

SKILLS, Courses and Occupations

Theme and Level

Theme: Know Myself, Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students identify individual skills that can be strengthened through training, coursework, and practice. They learn about occupations that use skills that interest them.

Time: 150 minutes (across three days).

Note: SKILLS may not be available at all sites.

Essential Questions

- What are my achievements and accomplishments?
- What skills have I used in these accomplishments?
- What coursework will strengthen my skills?
- What occupations use the skills I prefer?

Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Review Presenting SKILLS to Students, found in Tools for Counselors and Teachers under Guides and Instructional Notes
- Print *Skills, Courses and Occupations Worksheet*, one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn more about the accomplishments and skills they possess and for them to learn about occupations that use these skills and coursework that will develop these skills.
2. Show PPT Slide 2. Introduce the concept of skills by providing the definition: "Skills are goal-oriented behaviors which have been or can be strengthened through practice."
3. Show PPT Slide 3. Discuss the Skills Pyramid and these three categories of skills:
 - Self-management skills are the skills employers value most and have difficulty developing in an employee if they do not come with these basic skills dependability, tenacity, etc.
 - Functional skills are transferable skills. They transfer from one job to another. Good communication skills, for example, are required in many jobs.
 - Specific content skills are directly tied to a specific job. Using Panopto software, for example, is a job-specific skill.
4. Ask students to name skills needed in school. Lead a discussion of how these skills compare to those needed in the workplace.
5. Explain that people are more likely to enjoy their jobs and be successful in them when their work requires skills they enjoy using.
6. Show PPT Slide 4. Introduce the SKILLS assessment by showing and explaining the *SKILLS Worksheet*.
7. Tell students that SKILLS will help them relate activities they enjoy to occupations that use those skills.
8. Show PPT Slide 5. Instruct students to make a list of their achievements or accomplishments. Tell them that these can be from any aspect and time of their lives.
9. After allowing approximately ten minutes for individual work, direct the class to form groups of three or four. Ask the groups to share their lists and help one another add accomplishments by pointing out positive activities they have noticed one another performing.
10. Instruct students to talk to friends and family members about their accomplishments before the next class, so that they can add activities to their lists.
11. Remind students to bring their finished list to the next class, as this list will be used for an activity.

Day 2

1. Ask students to refer to their lists of achievements as you distribute the *SKILLS Worksheets*. Explain that they are now to select three - five of their achievements and write them on the worksheet. Indicate the correct place on the worksheets to

do this.

2. Review the *SKILLS Worksheet* instructions with students.
3. Show PPT Slide 4 again, or display a sample of a completed worksheet that you have created.
4. Answer questions then direct students to complete the worksheets.
5. If necessary, tell students to take the worksheets home to finish. Ask them to bring completed worksheets to the next class meeting.

Day 3

1. Demonstrate how to use SKILLS. Show students how the numbered skills can be placed in one of the three categories.
2. Demonstrate the Rate Skills feature and how to view the results by clicking on Summary, Holland Code, *Top 30 Occupations, etc.
3. Show how it is possible to link directly to an occupation in CIS Occupations.
4. Inform students that they will now enter their own skills and obtain their own results from this assessment.
5. Ask students to log into CIS using their portfolio usernames and passwords.
6. Allow students to enter their skills information into the SKILLS assessment. Assist them in obtaining and printing their results. Remind students to save their results in their portfolios using the Save button.
7. Divide students into the same groups as the first session. Instruct them to discuss and compare their results. Answer questions.
8. Show PPT Slide 6. Distribute the *Skills, Courses and Occupations Worksheets*.
9. Direct students to complete the worksheets using the information they obtained from SKILLS. Advise them to return to SKILLS or use other CIS components to locate any information that they need to complete the worksheet.
10. As a class, discuss the occupations, skill requirements and courses that help develop skills needed for occupations in which they are interested.
11. Ask students to share what they learned while completing this worksheet and lesson.

Variations and Accommodations

- Use this activity prior to developing a four-year educational plan.
- Use the SKILLS Sorting Cards (found in Tools for Users under Support Materials) in lieu of the worksheet. Require students to write the achievement list, place this list at the top of their workspaces, and review it as they sort the cards.
- Change the courses column to a Programs of Study column for older students.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.

Assessment

Use the *SKILLS, Courses and Occupations 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

[SKILLS, Courses and Occupations \(PPTX\)](#)

[Skills, Courses and Occupations Worksheet \(PDF\)](#)

[Skills, Courses and Occupations Worksheet \(DOCX\)](#)

[SKILLS, Courses and Occupations Scoring Guide \(PDF\)](#)

[SKILLS, Courses and Occupations 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
- Mathematical Practice: Make Sense of Problems and Persevere in Solving Them

National Career Development Guidelines

- 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.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Evaluating

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
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- 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
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- 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
- Create Relationships with Adults that Support Success
- Demonstrate Empathy
- Demonstrate Ethical Decision-Making and Social Responsibility
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment