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| Title: Career Exploration: Day 1 (It’s all about you!) | | | |
| Teacher Name: Gillian Candelaria & Alycia Johnson | | | Duration (in minutes): 45-60 |
| Grade Level(s): | All grades/Any Subject | | |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | [Google Slides](https://docs.google.com/presentation/d/1faFCRz6-dkk8T4n5ZsfPtlCf58tz1yvp/copy?usp=sharing&ouid=114746035388339126964&rtpof=true&sd=true), projector/Smart Board, list of Personality Traits, Brief MBTI Assessment, Individual computers, internet access | | |
| Learning Standards: | Standard 1: Career Development  Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | How do I find careers that fit my personality preferences? | | |
| Type of Career Content | Career Exploration | | |
| Relevancy:  How does it connect to students' lives? | By starting with a personality test, students will have a measurement contextualizing their personality preferences, which will eventually shape and guide their career choices. | | |
| Objective(s): Students will find their Myers-Briggs personality type and relate it to various career opportunities.  By the end of the lesson, students will be able to:   * Understand personality preferences based on the Myers-Briggs Type Indicator® (MBTI). * Explore the qualities of personality types that you most identify with. * Research job titles that matches your preferred work styles. | | Assessment(s):  Myers-Briggs Personality Type   * MBTI Assessment #1 (Below) * MBTI Assessment #2 (Below) * [MBTI Assessment #3](https://www.humanmetrics.com/personality) (Linked) | |
| Knowledge Construction: How are students going to construct content knowledge and practice it?  Beginning of lesson   1. Do Now: Pair-Share: Review the **Personality Trait Chart** (scaffolded versions available)and choose **three adjectives** you would choose to describe yourself. Then, pair with a partner and ask them to choose three adjectives to describe you. Repeat for your partner and compare results. | | | |
| Mini-Lesson   1. Cover “It’s All About Me” PowerPoint, explaining introduction to MBTI. 2. Review slide 5 and explain directions for completing the MBTI. An example of how students can complete the Brief MBTI assessment is included in the slide. Instruct students to complete **Brief MBTI** and write down their four-letter personality type (You can use a scaffolded versions of the MBTI). 3. After students write down their MBTI personality type, review what the letters represent (slides 6-1, helping them gain understanding of different personality types.   *Opportunity for Differentiation*: The slides in the accompanying PowerPoint can also be arranged so you instruct the class to predict their MBTI and then have them take the assessment. | | | |
| Independent Work   1. Break students into two groups: Extravert and Introvert. 2. Instruct students to discuss questions on slide 11 in small groups. Then, ask members of each group to report to the whole class. Note or guide students to discuss any differences in group interaction during discussion.   *Opportunity for Differentiation*: Depending on the size of your class and length of teaching period, you can also divide the class into Extravert and Introvert pairs and have the pairs document the similarities or differences between the types. | | | |
| Closure   1. Review slides 12-14 for suggestions on what students can do now to explore careers related to their type. Instruct students to write down their plans on how to get started exploring a career of interest in preparation for Day 2. | | | |
| **Lessons for the Rest of the Unit:**  **Day 2:** Using your MBTI results, complete the worksheet analyzing your type’s strengths and weaknesses. Review your MBTI’s Career options and choose one.  **Days 3-4**: Using Career Exploration resources, create a PowerPoint Presentation about the chosen career.   * Job Tasks * Salary * Necessary Education   Here is an opportunity to use the DOL Career Exploration Resources (i.e. Jobzone, O\*Net, etc.).  **Day 5:** PRESENTATION DAY! Students will present their PowerPoint Presentation and discuss their chosen career and how their MBTI lead them to that choice. | | | |

[**Teacher Slides: Click Here!**](https://docs.google.com/presentation/d/1faFCRz6-dkk8T4n5ZsfPtlCf58tz1yvp/copy?usp=sharing&ouid=114746035388339126964&rtpof=true&sd=true)

**Student Sample Slides:**

* + [**Click here for Sample 1**](https://docs.google.com/presentation/d/1g7swpxp_W_ViWi-WH_qpU4Iv6fVokOF2/copy?usp=sharing&ouid=114746035388339126964&rtpof=true&sd=true)
  + [**Click here for Sample 2**](https://docs.google.com/presentation/d/1Omb0zCFwuIRGktz1kuV5E9vKw5EzToJp/copy?usp=sharing&ouid=114746035388339126964&rtpof=true&sd=true)
  + [**Click here for Sample 3**](https://docs.google.com/presentation/d/1ZFJC9ExLyJQTXW06uK8UhKe0eXcqKmaO/copy?usp=sharing&ouid=114746035388339126964&rtpof=true&sd=true)

