

## **Developing a Future Pathway: Sample Lesson**

Level: ESL / ABE Advanced

Topic: Informational Interviews

# Table of Contents

---

TIF Developing a Future Pathway Snapshot .....	2
TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side .....	3
TIF-ing a Lesson Grid .....	5
Pre A-C-E-S Lesson Plan .....	6
Pre A-C-E-S Lesson Materials .....	8
Post A-C-E-S Lesson Plan .....	9
Post A-C-E-S Lesson Materials .....	11

## Transitions Integration Framework (TIF) Snapshot

**Developing a Future Pathway (DFP):** Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future.

**Skill 1:** Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway  
**SWBAT...**

**Sub Skills:**

- ☐ a. Recognize and use vocabulary related to skills, values and beliefs
- ☐ b. Identify personal interests
- ☐ c. Reflect on successes and challenges to identify skills and aptitudes
- ☐ d. Recognize how one's values and beliefs impact choices regarding a future pathway

**Skill 2:** Explore available options in order to identify one's future pathway  
**SWBAT...**

**Sub Skills:**

- ☐ a. Link personal skills and interests to various careers or community opportunities
- ☐ b. Explore the job market and current employment trends
- ☐ c. Conduct research on community resources, education, and training options

**Skill 3:** Effectively complete the steps needed to enter into a selected pathway  
**SWBAT...**

**Sub Skills:**

- ☐ a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career
- ☐ b. Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information)
- ☐ c. Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

## TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side (Advanced)

Pre A-C-E-S	Post A-C-E-S
<p><b>Warm-up:</b> NA</p>	<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>Students (Ss) explore various careers online (MyMNCareers.org) and fill in information on chart.</li> <li>Ss share and discuss their findings in small groups. Ask Ss to give examples of how to get more information on the careers they explored.</li> </ul>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Explain to Students (Ss) that they are going to have an opportunity to practice doing an informational interview with people working in the building or in the program. The Ss will conduct the informational interviews in groups of two or three. (Teacher note: it is ideal to have a list of possible interviewers with room number and availability to make the best use of time.)</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Try to elicit Ss to discuss informational interview as one example of getting more information on a career or field – if it is not mentioned, bring it to their attention.</li> <li>Explain to Ss that they will do a jigsaw reading on Informational Interviews. There are 4 sections with different details of an informational interview. Ss will learn the information to become content experts and then present to the class.</li> <li>Put Ss into 4 groups – A, B, C, D</li> <li>Distribute the various parts of the handout to the groups. They will follow the directions.</li> <li>Ss present to the class their sections</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Brainstorm with Ss a list of questions that they might want to ask someone to find out more about a particular job and record the list on the board. (i.e.: “Where do you work? What are your hours? Do you like your job?” etc.)</li> <li>The interviews should take only about ten minutes unless the person being interviewed wants to continue talking.</li> <li>Model how to approach people to ask for an interview. (Note for ELL/ESL/ESOL classes: In addition to role-playing the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)</li> <li>Distribute and review the Informational Interview Log Ss will fill in during the informational interview. For question #6, Ss can add in a question based on the list generated in class.</li> <li>Help Ss complete the interviews and fill in charts as needed.</li> </ul>	<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Explain to Ss that they are going to have an opportunity to practice doing an informational interview with people working in the building or in the program. The Ss will conduct the informational interviews in groups of two or three. (Teacher note: it is ideal to have a list of possible interviewers with room number and availability to make the best use of time.)</li> <li>Brainstorm with Ss a list of additional questions that they might want to ask someone to find out more about a particular job and record the list on the board. (i.e.: “Did you volunteer in this job or field? Did you do research on the job?”)</li> <li>The interviews should take only about ten minutes unless the person being interviewed wants to continue talking.</li> <li>Model how to approach people to ask for an interview. (Note for ELL/ESL/ESOL classes: In addition to role-playing the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)</li> <li>Distribute and review the Informational Interview Log Ss will fill in during the informational interview. For question #6, Ss can add in a question based on the list generated in class.</li> </ul>

