

Skills and Abilities

ESTIMATED TIME

2 class periods

PREREQUISITES

- This lesson is a follow-up to Lesson 14 Personality and Vocational Inventory, 15 Multiple Intelligence, 16 Learning Styles, and 19 Comparison of Learning and Work Styles. Each of these lessons encourages students to reflect on their skills, preferences, abilities, and interests and motivates them to take initiative in their learning. Students do not need to have completed all the other Self Knowledge lessons to succeed with this lesson, but the cumulative effect of the lessons provides a well-rounded perspective.
- Computers with Internet access to complete the computerized version of the Interest Profiler
- Highlighters

RESOURCES AVAILABLE

- **Skills and Abilities Rubric**
- **Skills and Abilities - Interest Profiler**
- <http://www.onetcenter.org/IP.html> (online)
- **Skills and Abilities - Holland Code Descriptions**
- **Skills and Abilities - Example**

ACROSS THE CURRICULUM

The interest profile has some overlaps with coursework in that students are identifying possible career interests that will tie into coursework indirectly. To further this connection, students may be asked to approach a classroom teacher on the skills they identified and discuss how that skill is used in their study in a career. For example, if a student identifies an investigation skill, they could talk with the science teacher about how scientists do investigations as part of their careers.

LESSON PLANNING

LESSON GOAL

Identify interests that are personally meaningful and analyze how skills and interests connect to internship sites and vocational choices.

Essential Question

How can I develop my individual skills and abilities?

Student Expectations

1. Complete an interest survey.
2. Identify and analyze interests and skills.
3. Provide feedback on the interest statements of other students.
4. Describe and refine personal interest statements.
5. Relate personal interests to career interests.
6. Write a reflection on how to explore and develop interests.

LESSON OBJECTIVES

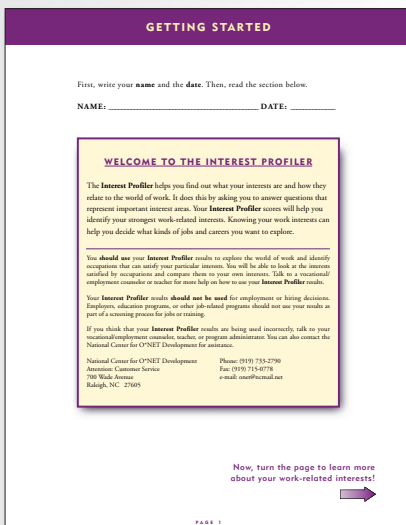
1. Identify interests that can be developed at work, school, and home.
2. Be empowered to take initiative to explore interests.

RATIONALE

This lesson provides 9th grade students an opportunity to take an interest profiler that will help them identify general areas of interest that may tie into possible internship sites and future career paths. *The Interest Profiler is a commonly used tool that is recommended by the U.S. Department of Labor for helping people identify career interests.* Ninth grade students are in a process of self-discovery; therefore it is recommended that they use this lesson to learn more about themselves. The use of it in this lesson does not ask students to determine careers, but future lessons may make this step.



Skills and Abilities Rubric



Skills and Abilities interest Profiler



Holland's Code Description

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Introduce the lesson by distributing the *Skills and Abilities Rubric* that will provide an overview of the lesson and explain how students will be evaluated. Discuss the definitions of *knowledge*, *skills*, and *abilities*.

The below definitions, as defined by the U.S. Office of Personnel Management, are provided for your use:

Knowledge, Skills, and Abilities (KSAs) - The attributes required to perform a job and are generally demonstrated through qualifying service, education, or training.

Knowledge - Is a body of information applied directly to the performance of a function.

Skill - Is an observable competence to perform a learned psychomotor act.

Ability - Is competence to perform an observable behavior or a behavior that results in an observable product

- 2. INDIVIDUAL** Have students complete an interest survey based on John Holland's Theory of Vocational Development. The free assessment is available online at: <http://www.onetcenter.org/IP.html>. Students will complete a paper version of the survey but there is also a downloadable computer-based version available. The paper version is titled *Skills and Abilities – Interest Profiler*. The computer-based version can be downloaded from the same website as above.

