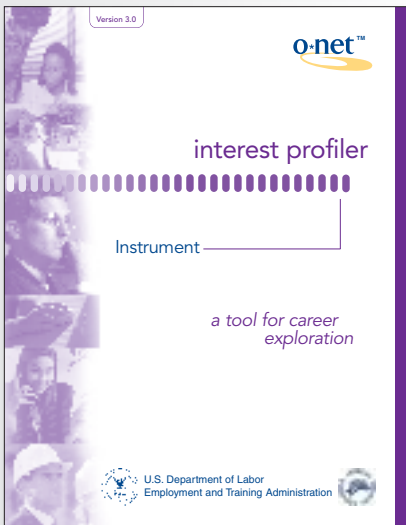
1. Understand the six different definitions that make up Holland's Code and the basic concepts behind his theory.
2. Accurately define the six definitions of Holland's Code and apply them to real life scenarios.
3. Assess interests and skills and apply the findings to possible job and career opportunities.
4. Complete basic research on requirements and expectations of various vocations.
5. Reflect on personal assessment to better describe their interests and personality.

RATIONALE

One of the most important aspects of student personal development relates to self-knowledge. Helping students understand their personality type and/or skill sets is one example of the beginning of this process. John Holland's Theory of Vocational Choice is founded upon the idea that all personal skills and interests can be narrowed down to six different categories (artistic, conventional, enterprising, realistic, social, investigative). Based upon these categories, students can begin to gain insight into more specific areas of interest for personal exploration and discovery along the lines of internships, job pursuits, career choices and college major possibilities.



Personality and Vocational Inventory Rubric



o-net Interest Profiler



Holland's Personality Cards

PROCEDURES: WHAT TO DO

1. WHOLE GROUP Hand out the *Personality and Vocational Inventory Rubric* to introduce the lesson and explain how students will be evaluated. Then write the following on the board or on chart paper.

- a. Artistic
- b. Conventional
- c. Enterprising
- d. Investigative
- e. Realistic
- f. Social

Explain that these six types were identified by Dr. John Holland, who stated that most people could be loosely categorized to these types, respectively. Occupations and work environments can also be classified by the same categories. People who choose careers that match their own types are most likely to be both satisfied and successful.

2. SMALL GROUP Divide the class into groups of 4-5. Give each group a set of *Holland's Personality Cards*. Give the groups 10 minutes to complete the following activities with the cards.

- Write the name of a person (famous or known) who embodies the characteristics on the card.
- Have each group member decide which type they identify with most. Students may pick the same type.
- Explain to the group why they chose the type they did.

ASSESSMENT

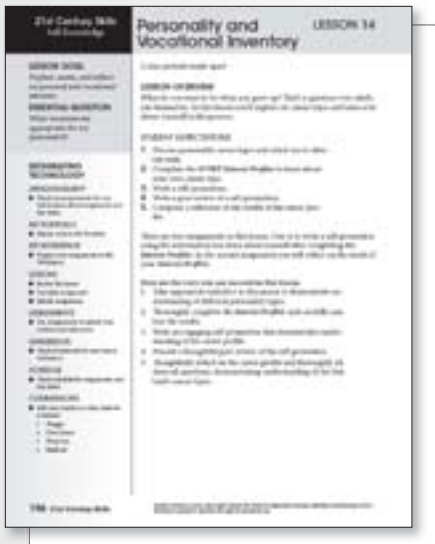
Personality Cards Define and identify personality types.

3. WHOLE GROUP Have each group report the types that were identified within each group as you tally them on the board to achieve a class profile. Discuss why students chose what they did. Then introduce the *O*NET Interest Profiler* activity. Explain that students will complete the Interest Profiler survey, which is based on Holland's types. It will help them analyze their personality and career interests. This provides valuable self-knowledge about their vocational interests, fosters career awareness, and provides a window to the entire world of work via the 800+ occupations within O*NET OnLine.

4. INDIVIDUAL Have students complete the *O*NET Interest Profiler* and score the results. As they finish, they can explore <http://www.nyca-reerzone.org/flash/index.jsp> to further explore possible jobs and work environments.

ASSESSMENT

Assessment Profile Complete and assess the O*NET Interest Profiler.



Student Pages

5. INDIVIDUAL ASSIGNMENT 1

Based upon the provided information on the Holland's 6 types, have students describe themselves in 150-200 words for one of the options below. When they are finished, have them exchange papers for a peer review. As students receive the peer review, have them edit and proofread their work based on the review or any other ideas they may have. Then have them prepare a polished copy and use the *Sakai* Assignments Tool to submit it for evaluation.

- an online dating service
- “help wanted” website
- contest entry application for the reality TV show of their choice

ASSESSMENT

Self Promotion Apply information from career profile in a self-promotion.

ASSESSMENT

Peer Edit the written work of another student.

REFLECTION ASSIGNMENT 2

Have students write a summary of their results, including specific areas of interest for possible careers, following the prompt. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- 1st paragraph** Provide a summary of your Holland type and what it might mean for your future education and vocational pursuits. Use the type descriptions to help in your summary.
- 2nd paragraph** Provide a summary of the information about the jobs you found that interested you.
- 3rd paragraph** Provide a summary of any other jobs that you discovered in your search.
- 4th paragraph** Describe possible jobs you are interested in exploring.

ASSESSMENT

Reflection Describe, analyze, and reflect on personality and career profile.

ASSESSMENT

Use the *Reflection Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Writing Processes

Drafting, Revising and Editing

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.

15. Proofread writing, edit or improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

Grade 9 Language Arts Writing Applications

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs should be able to fully participate in this activity although they may need assistance with completing the *Interest Profiler* and written portions of the lesson.

GIFTED AND TALENTED

Encourage gifted students to elaborate on the written reflections by summarizing what they have learned and perhaps creating action plans or checklists based on their reflections.

ADDITIONAL RESOURCES

WEB RESOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Use these web resources for more information about the Holland's six types.

- <http://www.self-directed-search.com/Holland.html>
- http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.asp