

TITLE: Finding Career for Your Personality

ESTIMATED TIME: 2.75 Hours

LESSON OBJECTIVES:

- Match and discuss personal strengths and interests to a career based on an authentic article.
- Complete a survey of personal strengths and interests.
- Practice a dialogue between a student and a job counselor about matching strengths and interests to potential jobs using the modals 'may', 'might', 'should', or 'could'.

Essential Vocabulary:

- anonymous
- acronym
- detail-oriented
- interest
- trait
- identify

Materials Needed:

- 6 Personality Posters
- Find Out What Job Worksheet
- Original Version of 'Find out What Job' Article for higher level students
- RIASEC Test - Paper Version
- [RIASEC](https://openpsychometrics.org/tests/RIASEC/) Test - Online Version - (https://openpsychometrics.org/tests/RIASEC/)
- RIASEC Test Results Worksheet



WARM UP (10 Minutes):

- Students work in pairs to ask and answer questions about a job they have now or a job they had in the past.
- On Board: Ask your partner:
 1. "What is your job?" (or If they don't have a job now, "What job did you have in the past?")
 2. "What do you like about your job (or "What did you like about your job?")
 3. "If you could change something about your job, what would you change?"
- After students have asked and answered all 3 questions, ask volunteers to share what they learned from their partners. (e.g. "Ana is a CNA. She likes it because she gets to help people who are sick.")



INTRODUCTION (20 Minutes):

Before the following activity, hang the '6 Personality Posters' in various locations in the classroom.

- Explain to students that they are going to do an activity that will help them identify their interests."
- Explain that the 6 posters displayed in the classroom represent the different types of activities people like to do in their free time.
- Have students walk around the classroom and stand by a poster that best represents what they like to do in their free time. Make sure they understand that they should think about things they enjoy doing, not things they have to do.
- Once all students are grouped by their poster, have one person from each group remove the poster from the wall and read the word on the other side which will say one of the following:



INTRODUCTION (20 Minutes):

- Realistic; investigative, artistic, social, entrepreneur, & conventional
- Have students in each group come up with 2 - 3 sentences that summarizes their theme. For example, the Artistic group could say:
 - “People that are artistic are creative. We like to draw, sing, and paint. We have a good imagination.”
- Have each group share their responses with the class.
- Have students return to their seats and ask students to briefly discuss what they think about the different themes.



PRESENTATION (20 minutes):

- Ask students, “Do you know someone who loves their job? Why do they love it? Do you know someone who hates their job? Why do they hate it?”
- Make a 2-column table on the board. List the reasons students give for loving or hating a job. Answers will vary. For Example:

Love	Hate
<i>good pay</i>	<i>low pay</i>
<i>interesting/meaningful</i>	<i>boring</i>
<i>great boss</i>	<i>horrible boss</i>
<i>close to home</i>	<i>long commute</i>

- Talk about the fact that people often like jobs that fit their interests and skill sets. For example, if you are good at organizing and it is something you like to do, a job in administration could be a good fit.
- Explain to students that they are about to read an article titled, “Find Out What Job Best Matches Your Personality”. Ask students to predict what the article will be about and discuss responses.
- Distribute the ‘Find Out What Job’ Worksheet to students.
- Have students read the article independently. As students are reading, facilitate and provide assistance as needed.
- When students are finished, have students discuss the reading. Encourage students to share what they learned and what questions they have. Encourage other class members to answer the questions others posed. Facilitate and provide support as needed.



GUIDED PRACTICE (30 minutes):

- Direct students to the vocabulary section of the worksheet. Confirm pronunciation of each word and have students work in small groups to complete the exercise.
- As students are working, facilitate and note persistent language issues students are having.
- When students are finished working, discuss the activity as a class. Call on various students to share the sentences they have created.
- When finished, briefly go over language issues noted previously.



GUIDED PRACTICE (30 minutes):

- Direct students' attention to Exercise B on the worksheet. Review the questions with students to confirm understanding. Have students continue to work in small groups to answer the questions.
- As students are working, facilitate with each group multiple times to provide support and encourage communication.



