

GCIS Occupation Sort Revisited
9th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Understanding the influence of a positive self-concept
 - Identify and appreciate personal interests, abilities, and skills
 - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
5. Understand the relationship between work and learning
 - Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations
6. Skills to locate, evaluate, and interpret career information
 - Describe the educational requirements of various occupations
 - Demonstrate use of a range of resources
9. Skills to make decisions
 - Demonstrate responsibility for making tentative educational and occupational choices
 - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
 - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning.
 - Describe school and community resources to explore educational and occupational choices

Goal:

Students will use GCIS Occupation Sort to assess their preference for certain occupation characteristics and investigate careers that match their interests.

Objectives:

- Understand how individual characteristics relate to achieving personal, social, educational, and career goals
- Use GCIS as a source for career information
- Make tentative educational and occupational choices based on assessments

Materials:

- 9th Grade Career Development Advisement Activity #1 handout - **GCIS Occupation Sort Revisited**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. This activity will be the first of four career related activities this year. I hope you are feeling good about being in high school. Remember you are beginning to prepare for the next step after high school and that step will depend on a career choice. Some of you may need a 4-year degree to get the job you want, or some of you may need a certificate or diploma from a technical college, or perhaps some of you can get the training and education you need in the military. It is important that you all understand

just how important postsecondary training and education is for today's workforce. After all, you will be expected to work and the type of job you work will determine your life style. Today we're going to discuss changes and the need to re-evaluate your interests and skills as you grow and mature. What did you think high school was going to be like when you were in middle school? What would you say about it now?" *Allow time for students to discuss the questions and write down their responses on the board.*

2. "What kind of career did you want when you were in middle school?" *Allow time for discussion and then ask: "What about now? Have you changed your mind? Why or why not?" Allow time for discussion and ensure that students understand that interest and ideas may change over time with new information and a better understanding of individual abilities and interests. It is important that students understand that their likes and dislikes will determine the type of jobs that might be interesting. If a person works a job they don't enjoy, they are usually an unhappy worker. For example, if a person enjoys being outside and work inside all the time, they would not be a very happy worker. So, it is much better to learn about yourself, so you can choose a job that fits you. GCIS can assist you in that process.*
3. "When you were in middle school you completed the GCIS Occupation Sort Classic activity and recorded those results in your portfolio. What I'd like you to do before the next advisement session is to revisit Occupation Sort, complete the activity based on your current interests and preferences and compare your new results to your middle school results."
4. *Distribute the **GCIS Occupation Sort Revisited** handout # 1 and go over the directions for the activity. Answer questions from students, 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 _____

GCIS Occupation Sort describes 28 occupational characteristics in a variety of areas such as the amount of physical activity, attention to detail, use of math and science, and the level of education you plan to attain. You decide which characteristics are important to you. Your answers to each question will narrow the list of occupations suitable for your given preferences. Once you've completed the activity, you can request your results and review the list of occupations generated by your responses. Be sure to click on **Save Answers to My GCIS Favorites in My Portfolio** at the top right of the web page to keep your portfolio current. Remember your portfolio helps you in the planning process.

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 **Occupation Sort** on the left under **Occupations & Employment**, and then click it again on the right.
4. Find the results of your middle school assessment and print out the pertinent pages.
5. Read the directions carefully and follow the instructions to complete the activity.
6. You can review your responses, view the list of occupations on your list, or change your responses. The **Start Over** option will erase all your responses and put all the occupations back on your list.
7. Once you've received your results, click on the **Save Answers to My GCIS Favorites in My Portfolio**.
8. Explore the various careers generated by your responses and compare them to your previous results in middle school.
9. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the due date. **Remember-fail to plan, plan to fail.**
 - Which occupation clusters did your list of occupations include?
 - How do these results compare to your middle school results? What does this tell you about yourself?
 - What's the most appealing occupation on your list? Why is it the most appealing?

