

**GCIS O\*NET Interest Profiler**  
**8<sup>th</sup> Grade Career Development Advisement Activity #1**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

1. Knowledge of the influence of a positive self-concept
  - Describe personal likes and dislikes
4. Knowledge of the benefits of educational achievement to career opportunities
  - Describe how aptitudes and abilities relate to broad occupational groups
5. Understand the relationship between work and learning
  - Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations
6. Skills to locate, understand, and use career information
  - Identify various ways that occupations can be classified
  - Demonstrate skills in using school and community resources to learn about occupational groups

**Goal:**

Students will use GCIS O\*NET Interest Profiler to assess their preferences for certain work activities and investigate careers that match their interests.

**Objectives:**

- Understand the connection between personal interests and career choices
- Use GCIS as a source for career information

**Materials:**

- 8<sup>th</sup> Grade Career Development Advisement Activity #1 handout - **GCIS O\*NET Interest Profiler**
- Pen or pencil

**Activity:**

1. *Greet students:* “Welcome to advisement. I hope all of you have completed all the advisement assignments given to you over the past two years (6<sup>th</sup> and 7<sup>th</sup> grade). In the spring you and your parents or guardians will have an opportunity to select your high school classes. Your selections will be based on a career goal. Planning is critical when you make class selections at the high school. If you have not been keeping up with the assignments, I hope you will let me know and I can assist you in getting caught up. Today we’re going to investigate work activities and your individual preferences for certain types of work activities. Raise your hand if you like animals.” *Allow time for students to respond.* “What kinds of occupations involve working with animals?” *Write student responses on the board. Possible answers: animal caretaker, animal control workers, animal trainer, animal breeder, biologist, farm worker, fish and game warden, forest and conservation worker, park ranger, poultry farmer, veterinarian, veterinary assistant, zoologist.*
2. “What do you think work activities are?” *Answer: The tasks specific to a particular job.* “Let’s relate them to the occupations we’ve listed here. What are some of the work activities involved in being an animal caretaker?” *Allow time for students to answer, then offer the following: check animals for signs of illness; clean and disinfect cages, pens, and yards;*

- feed, water, exercise, clean, and groom animals; give prescribed treatments or medications according to instructions; and record information about each animal on charts or in files.*
3. *Go through other occupations on the board listing work activities if needed to ensure students understand what work activities are. You may relate school-work activities, such as being on time to class, staying on task, bringing work materials to class.*
  4. *Ask students: "What sort of work activities do you prefer? Think about these questions. Would you rather work at a desk with information or be out front entertaining people? Would you rather follow procedures and routines or take risks? Would you rather work with tools and machinery or give advice and help people?" Allow time for students to discuss each question and use your own job as a teacher to explain your work activities and why you prefer those types of activities to others.*
  5. *Distribute the **GCIS O\*NET Interest Profiler Handout #1**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and how important it is they keep up with the assignments.*

**Evaluation:**

Students will be evaluated on their participation in the class discussions and on their handouts.

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8<sup>th</sup> Grade Career Development Advisement Activity #1  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_ Due Date \_\_\_\_\_

The **O\*NET Interest Profiler** helps you find out what your interests are and how they relate to the world of work. It does this by asking you to answer questions that represent important interest areas. Your **Interest Profiler** scores will help you identify your strongest work-related interests. Knowing your work interests can help you decide what kinds of jobs and careers you want to explore.

**Remember:** Your interests are just part of the information you can use to explore careers. Other things - such as your **abilities, work values, experience, education, and motivation** - are also important to consider in exploring careers. The more aspects of yourself you use to explore careers, the better chance you have of finding satisfying work.

### Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, and then click on **My GCIS Favorites**.
3. Click on **O\*NET Interest Profiler** on the left under **Occupations & Employment** then click it again on the right.
4. Read the directions carefully and follow the instructions to complete the activity.
5. Once you've received your results, explore the various careers listed under your strongest areas of interest and click on **Save Answers to My GCIS Favorites in My Portfolio** to record the information you've collected in your **GCIS portfolio**.
6. How do the results from the **O\*NET Interest Profiler** compare to other interest assessments you've taken? Record the information in your **GCIS portfolio**.
7. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor.
  - In which interest areas did you have the highest scores?
  - Which occupations in those interest areas were most appealing to you?
  - Do you plan to pursue a career in those interest areas? Why or why not?
  - What did you learn about yourself by completing this activity?

