

GCIS My Portfolio Update
8th Grade Career Development Advisement Activity #2
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 to review and update their portfolios.

Objectives:

- Understand the need to review and update portfolio information
- Use GCIS as a source for career information

Materials:

- Slips of paper
- 8th Grade Career Development Advisement Activity #2 handout – **GCIS My Portfolio Update**
- Pen or pencil

Activity:

1. *Greet students: “Welcome to advisement. I hope you enjoyed the last career-related activity, O*Net Interest Profiler. What did you learn about yourself?” Allow students to respond. “Did you record your results in your GICS Portfolio? Today we’re going to play the Salad Game. I want everyone to write down one thing that they really love in a salad. Don’t ask any questions; just write down your choice.” Pass out the slips of paper to the students.*
2. *Allow time for students to respond and hand in their choices. Look them over and find some awful combinations, such as fruit and onions or radishes and pineapple. (If you don’t get awful combinations, it’s okay to make-up some for this game.) Call out the awful combinations and ask, “Is there something we should have done before we started putting this salad together?” Answer: “Planning. We should have planned what type of salad we were going to make before we started.”*
3. *Ask students what other sorts of endeavors require planning and write their answers on the board. If students don’t give this response add it yourself: Planning for classes in high school.*
4. *Point out to students that if they don’t have a plan for high school based on who they are and where they’re going, they’re never going to get there. Have students review the type of things*

they know about themselves based on assessments they've taken through the years. Ask:

“How does this information help you plan?” Allow time for students to answer the question.

- 5. Tell students they will be updating their GCIS portfolios with the idea of planning for high school. Distribute the student handout, **GCIS My Portfolio Update**, go over the directions for the activity, answer questions from students and ensure that they understand the assignment and when it is due.*

Evaluation:

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

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Student name: _____

Advisor: _____

Date: _____ Due Date _____

Now that you're an eighth grader it's more important than ever that you take time to reflect on who you are - what your interests are, what you're good at, what you like doing - and think about where you're going. The short answer is: You're going to high school where there are all sorts of opportunities to **GO** with your strengths and interests . . . and an equal number of opportunities to crash and burn. Planning can make the difference between failure, so-so and success. The old saying, "Fail to plan, then plan to fail" is true!

That's where your portfolio can come in handy. It contains a wealth of information you've gathered and recorded and provides you with the perfect opportunity to reflect, update, re-examine, and validate who you are, where you're going, and how you're going to get there.

Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu** and review the contents of your portfolio beginning with your personal information. Update any information that's needed throughout.
3. Once you've reviewed your information, don't forget to save any new information in your portfolio.
4. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the next advisement session.
 - Which assessment offered the most valuable information to you? Why?
 - Did your portfolio reflect your current interests? How have your interests changed?
 - Which diploma seal will you pursue in high school: College preparatory, Technology/Career-preparatory, College preparatory with Distinction, Technology/Career-preparatory with Distinction, or a Dual Seal?

One-Step-Beyond Option: Log on to the website of the high school you'll be attending. Work with your parents to examine what's required for the five diploma seals listed above. Let your parents/guardian assist you in making these important decisions. They want what is best for you. Good decision-making is based on good, accurate, current information and GCIS can help you and your parents with this task. (You may also want to check out: www.GAcollge411.org for more info!)