**MBTI Assessment #1**

Letter #1. **Where is your energy naturally directed?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Extraverts often:** | | **Introverts often:** | |
|  | Have high energy |  | Have quiet energy |
|  | Talk more than listen |  | Listen more than talk |
|  | Think out loud |  | Think quietly inside their heads |
|  | Act, then think |  | Think, then act |
|  | Like to be around people a lot |  | Feel comfortable being alone |
|  | Prefer a public role |  | Prefer to work "behind the scenes" |
|  | Can sometimes be easily distracted |  | Have good powers of concentration |
|  | Prefer to do lots of things at once |  | Prefer to focus on one thing at a time |
|  | Are outgoing & enthusiastic |  | Are self-contained and reserved |
| Extravert (E)=\_\_\_\_\_\_\_\_\_ | | Introvert (I)= \_\_\_\_\_\_\_\_\_\_ | |
| **Letter #1 = \_\_\_\_\_\_\_\_\_\_** | | | |

Letter #2. **What kind of information do you naturally notice and remember?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sensors often:** | | **Intuitives often:** | |
|  | Focus on details & specifics |  | Focus on the big picture & possibilities |
|  | Admire practical solutions |  | Admire creative ideas |
|  | Notice details & remember facts |  | Notice anything new or different |
|  | Are pragmatic- see what is |  | Are inventive- see what could be |
|  | Live in the here-and-now |  | Think about future implications |
|  | Trust actual experience |  | Trust their gut instincts |
|  | Like to use established skills |  | Prefer to learn new skills |
|  | Like step-by-step instructions |  | Like to figure things out for themselves |
|  | Work at a steady pace |  | Work in bursts of energy |
| Sensing (S)=\_\_\_\_\_\_\_\_\_ | | Intuitive (N)= \_\_\_\_\_\_\_\_\_\_ | |
| **Letter #2 = \_\_\_\_\_\_\_\_\_\_** | | | |

**MBTI Assessment #2**

**PART ONE**

1. When spending time with my friends, I…..

\_\_\_ Talk more than I listen (E) \_\_\_\_Listen more than I talk (I)

1. When I make a decision, I …

\_\_\_Act first, then think about it (E) \_\_\_\_Think about it first, then act (I)

1. When I am in a group, I…

\_\_\_\_Like to be the leader (E) \_\_\_\_Like to sit back and observe (I)

1. I would describe myself as…

\_\_\_\_Outgoing and enthusiastic (E) \_\_\_\_Quiet and calm (I)

1. I prefer to…

\_\_\_\_Do lots of things at once (E) \_\_\_\_Focus on one thing at a time (I)

WINNING LETTER\_\_\_\_\_

**PART TWO**

1. When I do my school work, I….

\_\_\_\_Work at a steady pace (S) \_\_\_\_Work in burst of energy (N)

1. I tend to admire or like things that are…

\_\_\_\_Logical or practical (S) \_\_\_\_Creative (N)

1. When it comes to time, I tend to…

\_\_\_\_think about the present (S) \_\_\_\_Think about the future (N)

1. When trying to figure out something new, I….

\_\_\_\_Like step by step directions (S) \_\_\_\_Like to figure it out myself (N)

1. When making a big decision, I…

\_\_\_\_Think about my past experience (S) \_\_\_\_Trust my gut instincts (N)

WINNING LETTER\_\_\_\_\_

**PART THREE**

1. Other people see me as….

\_\_\_\_Calm and relaxed (T) \_\_\_\_Warm and Friendly (F)

1. When I disagree with someone, I….

\_\_\_\_Like to argue my point of view (T) \_\_\_\_Avoid the argument (F)

1. I am motivated by…

\_\_\_\_Doing well and achieving great things (T) \_\_\_\_Praise and appreciation from others (F)

1. I make decisions by….

\_\_\_\_Thinking about the facts (T) \_\_\_\_Thinking about my feelings (F)

1. I am most likely to…

\_\_\_\_Take few things personally (T) \_\_\_\_Take many things personally (F)

WINNING LETTER\_\_\_\_\_

PART FOUR

1. When I have to make a decision, it is….

\_\_\_\_very easy (J) \_\_\_\_Very difficult (P)

1. I prefer to…

\_\_\_\_Finish projects (J) \_\_\_\_Start projects (P)

1. When it comes to rules, I….

\_\_\_\_See the need for them (J) \_\_\_\_Question the need for them (P)

1. I like to…

\_\_\_\_Have a schedule or plan (J) \_\_\_\_Be spontaneous and go with the flow (P)

1. I prefer to …

\_\_\_\_Work first, then play (J) \_\_\_\_Play first, then work (P)

WINNING LETTER\_\_\_\_\_

\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Part one Part two Part three Part four

What color is my personality?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What careers go with my personality?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_