COMMUNICATIVE PRACTICE (30-45 minutes):

- Confirm understanding of the questions in exercise C of the worksheet. Explain that students will be discussing the questions with their classmates.
- Put students in pairs and explain that they have 3 minutes to discuss question 1. (A fun idea is to pair students based on their grouping from the introduction activity. For example, have the 'artistic students' pair with other artistic students to start and switch things up for question 2.)
- As students are working, walk around the classroom to encourage conversation.
- When 3 minutes are up, have one person from each pair stand up and find a new partner. (To get students moving, count down from 30 seconds.)
- Once students have a new partner, tell them they now have 3 minutes to discuss question 2.
- Continue the process above for question 3.
- When the activity is finished, note language and pronunciation issues heard during the activity.
- Take a few minutes for students debrief the activity and share the answers they heard from other classmates.



APPLICATION (30 minutes):

- *Prior to the following activity, send students the link to the 'RIASEC Online test' at [RIASEC](https://openpsychometrics.org/tests/RIASEC/) (https://openpsychometrics.org/tests/RIASEC/). An easy way to do this is via remind.com.*
- It's time to take a personality test! *Open the RIASEC test on the projection screen. Ask students what they see. They will likely notice that there a lot of questions about interests.*
- Go over the questions and have students complete the questionnaire together. Address questions as they come up.
- When finished, students will see a list of recommended jobs based on their skill set. Students can email themselves the results by clicking the 'share' button at the top of the screen. They can also take a photo of the results using their phone.
- Pass out the RIASEC Results worksheet to students and have students reference the modals chart. Review the modals, 'may', 'might', 'could' and 'should' with students.
- Have students read the dialog on page 2 of the worksheet and then complete the 'Your Turn' activity. If you feel or find students are unprepared to write sentences on their own, you can do this as a full class activity. Start with more capable students writing sentences on the board, then progress to students who need more help.
- Facilitate with each group as students are working.



APPLICATION (30 minutes):

- When the students are finished, call on various students to read their completed dialogs to the class.



EVALUATION (10 minutes):

- Evaluation of 'Find Out What Job' worksheet and 'RIASEC Results' worksheet
- Observation of communicative practice conversations
- Class participation observation



EXTENSION:

- Provide students with more sophisticated and longer online personality quizzes (reference online resources for more information.)
- Invite a Career Counselor from CEC or SAC to visit your class.
- Have students create posters about their strengths using a word processing program
- Have students find actual jobs relating to the jobs that were recommended to them on the RIASEC test

*You will probably learn a lot about your students during this lesson. By learning about their personality traits, you can use that information to plan lessons and activities that will be effective and fun for your students. For example: students who score high in the Realistic personality trait, will probably like to do activities that involve building, fixing or assembling things. Students who score high in Artistic will enjoy doing artwork or doing activities that involve music and/or dancing. Keep in mind that the best way to enable students to do activities that match their preferred personality traits, is to include a variety of activities in your lesson plans.

<p>CORE LESSON COMPONENTS:</p>
<p>BASIC COMMUNICATION:</p> <ul style="list-style-type: none"> • Participate in simple face-to-face or phone conversations and respond to simple questions. • Interpret short information reading passages on familiar topics. • Perform basic academic, vocational and civic writing tasks on familiar topics <p>Grammar</p> <ul style="list-style-type: none"> • Use modals "might, may, could, and should" to talk/write about potential careers, e.g. "It said I could be a Fashion designer or an Interior Designer." "I should take some more computer courses to be well-qualified." <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Scan to locate specific information, definitions, or details. Interpret abbreviations. • Write a loosely structured paragraph about personal strengths and jobs that use those strengths. <p>Listening/Speaking:</p> <ul style="list-style-type: none"> • Engage in conversations.
<p>COLLEGE/WORKFORCE PREP:</p> <ul style="list-style-type: none"> • Identify personal strengths, weaknesses, skills and experience as they relate to potential careers. • Identify personal interests, aptitudes, goals, personality types, skills, and values as related to work.
<p>DIGITAL PREP:</p> <ul style="list-style-type: none"> • Use technology to work collaboratively on class activities, reports and/or presentations.
<p>21ST CENTURY SKILLS</p> <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
<p>ONLINE RESOURCES:</p> <ul style="list-style-type: none"> • Career Strengths Test 123test.com: (https://www.123test.com/career-test/) (15 question test using illustrations. For each item test taker selects one thing they prefer to do and one thing they would not like to do. Matches strengths/preferences with potential career choices.) Allow 15 - 30 minutes. • Time.com (http://time.com/4343767/job-personality-work/) Note: This can be used for both the reading assignment and for the personality strengths survey • ESL Flow (http://eslflow.com/debatelessonplan.html) Note: Could be used for warm-up

ADAPTATIONS:**Warm-Up**

- Multi-level: Pair cross-ability students (higher level students answer questions; lower level students ask questions).
- No-Tech: N/A
- High-Tech: N/A

Introduction:

- Multi-level: Bullet Four - To make the activity more difficult, put the six themes on the board instead of the other side of the poster and have groups guess what theme represents their interests.
- No-Tech: n/a
- High-Tech: This activity could be done completely online using a Padlet grid. Visit the 'Technology in the Classroom' page for more information.

Presentation

- Multi-level: Higher-level students can read the original article instead of the adapted article included in this lesson plan. Or they can take notes or make an outline of the article. Lower level students don't need to write their answers in full sentences.
- No-Tech: On the worksheet, ask students to underline words they don't know and circle words they need help pronouncing. Circulate and make notes of the words they have underlined and circled. Review these words with the class.
- High-Tech: Project the article on an interactive board. Allow students to underline or highlight words they don't know and circle words they need help pronouncing. Review these words with the class.

Guided Practice:

- **Multilevel:** Pair cross-ability students together to work on the vocabulary. Require lower level students to only find the definition of the word. And provide sample sentences.
High-Tech: Students could be required to do their work on a word-processing program and then send their completed work to the teacher via email.
No-Tech: n/a

Communicative Practice

- Multi-level: Pair cross-ability students. By doing this, lower level students will benefit from the greater fluency of higher level students.
- High-Tech: Use presentation technology to display the dialogue. Have students use Flipgrid to record their responses and require other students to respond.

Application:

- Multi-level: For lower level students, you may want to use this quiz: Career Strengths Test 123test.com: <https://www.123test.com/career-test/> (15 question test using illustrations. For each item test taker selects one thing they prefer to do and one thing they would not like to do. Matches strengths/preferences with potential career choices.) Allow 15 - 30 minutes. Students can access this test on their mobile devices.
- Higher Level students may want to try this test: <https://www.mynextmove.org/explore/ip> at home as an extracurricular activity.
- No-Tech: Students answer the quiz questions on paper.
- High-Tech: N/A

TEACHER TIPS:**Cross Ability Pair Work:**

- In a multi-level class, do “cross-ability” pair work. Other methods of pairing students include pairing adjacent students (e.g. students sitting side by side, students sitting in front of/behind in a row, pair students born on the same day of the month (e.g. 1st, 4th, 12th, 30th, etc.). You can use playing cards, colorful markers or other items to pair students (Daiso, The 99 Cents Only Store, the Dollar Store, Goodwill, the Salvation Army Stores are good sources for these things). Randomly distribute question/answer cards (e.g. Q: “What is a supervisor?” A “A supervisor is a person who guides the activities of other people.”) NOTE: *Be sure to distribute an equal number questions and their corresponding answers.* Combine pairs to create groups of 4. For a group of 5 or 6, ask students to number off (1, 2, 3, 4, 5, 6, 1, 2, 3, etc.). Students work with other students who have the same number (1s, 2s, 3s, etc)

How to Check Comprehension:

- Comprehension check: Don't just ask, "Do you understand?" (Students will answer "yes" even when they DON'T understand.) Instead, ask comprehension questions e.g. *What is the article about? How can you take the quiz? What is the meaning of _____? How can you _____?*
- Encourage students that have background knowledge on the topic at hand to share their thoughts.

Technology:

- Almost *any* classroom can be a high tech classroom if the students have internet enabled smart phones.