<p><b><u>Independent Practice:</u></b></p> <ul style="list-style-type: none"> <li>Ss will seek someone in the building or in the program to interview.</li> <li>Each group of Ss will decide whom to interview. The group can decide who will take notes during the interview and who will ask questions. Allow a half-hour for the groups to find someone and conduct the interview in the building.</li> <li>The groups should report back to class and complete their logs. Then all groups take turns sharing what they learned.</li> <li>Large group discussion questions include: <ul style="list-style-type: none"> <li><i>What was easiest about doing the interview? What was hardest?</i></li> <li><i>What would you do differently?</i></li> <li><i>What additional questions did you ask?</i></li> <li><i>Who would you like to interview in the community to learn more about jobs you are interested in?</i></li> </ul> </li> </ul>
<p><b><u>Extension:</u></b> NA</p>
<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>Ss complete the logs with information gathered from the interview.</li> <li>Check through the questions Ss generated and filled in on their logs.</li> </ul>

<ul style="list-style-type: none"> <li>Help Ss complete the interviews and fill in charts as needed.</li> <li>Note: If Ss are apprehensive, you may have them ask you questions to make Ss more comfortable about the process.</li> </ul>
<p><b><u>Independent Practice:</u></b></p> <ul style="list-style-type: none"> <li>Ss will seek someone in the building or in the program to interview.</li> <li>Each group of Ss will decide whom to interview. The group can decide who will take notes during the interview and who will ask questions. Allow a half-hour for the groups to find someone and conduct the interview in the building.</li> <li>The groups should report back to class and complete their logs. Then all groups take turns sharing what they learned.</li> <li>Large group discussion questions include: <ul style="list-style-type: none"> <li><i>What was easiest about doing the interview? What was hardest?</i></li> <li><i>What would you do differently?</i></li> <li><i>What additional questions did you ask?</i></li> <li><i>Who would you like to interview in the community to learn more about jobs you are interested in?</i></li> </ul> </li> </ul>
<p><b><u>Extension Activities</u></b></p> <ul style="list-style-type: none"> <li>Help Ss to write a thank you letter or e-mail. They can include additional follow-up questions requesting more information about the person's job.</li> <li>Ss can conduct another informational interview in a career area of their choice and report back to the class.</li> <li>Ss prepare a 5-slide PowerPoint or Prezi presentation using technology for the class in which they give details (including images) about the person's job.</li> <li>Ss fill out Know Your Interests chart and search for careers that match their interests.</li> </ul>
<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>Evaluate the information Ss gathered from the informational interviews.</li> <li>Evaluate the PowerPoint presentation using the assessment.</li> </ul>

### Sample TIF-ed Lesson (Advanced)

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	NA	DFP: <i>1b</i>		
<u>Introduction:</u>	DFP: 3c	DFP: <i>2b</i> ; 3c		
<u>Guided Practice:</u>	DFP: 3c	DFP: <i>2b</i> ; 3c EC: <i>1e</i>		
<u>Independent Practice:</u>	DFP: 3c EC: 1e	DFP: <i>1b</i> ; <i>2a</i> ; <i>2b</i> ; <i>2c</i> ; 3c EC: 1e		
<u>Extension:</u>	NA	DFP: <i>2a</i> , <i>2b</i> ; 3a EC: <i>1a</i> ; <i>1e</i> ; <i>2b</i> LS: <i>4a</i> , <i>4c</i> , <i>4d</i> , <i>4e</i> , <i>4f</i>		
<u>Assessment:</u>	DFP: 3c	DFP: <i>2b</i> ; 3c EC: <i>2c</i>		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Understand the idea and structure behind an informational interview.
2. Practice generating appropriate questions and recording them in an interview log.
3. Practice asking questions and recording answers in log during informational interview.
4. Review informational interview process and possibly add to it.

### **TIF Objectives:**

**DFP 3c.** Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews).

### **Warm up: NA**

### **Introduction:**

- Explain the basic concept of an interview to Ss. (*To get information about places of work. To help you make informed choices about where you want to work and what kind of job you want. To create a network of contacts.*)
- Brainstorm with Ss a list of questions that they might want to ask someone to find out more about a particular job and record the list on the board. (i.e.: “Where do you work? What are your hours? Do you like your job?” etc.)
- Explain to Ss that they are going to have an opportunity to practice doing an informational interview with people working in the building or in the program. The Ss will conduct the informational interviews in groups of two or three. (Teacher note: it is ideal to have a list of possible interviewers with room number and availability to make the best use of time.)
- The interviews should take only about ten minutes unless the person being interviewed wants to continue talking. Model a partner interview with a volunteer from the class. Ask a question and record the partner’s response on the partner interview chart.