ASSESSMENT

Interest Survey Complete the *Interest Profiler*.

- 3. INDIVIDUAL** Once students have completed the *Interest Profiler*, have them follow these steps.
 - Compile your three-digit scores that reflect your top three interests from Holland's Code Descriptions (realistic, investigative, artistic, social, enterprising, and conventional).
 - Use the *Skills and Abilities – Holland Code Descriptions* sheet to highlight specific elements within the three codes with which you most identify.
 - After highlighting, compose a bulleted list of the highlighted words. You should have highlighted and listed 6 – 8 items from the paragraph for each of the three interests identified.
 - Next to each bulleted item, write a description of how you have experienced each item. This example could be from any area of your life.

ASSESSMENT

Interest Descriptions Write descriptions of experiences that reflect interests.

- 4. SMALL GROUP** Break students into small groups of 3-4. Have them share their lists with each other. The group should give and receive feedback to help each group member reduce his or her list down to



Skills and Abilities Example

three items for the three areas (for a total of nine) that best represent the student.

ASSESSMENT

Peer Feedback Provide peer feedback on other's interest descriptions.

5. INDIVIDUAL Have students finalize their list of three skills for each area



ASSIGNMENT 1

and rewrite them into a formal sentence. Give each item a title followed by a detailed description. Each item should have two to three sentences. Have them use the *Sakai* Assignments Tool to submit their descriptions for evaluation. Use the *Skills and Abilities—Examples* for models of the assignment.

ASSESSMENT

Interest Descriptions Write, revise, and edit interest descriptions.

6. WHOLE GROUP Have students share their lists with the class. Discuss which interests groups of students have in common and which are different.

ASSESSMENT

Discussion Participate in a discussion about interests.

REFLECTION

Have students write a reflection that addresses the following questions. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.



ASSIGNMENT 2

- What did you learn about yourself that you did not know before?
- What did you learn about yourself from your small group that you did not know before?
- What do you want to do after your schooling is complete?
- Based on your identified interests, how are you using these interests during your internship this year?
- Based on your interests, what type of internship would you like to pursue next year?
- How do you see the nine items that you identified as playing a role in this interest?

ASSESSMENT

Reflection Write a reflection about how interests can be explored.



Student Pages

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 English Language Arts

Communication: Oral and Visual

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

ASSESSMENT

Use the *Skills and Abilities 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.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs will need assistance with this activity. Check with the student's IEP coordinator or the school's IEP specialist for specific modifications that may serve your population best.

GIFTED AND TALENTED

Often gifted students already have a strong idea of what they want to do as a career; therefore they may try to undermine the interest profiler by reading into the questions and trying to pick the best answers. To subvert this attempt, make the activity into a bit of a game. Students should be encouraged to answer the questions openly and honestly to see if what they want to do as a career matches up with their responses from the profile. This can be likened to the scientific process. If they have already determined a conclusion before conducting the test, they may bias the results of the test. This should open them up to the possibilities that the profile has to offer.

ADDITIONAL RESOURCES

WEBSITE SOURCES

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

- Access this Department of Labor site to see how the government identifies skills and abilities and learn how skills and abilities are used in job descriptions. http://www.doleta.gov/jobs/Federal_Application_Process/Knowledge_Skills_Abilities/
- Access the North Carolina Career Resource Center site for more information about Holland's Theory, SCANS Skills, and skills and abilities related to employment. <http://www.soicc.state.nc.us/soicc/planning/skillsjob.htm>

BOOK RESOURCES

Use this book to learn more about interest and vocational choices.

- Bolles, Richard Nelson. *What Color Is Your Parachute? 2007: A Practical Manual for Job-Hunters and Career-Changers*. 10 Speed Press, 2006.