

Interest Inventory

The **BIG** Idea

- What is a career interest inventory and why is it important to learn about many different careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's an Interest Inventory? (5 minutes)
- II. Connect to RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- ☐ **PORTFOLIO PAGES:**
 - **Portfolio Page 4, Interest Profiler Results**
- ☐ **STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 11–12, RUReadyND.com Basic Directions
- ☐ **FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Interest Profiler Responses
 - Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign in to and save work on RUReadyND.com.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

In this lesson, students will explore possible careers, consider which careers might be a good fit for them, and ultimately investigate three careers of their choosing. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and post-secondary exploration, RUPrepareND.com. Students will choose account names and passwords for the site and create their online portfolios to save their research. Then they will explore how the website can help them find careers that fit their own interests by taking an interest inventory to generate individual lists of possible career matches.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- 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. Use address label stickers and put the students' account names and passwords on the front of each packet.
- Duplicate copies of **Facilitator Resource 3, Interest Inventory Extension** for students who finish early.

BACKGROUND INFORMATION

RUREADYND.COM

RUReadyND.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 unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent portfolio.

EDUCATOR SIGN IN

With your RUReadyND.com professional account, you can view all student account names and passwords, review their portfolios, run a variety of reports, and more.

Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on RUReadyND.com.

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 RUReadyND.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.
- 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 working on the computers. 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 they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version.

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with for the interest inventory. Explain in advance that this inventory should be seen as a guide. Interest Profiler results correspond to students' interests as reflected by their answers to specific questions; students may research a career that is not on their Interest Profiler results as long as it is listed on 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 that you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about? Explain.

[After they have completed their work call on students to read their answers. Then begin with the **Warm Up** as written.]

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 for RUPrepareND.com.

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 complete the following options:

- Have students identify the BEST match and WORST match from their list on **Facilitator Resource 3, Interest Inventory Extension**. Then have them list careers that seem to be similar. One possible example is pediatrician, family practitioner, oncologist, and physical therapist. All of these careers are related to the medical field.
- You may wish to have them try the Basic Skills Survey. This can be found by clicking on the **Career Planning** tab and then clicking on the **Learn About Yourself**.

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ACTIVITY STEPS

I. WARM UP: What's an Interest Inventory? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! I'd like everyone to close their eyes for a moment. Imagine it's 20 years from today, and you're at your job. Where are you working? What are you doing? What path did you take to get there?

Now, open your eyes. Maybe you had a vague picture of where you'd like to be working, but only a hazy idea of what that job is about. Or maybe you had no idea what kind of job you'd like to be doing. No matter what your picture was like, this is a great time to start thinking about all the different, exciting careers that are possible. After all, you should be thinking about careers now, so you're ready for college or whatever job training you'll do after you graduate from high school. If finding careers that are right for you seems like a daunting task, don't worry—we're all going to do this together, step by step.

Over the next few weeks, we're going to be exploring many different careers you might consider after high school. We'll discover what it's really like to have these jobs, what education you need to get these jobs, and—most importantly—which jobs are a good fit for you. You will ultimately choose three careers to explore further, and you'll also be learning about some of the careers your classmates chose.

2. Tape the words pages with the words “Like,” “Not Sure,” and “Dislike” (**Facilitator Resource 2, Interest Profiler Responses**) along one wall of the classroom. Preview the day's activities, telling students that they will be granted access to a website where they'll explore careers on their own. To help them get ready, you have a two-question quiz for them—one that's exactly the same as the activity they'll try online. There are no right or wrong answers. It's their opinions that count. You are going to describe a job-related activity. They are going to identify the word or phrase that best describes how much they would like (or wouldn't like) that activity. (Indicate pages arranged across the front of the room.)
3. **SAY SOMETHING LIKE:** For example, if I said “Build kitchen cabinets,” who would say “Like?” Who would say “Dislike?” Who would choose “Not Sure?”

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then write down the word from the sign that you agree with. I might call on some of you to explain your feelings about this activity.

“Guard money in an armored car.”

Raise your hands if you wrote “Like...” “Dislike...” “Not Sure.”

[Ask a student or two to explain their feelings about guarding money in an armored car.]