### **Guided Practice:**

- Model how to approach people to ask for an interview. (Note for ELL/ESL/ESOL classes: In addition to role-playing the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)
- Distribute and review the Informational Interview Log. For question #6, Ss can add in a question based on the list generated in class.
- Model how to approach people to ask for an interview. (Note for ELL/ESL/ESOL classes: In addition to modeling how to approach the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)
- Help Ss complete the interviews and charts as needed.

### **Independent Practice:**

- Ss will seek someone in the building or in the program to interview.
- Each group of Ss will decide whom to interview. The group can decide who will take notes during the interview and who will ask questions. Allow a half-hour for the groups to find someone and conduct the interview in the building.

- The groups should report back to class and complete their logs. Then all groups take turns sharing what they learned.
- Large group discussion questions include:
  - *What was easiest about doing the interview? What was hardest?*
  - *What would you do differently?*
  - *What additional questions did you ask?*
  - *Who would you like to interview in the community to learn more about jobs you are interested in?*

**Extension:** NA

**Assessment:**

- Ss complete the logs with information gathered from the interview.
- Check through the questions Ss generated and filled in on their logs.

**Pre A-C-E-S Lesson Materials****Informational Interview Log**

*Name of Contact:* \_\_\_\_\_ *Business:* \_\_\_\_\_

*Job Title:* \_\_\_\_\_

*Address:* \_\_\_\_\_ *Telephone Number:* \_\_\_\_\_

*Email Address:* \_\_\_\_\_

*Date of Meeting:* \_\_\_\_\_

**Questions to ask:**

1. What do you do in a typical workday? \_\_\_\_\_

\_\_\_\_\_

2. How did you get started in the job? What experience, education, training, and skills did you need?

\_\_\_\_\_

3. What do you like most about your work? \_\_\_\_\_

\_\_\_\_\_

4. What would you most like to change about your work? \_\_\_\_\_

\_\_\_\_\_

5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?) \_\_\_\_\_

\_\_\_\_\_

6. Other question: \_\_\_\_\_

\_\_\_\_\_

*adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>*



## **Post A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Learn about career options in career clusters in an online format
2. Understand the idea and structure behind an informational interview.
3. Practice generating appropriate questions and recording them in an interview log
4. Practice asking questions and recording answers in log during informational interview
5. Review informational interview process and possibly add to it.

### **TIF Objectives:**

- DFP 1b.** *Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway* – Identify personal interests.
- DFP 2a.** *Explore available options in order to identify one's future pathway* - Link personal skills and interests to various careers or community opportunities
- DFP 2b.** *Explore available options in order to identify one's future pathway* – Explore the job market and current employment trends
- DFP 2c.** *Explore available options in order to identify one's future pathway* – Conduct research on community resources, education, and training options
- DFP 3c.** *Effectively complete the steps need to enter into a selected pathway* - Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews).

### **Warm up:**

- Ss explore various careers online (MyMNCareers.org or isseek.org or careeronestop.org) and fill in information on chart.
- Ss share and discuss their findings in small groups. Ask Ss to give examples of how to get more information on the careers they explored.

### **Introduction:**

- Try to elicit Ss to discuss informational interview as one example of getting more information on a career or field – if it is not mentioned, bring it to their attention.
- Explain to Ss that they will do a jigsaw reading on Informational Interviews. There are 4 sections with different details of an informational interview. Ss will learn the information to become content experts and then present to the class.
- Put Ss into 4 groups – A, B, C, D
- Distribute the various parts of the handout to the groups. They will follow the directions.
- Ss present their sections to the class while other Ss take notes
- Check for comprehension orally to review of the main points covered in each section

### **Guided Practice:**

- Explain to Ss that they are going to have an opportunity to practice doing an informational interview with people working in the building or in the program. The Ss will conduct the informational interviews in groups of two or three. (Teacher note: it is ideal to have a list of possible interviewers with room number and availability to make the best use of time.)

