

## Interest Inventory

### The **BIG** Idea

- How can taking a career interest inventory help me discover new jobs that I might enjoy?

## AGENDA

Approx. 45 minutes

- I. Warm Up: Interest Inventory Revisted (5 minutes)
- II. Connect to RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (20 minutes)
- V. Wrap Up: Career Selection (10 minutes)

## MATERIALS

- PORTFOLIO PAGES:**
  - Portfolio page 5, Interest Profiler Results
- STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 22-23, RUReadyND.com Basic Directions
- FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW
  - Facilitator Resource 2, Interest Profiler Extension
- Chart paper and marker (to record career clusters that the class is most interested in)

## OBJECTIVES

During this lesson, the student(s) will:

- Complete an inventory that matches his/her interests with potential careers.
- Create a record of careers of interest.

## OVERVIEW

This class is held in the computer lab, and is devoted to getting students up and running with RUPrepareND.com. Students will access RUPrepareND.com and use an interest inventory to generate individual lists of possible career matches.

## PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address [RUPrepareND.com](http://RUPrepareND.com) on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 22-23, RUPrepareND.com Basic Directions**
  - **Portfolio page 5, Interest Profiler Results**
  - For students who finish early, make copies of **Facilitator Resource 3, Interest Profiler Extension**, or copy the questions onto chart paper.
- If computer access is a problem at your school, create the following materials prior to teaching the career lessons.
  - a. Choose 60 careers of interest to your students (two options per student for a class of 30)
  - b. Print out all relevant information pertaining to each career. (If possible, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
  - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- To avoid transporting all of your student binders to the computer lab, have your students

remove all of their career portfolio and student handbook pages from their binders and staple them together before beginning this unit.

- ❑ Students will choose two careers to research for this unit. For one of the careers, students can choose whatever career they want to research, provided that it can be found in RUPrepareND.com. The second career will be picked from a list of high-demand jobs in your area. You will need to create a list of 20 to 30 jobs that are in high demand in North Dakota. Each of these careers must require one of the following post-secondary education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school.

To find employment projections for North Dakota, go to

<http://www.ndworkforceintelligence.com/faq.asp?session=faq> . Choose whether to view projections by year, annual openings, or fastest growing occupations.

## BACKGROUND INFORMATION .....

RUPrepareND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students will have a password-protected portfolio online where they can store their Interest Profiler results, save information related to careers they read about, build a resumé, and much more. Parents can access RUPrepareND.com by creating a parent account.

### SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUPrepareND.com.

#### Computer Lab Issues

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Parts of RUPrepareND.com may be blocked by school's system.

- Student use of computers for purposes other than career research.

In the **PREPARATION** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

### **Student Misbehavior on Computers**

Establish clear expectations and consequences for misuse of the computers before students begin. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website he/she is given a warning.
- The second time a student is seen on another website he/she is no longer permitted to work on the computer. Instead he/she will complete the work using a paper version. (This may require making copies of the pages in advance.)

### **Preparing Students For Unexpected Career Matches**

Students may be disappointed or surprised by the clusters and related careers that they are matched up with by the Interest Profiler. Explain in advance that the results should be seen as a guide. The results are designed to reflect the students' interests; however, students may research a career they have not been matched with if it is listed in RUPrepareND.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

## **VOCABULARY** .....

**Portfolio:** A place to save research, collect information, and record accomplishments.

**Interest Inventory:** A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

## IMPLEMENTATION OPTIONS .....

### **DO NOW:**

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

### **Questions:**

1. List five activities or things that you are very interested in.
2. List three careers you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about? Explain.

**Note:** The Do Now is *entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up as written.*

To assist in modeling written directions, use an LCD projector to explain the instructions.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

If your students finish their **Interest Inventory** early, you may want to have them answer the questions on **Facilitator Resource 3, Interest Profiler Extension.**





## ACTIVITY STEPS

### I. Warm Up: The Interest Profiler (5 minutes)

1. **SAY SOMETHING LIKE:** For the next five weeks, we'll be investigating careers. You'll take a look at two—one career of your dreams and one that's likely to be in demand when you graduate.
2. **SAY SOMETHING LIKE:** We're going to start our research by completing the **Interest Profiler**, as you did in seventh grade. Who remembers what the **Interest Profiler** was used for? Why might we be taking it for a second time? [Take student responses.] Does anyone in here think that they are the EXACT same person they were last year? I know that I'm not. I've had new experiences and learned new things over the last year that have changed who I am. Maybe not a lot, but definitely some. It's natural that as we change and grow older, our interests and what we enjoy change too. When you take the interest inventory, it's possible that you'll respond to every question in the exact same way and get the exact same jobs that you did last year, but my guess is that most of you will get slightly different results.