Ready for statement #2? “Study space travel.”

Raise your hands if you wrote “Like...” “Dislike...” “Not Sure.”

[Comment on the number of people who would like to study space travel, or would dislike it.]

5. **SAY SOMETHING LIKE:** These questions are part of a larger **interest inventory**, a tool that many job seekers use to find careers that involve things they like and are good at. Through a series of questions, an interest inventory helps you identify your interests—then suggests a number of careers that match those interests. The goal is finding work you'll enjoy and be good at.

In class today, you will each have the chance to take an interest inventory online on a website called RUReadyND.com. After answering a series of questions, the website's “Interest Profiler” will list your top interest areas and provide a list of careers that match your interest areas. Don't worry if you get a few matches that are surprising, this is a list of suggestions based only on your answers to these questions.

6. **SAY SOMETHING LIKE:** Before we begin the **Interest Profiler**, you will need to sign in to RUReadyND.com. It will be possible for you to visit RUReadyND.com from a home or library computer, using your account name and password. You can explore careers and majors anytime you want.

II. Connect to RUPrepareND.com (5 minutes)

1. [Guide the students through the following sequence to sign in to RUPrepareND.com. Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**. Display these directions on an overhead projector or chart paper.]
 - 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 (RUPrepareND.com.)

III. Sign in to RUPrepareND.com (5 minutes)

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

IV. Interest Profiler (25 minutes)

1. [Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**].

SAY SOMETHING LIKE:

 - Click on the Career Planning tab at the top of the page.
 - Next, click on Learn About Yourself.
 - Click on the **Interest Profiler** 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 select your top interest areas based on the interests you've described.
2. **SAY SOMETHING LIKE:** Let's try the first one together...

[Have someone read the first sentence. Then instruct the students to click the box that best expresses their feelings.]
3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will connect them to jobs that are the closest match for the things they like.

See **Background Information** to prepare students for unexpected career matches.]

4. **SAY SOMETHING LIKE:** After you finish the Interest Profiler activity and you review your top interest areas and your list of careers, the results will be saved in your online portfolio so you can check it again whenever you want. [Ask for final questions and turn students loose to work on their own.]
5. [About 15 minutes before the end of the class period, give the students a five minute warning and let them know that they should be nearing the end of the question-and-answer phase of the Interest Profiler. Invite students who have finished the interest inventory to explore the resulting list of career matches.

Students should print out the results where that option exists and put it in their portfolios. They should also list their favorite six careers from their results on **Portfolio page 4, Interest Profiler Results**. Then have them list six other careers, including any others from their results, or additional careers they'd like to investigate. Explain that in the coming weeks, they should check the box next to each career they investigate.]

6. [Ten minutes before the end of class, ask students to note any patterns or common threads in the jobs they were matched with, which ones seemed accurate, and which careers surprised them.]

V. Wrap Up (5 minutes)

1. [Briefly preview the activity for the coming week.]

This week, you created a list of careers that matched your interests. Next week, we'll talk about another way to think about groups of careers that match things you enjoy doing. You'll select three careers to research through this unit. And for the next three weeks, you'll use RUPrepareND.com to find out more about the day-to-day tasks and education about the job.

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

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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.

2. List three careers that you are interested in learning about.

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

LIKE

NOT SURE

DISLIKE

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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, etc).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the Sign In page appears, enter your Account Name and Password into the Sign-in area at the top of the screen.

II. Creating an Account (First Time Users)

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.

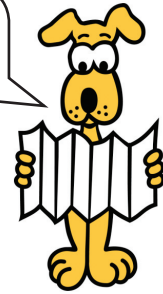
III. Interest Profiler

Once you have signed in, click the Career Planning tab.

- Click **Learn About Yourself**.
- Click on Interest Profiler, 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 select your top interest areas based on the interests you've described.
- Click on View Careers to see the careers that match up with your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

Interest Profiler Results

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



Student Name: _____

Date Interest Profiler Taken: _____

Take the Interest Profiler. Then write six of the suggested careers below. Choose the careers that interest you most. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Look through the Interest Profiler list again. Write down any additional careers that 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. _____
- 6. _____

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