- Brainstorm with Ss a list of additional questions that they might want to ask someone to find out more about a particular job and record the list on the board. (i.e.: “Did you volunteer in this job or field? Did you do research on the job before you began working?”)
- The interviews should take only about ten minutes unless the person being interviewed wants to continue talking.
- Model how to approach people to ask for an interview. (Note for ELL/ESL/ESOL classes: In addition to role-playing the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)
- Distribute and review the Informational Interview Log Ss will fill in during the informational interview. For question #6, students can add in a question based on the list generated in class.
- Help Ss complete the interviews and fill in charts as needed.
- **Note:** If Ss are apprehensive, you may have them ask you questions to make Ss more comfortable about the process.

### **Independent Practice:**

- Ss will seek someone in the building or in the program to interview.
- Each group of Ss will decide whom to interview. The group can decide who will take notes during the interview and who will ask questions. Allow a half-hour for the groups to find someone and conduct the interview in the building.
- The groups should report back to class and complete their logs. Then all groups take turns sharing what they learned.
- Large group discussion questions include:
  - *What was easy about doing the interview? What was hard or difficult?*
  - *What would you do differently?*
  - *What additional questions did you ask?*
  - *Who would you like to interview in the community to learn more about jobs you are interested in?*

### **Assessments:**

- Ss complete the chart with information gathered from their career exploration.
- Ss complete the logs with information gathered from the interview.
- Check through the questions Ss generated and filled in on their logs.

### **Extension:**

- Help Ss to write a thank you letter or e-mail. They can include additional follow-up questions requesting more information about the person’s job.
- Ss can conduct another informational interview in a career area of their choice and report back to the class.
- Ss prepare a 5-slide PowerPoint or Prezi presentation using technology for the class in which they give details (including images) about the person’s job. (see attached)
- Ss fill out Know Your Interests chart and search for careers that match their interests. (see attached)

## Post A-C-E-S Lesson Materials

### Warm-Up

### Exploring Careers

To learn about your career options, start with jobs that you know about or that seem interesting to you. It is helpful to write down information you find in one place, so write the information you find in the space below. Today you will look at two jobs that are of interest to you. Later, you can add more jobs that seem interesting to you, and then in the future choose the right options for you.

Use the MyMNCareers website to explore careers at:

(<http://www.iseek.org/mymncareers/finish-school/find-careers-tool.html>)

Job Title	Description	Education/Training Needed	Wage Ranges & Outlook	Other Information

**Additional Notes:**

---

**Teacher Directions for Jigsaw Reading**

- 1) Put students into 4 groups labeled A, B, C, D.
- 2) Hand out one section A of the reading to group A, handout out section B to group B and so on so each of the 4 groups has their own labeled reading.
- 3) Ask each group of students to read their section (A, B, C, D) silently and then share their findings within their group. Explain how they are reading to become experts of the material and then to share their knowledge from their section with the other groups.
- 4) Tell students when they are done reading silently, they should turn their papers over and discuss what their section is about to others in their group. They should also discuss how they would like to present the materials to the other groups. Explain that the other groups will have to take notes in order to understand. Remind students they should not read directly from their own section. They should paraphrase the information and present it to the class.
- 5) After groups have read and discussed their section, each group will present their section of the reading to the class. The other groups will take notes (on attached worksheet or in note book) of the material presented.

## Informational Interview Guide – Student Presentations

### Student Group A

**Directions:**

*Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present the information to the other groups. Make a plan on how you will present the information. You should try to paraphrase (use your own words) the material rather than read it word by word.*

**What?**

An informational interview involves talking with people who are currently working in a particular field or career cluster to gain a better understanding of an occupation or industry. An informational interview is *not* a job interview. It is a way to better understand what is needed in career and is a way to build a network of contacts in that field.

**Why?**

1. To get information about places of work
2. To help you make informed choices about where you want to work and what kind of job you want
3. To create a network of contacts

**Notes:**

---

---

---

---

*adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>*

## Informational Interview Guide – Student Presentations

### Student Group B

**Directions:**

*Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present the information to the other groups. Make a plan on how you will present the information. You should try to paraphrase (use your own words) the material rather than read it word by word.*

**Where to go? Who to speak with?**

1. With friends, family, neighbors, and acquaintances
2. People whose careers interest you or about which you are curious
3. Places where you would like to do an on-the-job training or job shadowing
4. People to whom you have been referred by your contacts

**How?**

Here's what to say to friends or family or anyone you want to interview:

- I'm collecting information about various fields of work.
- I'm really interested in the work that you do.
- I'm not looking for a job right now.
- I only need ten minutes of your time to ask you some questions.
- When is a convenient time for an interview?