### II Connect to RUPrepareND.com (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will need to sign into your account. It will be possible for you to visit RUPrepareND.com from any home or library computer, using your account name and password. You can explore careers and majors any time you want.
2. Guide the students through the sequence to sign on to RUPrepareND.com.
  - Turn on the computer.
  - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
  - Type the web address into the dialog box ([www.RUPrepareND.com](http://www.RUPrepareND.com)).

### III. Create a Portfolio (5 minutes)

If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

#### IV. Interest Profiler (20 minutes)

1. **SAY SOMETHING LIKE:**

- Now, click on the Career Planning tab at the top of the page.
- Next, click on the Learn About Yourself section.
- Click the **Interest Profiler**.

Let's read the instructions together. [Ask a student volunteer to read the instructions on the Interest Profiler Start page]. How do you begin? [Click the **Get Started** button].

2. **SAY SOMETHING LIKE:** Let's try the first one together . . .

[Have someone read the first sentence. Call attention to the "Remember" box and ask someone to read it out loud. Then instruct the students to check the box which best expresses their feelings.]

3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will bring the best job matches.]

4. **SAY SOMETHING LIKE:** After you finish the **Interest Profiler** activity, your top interest areas will appear on the screen. Click the blue **View Careers** button to see your list of matching careers. If you have more than two interest areas, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.

One important note - **Interest Profiler** will suggest lots of careers you may never have thought of. Don't worry at all if a career you're really interested in isn't included on the list - this is not an exact science, and you'll have a chance to write down additional careers you'd like to investigate. [Ask for final questions and instruct the students that they have 20 minutes to complete this inventory on their own

5. [Give the students a five-minute warning. Invite students who have finished the Interest Profiler to explore the resulting list of career matches by clicking on **View careers**. Students should print out their list of matching careers and put it in their portfolios. Students can print the list of matching careers by clicking the Print This link at the top of the page.]

6. [Once all the students have obtained their **Interest Profiler Results**, ask students to note any patterns in jobs they were matched with, what seemed accurate, and what surprised them.]

## V. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE:** You now should all have your top career interests from your **Interest Profiler Results**. In this unit, you'll be researching two careers. One of the careers is entirely your choice. This means that you can research a career that is not on your list, as long as it can be found on RUPrepareND.com. I recommend using your list as a guide for this career choice.

For your second careers, I am going to assign each of you a career that we know for a fact is in high demand in our state. Each of you will research a different career so that we can all learn about these great local opportunities. Why do you think we're researching careers that are in high demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area so you can make informed choices. For example, would you move to a new place to get exactly the job you want, or is staying close to home your top priority?

[Assign each student a career from the in-demand careers list. Ask students to complete **Portfolio Page 5, Interest Profiler Results**. The last section of the worksheet asks students to select their two favorite careers. Circulate around the classroom to help students having trouble deciding.]

2. **SAY SOMETHING LIKE:** Next time, we'll review how to use RUPrepareND.com and you'll begin researching your chosen careers.

Between now and then, you can visit RUPrepareND.com from any computer. All you need is your account name and password.





## DO NOW

### Careers 1: Interest Inventory

**Directions:** You will have three minutes to read the questions and write your answers.

Questions:

1. List five activities or things you are interested in doing.

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2. List two careers you are interested in learning about.

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3. Do you think your interests are related to the careers you want to learn about?  
Explain.

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## Interest Profiler Extension

**Directions:** If you finish your **Interest Profiler** early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

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- Explain why you think your BEST match fits your skills and interests.

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- List careers that seem to be similar, and then explain how you think they are all related.  
*(Example: pediatrician, family practitioner, physical therapist, nurse. All of these careers are part of the Health Science career cluster.)*

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## RUPrepareND.com Basic Directions

### I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, Safari, etc).
- Type in the web address into the dialog box (**www.RUPrepareND.com**).
- When the Sign In page appears enter your portfolio name and password into the sign in area on the right side of the screen.

### II. Interest Profiler

- Now, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will show Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match up to your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete **Portfolio page 9, Interest Profiler Results**.

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## Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Take the Interest Profiler in RUMReadyND.com. Review your results, and then list your favorite six careers below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Look through the rest of your careers list. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My two career selections are: (to be completed at the end of class)

1. \_\_\_\_\_
2. \_\_\_\_\_

