



YouScience: Exploring Interests

Lesson Plan



LESSON DESCRIPTION & GOALS

This interactive lesson helps students explore their interests and identify potential career paths. Students will write down their top three career interests, learn about career clusters, and draw connections with activities related to their interests.

LESSON OBJECTIVES

- Students will be able to list their top three interest areas.
- Students will be able to name career clusters that align with their interests.
- Students will be able to identify a new career field of interest.

PREPARATION & MATERIALS

Essential Materials:

- Computer with Internet access and connection to projector.
- PDF Handout “Snippet Lesson - Exploring Interests (6th Grade Lesson)”
- Pens and Pencils
- Post-it notes of three different colors, with several of each available for each student.
- Large poster board or wall space divided into four separate sections labeled: 1,2, 3, and ?



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LESSON PROCEDURES

1. Identifying Top Interests

- Students should write their top three career interests on their handout.
- Next, have them write their choices on three separate post-it notes of the same color, ranked by preference
- Have students stick their Post-it notes in the appropriate section on the wall (1,2, or 3).

2. Identifying Career Clusters

- Using the “CCL Career Clusters Cheat-Sheet”, present students with career clusters. Then ask students to write their three main cluster choices along with an additional career cluster they are interested in learning more about on their handout.
- Have students write their three main career clusters on the same color Post-it note. They should write the fourth career cluster they are interested in on another color Post-it note.
- Have students return to the wall and place their choices by rank.

3. Gallery Walk & Commentary

- Next, ask students to brainstorm activities that are related to their interests and might contribute to their skills for a chosen profession.
- Students should return to the walls with a writing instrument and a Post-it note of a new color.
- Next to Post-it notes with career interests or career clusters, students should write down and post potential hobbies, activities, traits, and skills that would help a person interested in the profession they chose to comment on.

4. Discussion and Reflection

- When students return to their desks, ask what they noticed about the experience that made them curious.
- Instruct students to complete the remaining questions on their handout and discuss in small groups/whole class, if time is available.

5. Wrap up

- Students should turn in their handouts.
- The teacher can take a picture of the visual data and use it for a future lesson.

6. Extension Activity

- Have students use pens, pencils, or other drawing tools to draw a sketch of themselves as professionals in twenty years. Students should label their drawings with the career they are most interested in.
- Depending on the size of the class, have students share their images in pairs or small groups.

ASSESSMENTS

- Students will be assessed on their ability to identify their top three interest areas, explore career clusters that align with their interests, and identify at least one new career field of interest.



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ASCA STANDARDS

American School Counselor Association Standards

Mindset

- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success.

Learning Strategies

- B-LS1: Critical thinking skills to make informed decisions
- B-LS2: Creative approach to learning, tasks and problem solving

Self-Management Skills

- B-SMS4: Delayed gratification for long-term rewards
- B-SMS5: Perseverance to achieve long- and short-term goals

Social-Emotional Skills

- B-SS1: Effective oral and written communication skills and listening skills
- B-SS2: Positive, respectful and supportive relationships with students who are similar to and different from them
- B-SS4: Empathy

OAR RULES

Oregon Administrative Rules, Division 22*

- Each student should develop an education plan that includes personal and career interests, goals, and a course of study. (OAR 6, a, A, B, D)
- Students should track progress and achievements, document personal accomplishments, and review their education plan annually. (OAR 6, b, A, B)
- Students should compile evidence to demonstrate extended application and participate in career-related learning experiences. (OAR 7, 8)
- The instructional program should include comprehensive school counseling, essential learning skills, career-related learning standards, and career education. (OAR 2, c, d, e)

*For the original text of the Oregon Administrative Rules, follow this link. For your convenience, a simplified version with six statements and references to the corresponding OAR text can be access here.