**Notes:**

---

---

---

---

adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>

## Informational Interview Guide – Student Presentations

### Student Group C

**Directions:**

*Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present the information to the other groups. Make a plan on how you will present the information. You should try to paraphrase (use your own words) the material rather than read it word by word.*

**Interview Guidelines**

- You can write notes during the interview, although it is better to listen very carefully and then take notes as soon as you leave the interview.
- After 10 minutes is over, thank them for their time and the meeting. If **they** want to continue talking, you may continue the interview.
- Before you leave: Write down their name, job title, complete name of their company, address, and telephone number, or ask for their business card.
- Write them a thank-you note as a follow up to the informational interview. Be sure your name, address, and phone number appear in the note.

**More Tips**

- Be sure to be well groomed and neatly dressed.
- Make eye contact with the person to whom you are talking and smile when it is appropriate.
- Extend your hand when you are being greeted and shake hands firmly.
- Do not sit down until you have been invited to do so.
- Look around and notice your surroundings. Notice what you like and don't like about what you see, and be sure to put these observations into your notes.
- Try to relax and enjoy yourself!

**Notes:**

---

---

---

*adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>*

## Informational Interview Guide – Student Presentations

### Student Group D

#### Directions:

*Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present the information to the other groups. Make a plan on how you will present the information. You should try to paraphrase (use your own words) the material rather than read it word by word.*

#### Sample Questions

1. What do you do in a typical workday?
2. How did you get started in this job?
3. What experience, education, training, and skills did you need to get to this position?
4. What would you most like to change about your work?
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them.)

These questions should take no longer than 10 minutes to answer. Be professional, stay on topic, and do not talk about yourself and what you can or cannot do.

If you have extra time, you may want to ask any of the following questions:

- What types of training and qualifications does this company look for in their employees?
- Does your company take interns or job shadows?
- Who does the hiring here? What is the hiring process?

#### Notes:

---



---



---



---

*adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>*



## Informational Interview Guide – Student Presentations

### Notes from Student Presentations (for all students to use)

Group A:

**Notes:**

---

---

---

---

Group B:

**Notes:**

---

---

---

---

Group C:

**Notes:**

---

---

---

---

Group D:

**Notes:**

---

---

---

---

## Informational Interview Log

Name of Contact: \_\_\_\_\_ Business: \_\_\_\_\_

Job Title: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

### Questions to ask:

1. What do you do in a typical workday? \_\_\_\_\_

\_\_\_\_\_

2. How did you get started in the job? What experience, education, training, and skills did you need?

\_\_\_\_\_

3. What do you like most about your work? \_\_\_\_\_

\_\_\_\_\_

4. What would you most like to change about your work? \_\_\_\_\_

\_\_\_\_\_

5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?) \_\_\_\_\_

\_\_\_\_\_

6. Other question: \_\_\_\_\_

\_\_\_\_\_

*adapted from ICA Guide: <http://www.collegetransition.org/publications.icacurriculum.handouts.html>*

**Extension: Know Your Interests – Page 1 of 2**

Like skills, you should know which types of activities interest you. You can use the activities listed below to help match your interests to jobs.

**Directions:** Read each statement. Fill in the circle next to the activities that interest you. If you don't like to do an activity, leave that circle blank. When you are done, add the number of filled-in circles at the bottom of each column.

