

# SKILLS Card Sort

## Theme and Level

**Theme:** Know Myself, Research Options

**Level:** Looking Deeper

## At a Glance

Students complete the SKILLS Card Sort then enter their results into the SKILLS assessment. They print copies of their results.

**Time:** 75 minutes.

**Note:** SKILLS may not be available at all sites.

## Essential Questions

- What are my accomplishments and skills?
- How do my skill preferences relate to occupational possibilities?

## Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Review Setting the Stage for Using Formal Career Assessment Instruments and Presenting SKILLS to Students (found in Tools for Counselors and Teachers under Guides and Instructional Notes)
- Print the SKILLS Quick Start and Interpreting SKILLS Results (found in Tools for Users under Quick Starts and Tutorials and Support Materials, respectively), one each per student
- Print SKILLS cards (found in Tools for Users under Support Materials), one set per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to identify skill preferences and relate these to occupations that use these skills using an assessment called SKILLS. SKILLS uses the skills you find satisfying to identify occupations that might interest you. When your job requires skills you enjoy using, you are more likely to be successful and happy. Learning about your skills, and how your preferred skills compare to those required by occupations, are important aspects of your career decision-making process.
2. Ask students, "What is a skill?" Allow them to give several definitions.
3. Show PPT Slide 2. It defines skills as goal-oriented behaviors that can be strengthened through practice.
4. Show PPT Slide 3. Explain the three major kinds of skills:
  - Self-Management Skills are the foundations for all positive work habits. They are also the skills most valued by employers.
  - Functional Skills are skills that can transfer from one occupation to another.
  - Specific Content Skills do not always transfer from one occupation to another; they may be unique to a particular job.
5. Name some sample skills and ask students to identify what types of skills these are. For example:
  - Dependability = self-management
  - Keyboarding = functional
  - Using Panopto software = job specific
6. Inform students that people whose jobs require them to use skills they enjoy are more likely to be satisfied and successful.
7. Ask students to think about their accomplishments or things they have done that they feel good about a sport in which they excelled, a project they completed, a picture they drew, a paid or volunteer job they held.
8. Ask students to write these on a piece of paper and share their list with a classmate.
9. Instruct students to keep the accomplishment list visible and at the top of their desks as they use SKILLS; this list may prove helpful to them as they evaluate the skill words.
10. Show PPT Slide 4. Review the instructions for completing the SKILLS card sort.
11. Tell students that, as they read each SKILLS card, they should also look at their accomplishment lists and reflect upon their use of this skill in the past. This should help them identify how satisfying the use of this skill was in earlier experiences.
12. Show students a sample result. Demonstrate the Rate Skills feature and how to view the results by clicking on Summary, Holland Code, Occupational Clusters, \*Top 30 Occupations, etc.
13. Allow roughly 15 minutes for the card sort activity, assisting any students that need help.
14. When all students have completed the card sort, ask students to log into CIS using their personal usernames and passwords.
15. Using the projector, show students where they can find SKILLS in the Assessments tab.
16. Distribute the SKILLS Quick Start and instruct students to begin reading and following these instructions at Step 4.
17. Instruct students to type their preferred skills into SKILLS.
18. Answer any questions.

19. After students complete the skill entry process, instruct them to click Rate Skills and review their ratings under the Holland Code, Occupational Clusters, and \*Top 30 Occupations headings.
20. Remind students to use the View function (click the View icon, which looks like miniature binoculars, next to the occupation in the \*Top 30 Occupations screen) to compare the SKILLS coding for any occupation and their own skill preferences.
21. Instruct students to print their SKILLS results, take the printout home, and review it with a parent or guardian.
22. Tell students to save their results and thoughts about these SKILLS results by clicking the Save button.
23. Ask students to write in the reflection box the names of three occupations and two clusters of interest that surfaced while using SKILLS.
24. Ask students to enter any additional career-related learning acquired from SKILLS.
25. Show PPT Slide 5. Instruct class to break into pairs to discuss and share the results.
26. Answer any questions.

## Variations and Accommodations

- Conduct the SKILLS Bingo prior to this activity.
- Use the SKILLS worksheet (found in Tools for Users under Support Materials), as a homework assignment, instead of the cards.
- Invite other staff or community members to come to class and discuss the skills they enjoy using in their work.
- Work one-on-one with any student needing special assistance.

## Assessment

Use the *SKILLS Card Sort Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What did you learn about yourself from the career assessments you used?** text box in Know Myself
- **What occupations interest you now?** text box in Research Options

## Materials

Computer lab with overhead projector and CIS access  
 Setting the Stage for Using Formal Career Assessment Instruments  
 Presenting SKILLS to Students  
 SKILLS Quick Start  
 Interpreting SKILLS Results  
 SKILLS Cards  
[SKILLS Card Sort \(PPTX\)](#)  
[SKILLS Card Sort Scoring Guide \(PDF\)](#)  
[SKILLS Card Sort Scoring Guide \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *America School Counseling Association*

- Academic Development, Career Development, Personal/Social Development

*Bloom's Taxonomy:* Understanding, Evaluating, Applying, Synthesizing

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills