



Career Exploration I

In this lesson, students tentatively identify top Holland code(s) based on personality and interests, and identify some career options related to the Holland code(s) selected.

Essential Question

How does my learning at school help prepare me to become the person I want to be?

Guiding Question

What are some careers that match my personality, interests, and talents?

Objectives

- Students will tentatively identify Holland codes matching their personality and interests.
- Students will explore and select at least three career options related to their Holland code(s).

Advance Preparation

- Project Do Now for students.
- (Optional) Post colored signs corresponding to the six Holland code categories around the classroom.
- Decide how you will have students look for careers matching their Holland codes (see # 10 and 11) and adapt the slide show accordingly.

Materials/Resources

- PowerPoint slideshow 1.4 (adapt as needed)
- Optional: color-coded Holland code signs
- Student materials

Student Materials

- Handout: “Career Party”
- Questionnaire: “All About Me”
- “My Career Investigation Planner”
- Optional resource: “Which Jobs Are Right for Me?”

Vocabulary

- career
- Holland code
- investigative
- enterprising

Do Now

3 min.

Look at the Do Now handout, “Career Party.” Choose the top three groups you would like to hang out with. Write the category names (from the key at the bottom of the page) in the appropriate boxes.

**Pair and
Share**

Introduction (Framing/Overview)

10 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Do Now (slide 4): Choose ONE of the following options.

Option A: Call students’ attention to the six posters corresponding to the six Holland codes. Ask students to move to the poster that matches their **first** choice that they selected during the Do Now. Students discuss with others who made the same first choice, why they chose this group and what about it they enjoy. After about three minutes, direct students to move to the poster that matches their **second** choice from the Do Now. Again, they are to discuss with others who had the same preference why they chose that group. Then, have students return to their seats. Invite students to comment on the experience:

- *What did they find they had in common with other students who made similar choices?*
- *What differences did they notice?*
- *Why is it important to recognize that people not only have different interests, but they have different **combinations** of interests?*

Option B: If you prefer minimal movement in the classroom at the start of lesson, ask students to indicate by a show of hands how many of them selected Group 1 as their *first* choice. Then, ask those who selected Group 1 as a *second* choice to raise their hands. Ask students to comment on why they chose Group 1 and what they found attractive about its description. Do the same for the other five groups, giving all students an opportunity to comment on their choices.

3. Ask students what they think the word “career” means. Encourage discussion with prompts such as “What is the difference between a career and a job?” After students have offered their perspectives, share slide 5 with the vocabulary word **career**. Discuss the definition and invite students to give examples of careers. (Make sure students understand that a career is **not** limited to being a doctor or lawyer! There are many types of careers in various fields for which young people can plan and train.)
4. Ask students the following questions. After students have discussed each question, recap to make sure they captured the important points indicated.

- *Why is the choice of a career important for having a fulfilling and satisfying life?* (Most people spend more years as working adults than any other period of their lives. For example, most people spend from 13 to about 20 years as students—from kindergarten through high school graduation, college, or graduate school, depending on their chosen field. Then, they will probably spend 40 years or more as working adults! It makes sense to prepare to spend those years doing something you enjoy and are interested in.)
 - *How do the decisions you make in middle and high school affect the options you will have for your career?* While some people have a clear vision for their future career even as teenagers, many are still exploring, and that's okay! Also, many students will change their minds—perhaps more than once—as they go through college or postsecondary training. However, getting a strong foundation in middle and high school will help them keep their options open. This means attending school regularly, keeping their grades up, and taking the most challenging classes they can. Many eighth graders also have a choice to make about where to attend high school. Choosing a school that will prepare them to attend college, or that offers a strong program in their area of interest (such as science and technology, or performing arts), will also help position them to prepare for a fulfilling career.
5. Display the concept map for the lesson (slide 6). Tell students that during this lesson, they will use identify some careers that they might want to explore, based on their interests and personal preferences.

Activity 1: Exploring the Holland Codes

15 min.

6. Show slide 7, “Holland Career codes.” Tell students that in 1958, psychologist John Holland developed a way of putting career options into categories based on the personality types of people who do well in those careers. The Holland career framework is just one way of categorizing different career types, but for many years it has proven useful in helping people identify careers to pursue that they would find satisfying and enjoyable. (You may choose to introduce the vocabulary words “investigative” and “enterprising” at this time or return to them later.)
7. Explain to students that the “Do Now” was a fun introduction to the different career categories in the Holland framework. They will now use a more detailed questionnaire that will help them gain further insight into their personal Holland profile. (Note: advise students that this in-class activity is an informal introduction to the Holland framework. Those who would like to take a more thorough,

**Direct
Instruction**

scientifically validated Holland inventory can find options available online or through the school guidance office.)

8. Students work through the “All About Me Questionnaire.” They are to check off each statement that is true for them, but leave blank the space beside each statement that does not apply to them. (There are no right or wrong answers!) Then, they are to add up the total number of check marks for each group of statements. Circulate among students as they complete the questionnaire, answering any questions they may have.

**Individual
Exploration**

9. After students complete the questionnaire, have them identify their top two categories (the categories for which they checked off the greatest number of statements). Have them place their questionnaires and their Do Now handouts on their desks. Tell them that they are now going to learn more about the six Holland codes.

**Whole Class
Discussion**

10. Display slide 8, “The Holland Career Hexagon.” Click to display the first Holland code category, “Realistic.” Ask students to summarize the discussion of this category from the Do Now. Ask students

- *What are some jobs or careers that would appeal to those who rated high on the “Realistic” scale?* (For reference, see examples listed in the Resource List “Which Jobs Are Right for Me?”)
- *Why do you think this group of careers is called “Realistic”?* (These jobs involved working with real physical objects—tools, machines, books, clothing, cosmetics, etc.)

11. Continue with each of the other five categories in the same way. The naming of the categories can be explained as follows:

- *Investigative*—these jobs involve investigating, exploring, and analyzing to try to understand ideas and situations.
- *Artistic*—these careers focus on creative expression in various media (writing, dance, and theater as well as the plastic arts).
- *Social*—“social” relates to society or groups of people. This career group is for those who want to help others or work with people.
- *Enterprising*—these people want to start new things or lead people in new directions. This word is related to “entrepreneur,” a person who starts a new business.
- *Conventional*—“conventions” are accepted practices that keep things going. This career group is for detail-oriented people who are orderly and precise.

12. If students have not already done so, have them write the names for their top two categories in the appropriate space in the questionnaire.

Ask students to compare their top categories that they identified in the Do Now with the top categories from the questionnaire. Are they the same? If there are differences, why do they think this is the case? *(Most students should have the same or close to the same categories. If their top two from the questionnaire are different from the top two in the Do Now, one may correspond to the third choice on the Do Now. If students' choices are not clear-cut, reassure them that this is okay—this exercise is meant to help them **begin** to think about careers they might like. Going forward, they should work with the one or two codes they feel most accurately describe them.)*

Activity 2: Finding Careers That Match My Holland Codes 12 min.

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|--|---------------------------|
| 13. Have students turn to a partner to share their top two Holland codes and explain why they think these two codes match their personality and preferences. | Pair and Share |
| 14. Remind students of the observation that their best career choices will likely be those where their top Holland codes intersect. For example, someone whose codes are “Investigative” and “Realistic” might want to become an engineer or a marine biologist. Someone who is “Social” and “Enterprising” might want to be a community activist or manage a daycare center. In this phase, students will be seeking career possibilities that combine their Holland preferences. | Direct Instruction |

Then choose one of the following options:

- | | |
|--|-------------------------------------|
| 15. Option A: If students have access to the Internet on individual devices, ask them to do a search for “ONET Online Interests Search.” (They should find the web page shown in the screenshot on slide 10; circulate to make sure all students are on the right page.) | Individual Media Exploration |
| <ul style="list-style-type: none">• Have students click on the name of their top Holland code in the list shown. This should bring up a screen like the one on slide 11.• Students then select their second-choice code from the dropdown menu, as shown, and click “Go.” This brings up a list of career options (as in slide 12).• If the list generated is too long, students can try adding their third code (click to show pointer); if the list is too short, they can try switching the order of the codes, or entering their third-choice code in place of the second. Encourage students to play with the site until they see some career options that they find interesting. | |

- Have students list three and up to five career options that they want to learn more about on their “Career Investigation Planner” (slide 16).
- Note: Many job titles may not be familiar to students. If time permits, clicking on individual job titles will bring up summary descriptions of the responsibilities involved (slide 13). However, some students may find the job descriptions in the ONET site hard to understand. Tell students they will have an opportunity tomorrow to learn more about the jobs they have listed.

16. **Option B:** If your students **do not** have access to the Internet on individual devices, distribute the “Which Jobs Are Right for Me?” resource list (slide 14).

- Students draw a frame around the lists for their top two Holland code categories (see slide 15).
- Students review the lists, looking for career that might interest them (especially areas that may show up on both of their lists).
- Students list three and up to five career options that they want to learn more about on their “Career Investigation Planner” (slide 16).

Closure

5 min.

17. Slide 17: Ask students what they learned about themselves through doing the Holland code exercises. Invite students to comment on some career options they identified that they had not considered before.

**Whole
Class
Discussion**

18. Tell students they will have an opportunity in the next lesson to further explore the career opportunities they identified, and learn more about how to prepare for those different career paths.

19. Exit ticket (slide 18): students’ Career Investigation Planners serve as an exit ticket. You may want to keep these in the classroom, since students will use them for the Day 5 activities.

Extensions

If you have extra time in class, encourage students to click on some of the job descriptions linked to the ONET site and to discuss with partners which jobs sound interesting to them and why.

As homework, invite students to begin looking up some of the careers they are interested in online.

GET STARTED THINKING ABOUT YOUR FUTURE.

**You're
invited
to a**



Career Party!

Lucky you! You're invited to a party at a friend's house this weekend. When you arrive, you see lots of your classmates. They all seem to be talking in small groups about different topics. As you walk around the room, listen to each group to see which one you want to join:

GROUP 1

Your friends in this group are talking about everything from sports to raising animals to fixing cars. Everyone in the group enjoys being outdoors and working with their hands, fixing and tinkering with things.

GROUP 2

Everyone in this group is interested in watching, investigating, analyzing, or solving problems. Some say they like science, others enjoy puzzles or computer games. They're definitely good at finding answers.

GROUP 3

This group of your friends is very creative. Some like to draw, paint, or write; others enjoy dance, theater, or creating innovative, unusual things. They all enjoy using their imagination and creativity in unstructured situations.

GROUP 4

At first you think this group is very loud, but then you realize they all just like to talk. Some say they want to teach other people, others want to be on stage, while others want to work with people in the medical field or social services.

GROUP 5

Your friends in this group are "take charge" people who like to persuade others. They're definitely leaders: some serve on the student council, while others say they want to own their own business or make a lot of money someday.

GROUP 6

Even though this group is quieter than the others, they do like to talk about how to keep things organized and running smoothly. Most of your friends in this group like working with numbers and data, and they're really good at it.

**Which group do you decide to hang out with first?
Write that group's number in the box on the right.**

GROUP #

**After 10 minutes, that group goes in the kitchen to get some snacks. So which group do you go to next?
Write that group's number in the box on the right.**

GROUP #

After 10 more minutes, you decide to chat with another group. Which one? Write that group's number in the box on the right.

GROUP #

Using the KEY below, write the first letter of each of the groups you chose in order here.

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These three letters, in this order, form your unique career code.

You can visit onetonline.org/explore/interests and select the categories that match your code to learn about careers that might interest you.

GROUP 1 = Realistic Group**GROUP 2 = Investigative Group****GROUP 3 = Artistic Group****GROUP 4 = Social Group****GROUP 5 = Enterprising Group****GROUP 6 = Conventional Group**

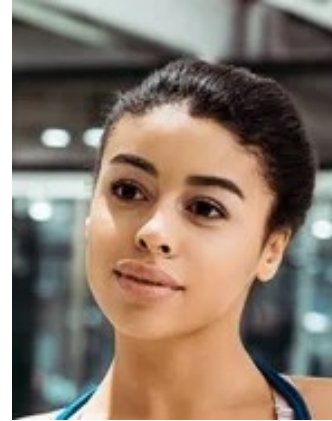
Adapted from What Color Is Your Parachute?, Richard Bolles, Ten Speed Press, and the Holland code career theory.

All About Me Questionnaire

What kind of jobs would best fit your personality and abilities? Would you rather work with numbers or work with people? Work with your hands or work with ideas? Learn more about yourself by completing this questionnaire. **Put a check next to every item that is true of you.** (If the statement is not true about you, leave the space blank.) Then add your total score for each category.

Category # 1

I like to play team sports.	
I like to operate tools and machinery.	
I like to work outdoors.	
I like to work on cars.	
I like to work with my hands.	
I like to fix things.	
I like to get things done.	
I like to be physically active.	
TOTAL SCORE CATEGORY # 1	



Category # 2

I like to use scientific information to solve problems.	
I like to figure things out.	
I can often suggest a better way to accomplish a task.	
I like to work alone rather than with groups of people.	
I like to perform science experiments.	
I pay close attention to details.	
I like to solve complex problems.	
I like to work with ideas more than people or things.	
TOTAL SCORE CATEGORY # 2	

Category # 3

I like to make gifts or crafts for friends and family.	
I like to write stories or poems.	
I write in a journal or diary.	
I like to play a musical instrument or sing.	
I am more of a free spirit than a person who wants to follow rules.	
I like to decorate.	
I like to perform in plays.	
I like to take pictures that really capture a person's personality.	
TOTAL SCORE CATEGORY # 3	

Category # 4

I like to do volunteer service.	
I like working with people rather than things.	
I like to help people with their problems.	
I would enjoy working with kids or teens in a summer camp.	
I like to teach people or explain things to them.	
I would like helping students pick their high school courses.	
I like to help people make decisions.	
I like working in groups more than working by myself.	
TOTAL SCORE CATEGORY # 4	



Photo adapted from Allison Shelley, All4Ed

Category # 5

I like to lead a team of people.	
I like to persuade people to do things.	
I would like to sell things or promote ideas.	
I tend to be assertive, not shy.	
I am not afraid to take risks to accomplish something.	
I am a good talker.	
I like to work with people and data.	
I would like to supervise other people.	
TOTAL SCORE CATEGORY # 5	

Category # 6

I like to be organized and precise.	
I keep track of my money and how I spend it.	
I am a practical, down-to-earth person.	
I like to make lists.	
I like to solve math problems and work with numbers.	
I am good with details.	
I like to follow the rules.	
I like to follow clearly defined procedures.	
TOTAL SCORE CATEGORY # 6	

My Holland Categories are...

Category with the highest score: # _____

Category with the next highest score: # _____

Your teacher will tell you the Holland code name for each category.

I am _____ and _____.



My Career Investigation Planner

My top Holland career codes are _____

I want to learn more about the following careers (please list **at least three**):

1. _____
2. _____
3. _____
4. _____
5. _____

Which Jobs Are Right for Me?

Resource List

Note to Teacher: For students to access these links, they will need access to the document on a computer with internet access.

Which Holland Career codes best fit your unique personality? Some careers for each category are listed below, linked to a Wikipedia article providing more information. Look for career names that sound interesting to you, and explore to learn more. If you were strong in more than one Holland category, look for job titles listed under both of them. And remember, this is just a starting place! If you open the link for one career, you will usually find many other related opportunities.

REALISTIC Do you enjoy working with your hands or body, with tools, machines, and things? Do you tend to be practical and enjoy working with concrete objects? If so, you may be in the REALISTIC category.

- | | | |
|---|--|---|
| • Actor | • Environmental scientist | • Paramedic |
| • Animator | • Fashion designer | • Personal trainer |
| • Architect | • Fashion model | • Pharmacist |
| • Artist | • Filmmaker | • Photographer |
| • Athlete | • Firefighter | • Physical therapist |
| • Bartender | • Game designer | • Pilot |
| • Carpenter | • Graphic designer | • Police officer |
| • Caterer/chef | • Horticulturist/ gardener | • Radiologist |
| • Computer artist | • Information technologist | • Sculptor |
| • Computer scientist | • Interior designer | • Soldier |
| • Cosmetologist/ Make-up artist | • Laborer | • Surgeon |
| • Costume designer | • Librarian | • Veterinarian |
| • Dancer | • Martial artist | • Web developer/ Web designer |
| • Dentist | • Mechanic | • Webmaster |
| • Driver (bus, truck) | • Mechanical engineer | • Waiter/waitress |
| • Engineer | • Musician | |
| • Electrician | • Nurse | |
| | • Optometrist | |

INVESTIGATIVE Are you a thinker who likes to gather a lot of information before making decisions? Do you like to work with theories, learn new information, and analyze things? You are probably Investigative.

- [Computer scientist](#)
- [Economist](#)
- [Engineer](#)
- [Financier](#)
- [Lab worker](#)
- [Lawyer](#)
- [Librarian](#)
- [Mathematician](#)
- [Pharmacist](#)
- [Physician \(medical doctor\)](#)
- [Professor](#)
- [Computer programmer](#)
- [Psychologist](#)
- [Psychiatrist](#)
- [Public health worker](#)
- [Researcher/ scholar](#)
- [Scientist](#)
- [Statistician](#)
- [Surgeon](#)
- [Teacher](#)

ARTISTIC Do you like to create things? Are you original, independent, and creative? Are you a creative problem solver? You may fall into the Artistic category.

- [Actor](#)
- [Architect](#)
- [Art teacher](#)
- [Animator](#)
- [Audio engineer](#)
- [Author/poet](#)
- [Choreographer](#)
- [Dancer](#)
- [Drama teacher](#)
- [Exhibit designer](#)
- [Floral designer / florist](#)
- [Illustrator](#)
- [Interior designer](#)
- [Merchandise displayer](#)
- [Musician/singer/ songwriter](#)
- [Music teacher](#)
- [Painter/graphic designer](#)
- [Pastry chef](#)
- [Photographer](#)
- [Screenwriter](#)
- [Special effects technician](#)
- [Translator](#)
- [Writer](#)

SOCIAL Do you like to cooperate with people and help others? Are you a good team player? Do people describe you as nurturing? The following careers might be interesting to you:

- [Activist/social justice worker](#)
- [Advisor](#)
- [Art therapist](#)
- [Caretaker](#)
- [Civil rights lawyer](#)
- [Clinical social worker](#)
- [Community organizer](#)
- [Counselor](#)
- [Clergy](#)
- [Dance therapist](#)
- [Drama therapist](#)
- [Educator](#)
- [Human rights worker](#)
- [Nurse](#)
- [Nutritionist](#)
- [Philanthropist](#)
- [Physician \(medical doctor\)](#)
- [Psychologist](#)
- [Psychiatrist](#)
- [Receptionist](#)
- [Philosopher](#)
- [Special education teacher](#)
- [Speech-language pathologist](#)
- [Teacher](#)
- [Trainer \(business\)](#)
- [Translator/ Interpreter](#)

ENTERPRISING Do you like to persuade people? Are you good at selling things or telling other people what to do? Do you like competition and having a chance to be the leader? Do you prefer to focus on the big picture rather than handle small details? These careers might be a good fit for you:

- [Advertising writer/artist](#)
- [Bartender](#)
- [Businessperson](#)
- [Buyer](#)
- [Communications director](#)
- [Economist](#)
- [Entrepreneur](#)
- [Event manager](#)
- [Fashion designer](#)
- [Fashion model](#)
- [Hospitality manager](#)
- [Human resources worker](#)
- [Insurance salesperson](#)
- [Investment banker](#)
- [Journalist](#)
- [Lawyer](#)
- [Lobbyist](#)
- [Marketer](#)
- [Manager](#)
- [Management consultant](#)
- [Politician](#)
- [Professor](#)
- [Publicist](#)
- [Public administrator](#)
- [Public affairs director](#)
- [Public relations director](#)
- [Public policy worker](#)
- [Public speaker](#)
- [Realtor](#)
- [Retailer](#)
- [Stockbroker](#)
- [Salesperson](#)
- [Trainer \(business\)](#)
- [Travel agent](#)

CONVENTIONAL Are you precise, efficient, and orderly? Do you pay close attention to details and like to keep things organized? Do you like working with data? These jobs might appeal to you:

- [Accountant](#)
- [Administrator](#)
- [Administrative assistant](#)
- [Banker](#)
- [Bank teller](#)
- [Bookkeeper](#)
- [Businessperson](#)
- [Cashier](#)
- [Clerk](#)
- [Copy editor](#)
- [Computer scientist](#)
- [Desktop publisher](#)
- [Economist](#)
- [Engineer](#)
- [Financier](#)
- [Instructional technologist](#)
- [Investment banker](#)
- [Librarian](#)
- [Information technologist](#)
- [Manager](#)
- [Mathematician](#)
- [Office manager](#)
- [Payroll manager](#)
- [Pharmacist](#)
- [Proofreader](#)
- [Secretary](#)
- [Statistician](#)
- [Technical writer](#)