I Like To ...						
...do puzzles		<input type="radio"/>				
...work on cars	<input type="radio"/>					
...attend concerts, theaters, or art exhibits			<input type="radio"/>			
...work in teams				<input type="radio"/>		
...organize things like files, offices, or activities						<input type="radio"/>
...set goals for myself					<input type="radio"/>	
...build things	<input type="radio"/>					
...read fiction, poetry, or plays			<input type="radio"/>			
...have clear instructions to follow						<input type="radio"/>
...influence or persuade people					<input type="radio"/>	
...do experiments		<input type="radio"/>				
...teach or train people				<input type="radio"/>		
...help people solve their problems				<input type="radio"/>		
...take care of animals	<input type="radio"/>					
...have my day structured						<input type="radio"/>
...sell things					<input type="radio"/>	
...do creative writing			<input type="radio"/>			
...work on science projects		<input type="radio"/>				
...take on new responsibilities					<input type="radio"/>	
...heal people				<input type="radio"/>		
...figure out how things work		<input type="radio"/>				
...put things together or assemble models	<input type="radio"/>					
...be creative			<input type="radio"/>			
...pay attention to details						<input type="radio"/>
...do filing or typing						<input type="radio"/>
...learn about other cultures				<input type="radio"/>		
...analyze things like problems, situations, or trends		<input type="radio"/>				
...play instruments or sing			<input type="radio"/>			
...dream about starting my own business					<input type="radio"/>	
...cook	<input type="radio"/>					
...act in plays			<input type="radio"/>			
...think things through before making decisions	<input type="radio"/>					
...work with numbers or charts		<input type="radio"/>				
...have discussions about issues like politics or current events				<input type="radio"/>		
...keep records of my work						<input type="radio"/>
...be a leader					<input type="radio"/>	
...work outdoors	<input type="radio"/>					
...work in an office						<input type="radio"/>
...work on math problems		<input type="radio"/>				
...help people				<input type="radio"/>		
...draw			<input type="radio"/>			
...give speeches					<input type="radio"/>	
	<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>

**Know Your Interests – Page 2 of 2**

**Directions:** Add the columns from the bottom of the previous page. Write down the number of filled circles for each letter here.

**R** = Realistic                      Total: \_\_\_\_\_  
**I** = Investigative                Total: \_\_\_\_\_  
**A** = Artistic                        Total: \_\_\_\_\_

**S** = Social                        Total: \_\_\_\_\_  
**E** = Enterprising                Total: \_\_\_\_\_  
**C** = Conventional               Total: \_\_\_\_\_

Your 2 – 3 Letter Holland Code Interest Profile (the 2 or 3 letters with the highest total)

\_\_\_\_\_

<b>R</b>	Realistic people are DOERS. They are often good at mechanical or athletic jobs. They like to work with things like machines, tools, or plants and they like to work with their hands. They are often practical and good at solving problems.
<b>I</b>	Investigative people are THINKERS. They like to watch, learn, and solve problems. They often like to work by themselves, tend to be good at math and science, and enjoy analyzing data.
<b>A</b>	Artistic people are CREATORS. They like to use their creativity and come up with new ideas. They usually want to work with fewer rules or less structure. They enjoy performing (theater or music) and visual arts.
<b>S</b>	Social people are HELPERS. They like to work directly with people rather than things. They enjoy teaching, counseling, or curing others. They are often good public speakers with helpful, kind personalities.
<b>E</b>	Enterprising people are PERSUADERS. They like to work with other people. They often like to influence, persuade, or perform for people. They like to lead. They tend to be assertive and enthusiastic.
<b>C</b>	Conventional people are ORGANIZERS. They are very detail oriented and like to work with data. They are often organized and good with numbers. They are also good at following instructions. They also like working in structured situations.

**Match Your Interests to Careers**

**Directions:** Use MyMnCareers.org, other career exploration websites, or talk to your teachers or job coaches to help you find career that match your interests. Write down occupations that match your interest here.

<b>Careers that Match My Interests</b>	
1.	4.
2.	5.
3.	6.

Materials adapted from MyMnCareers.org

**Extension – Student PowerPoint Presentation on Informational Interview**

As an extension, students can create a 5-slide PowerPoint presentation (or Prezi) on the career/job from their informational interview. This extension activity is an excellent way to enhance students' digital literacy and effective communication skills. A step-by-step lesson plan for this activity can be found, downloaded, and adapted to meet the needs of your students and classroom. The materials are located on Minneapolis Adult Education's website. An assessment for the presentation is included in the curriculum.

[http://abe.mpls.k12.mn.us/wf\\_exploring\\_careers\\_presentation\\_unit.html](http://abe.mpls.k12.mn.us/wf_exploring_careers_presentation_unit.html)