

# My Career Interests

---

## Job Exploration Counseling Benchmark:

Determined potential areas of vocational interest.

## Note to those providing this service:

These activities are developed in a way that allows the learner to gradually build upon their skills. Each student has different foundational skills so some students may need more support or instruction than others. With that being said, you can choose what activity you start with based on the learner's strengths and needs.



### Extended Pathways

Students who are interested or enrolled in career and technical education (CTE) or postsecondary education, regardless of disability (remember to presume competence!), may or may not need some of the information that seems introductory in nature. Take as much or little time as needed based on student knowledge. More specific activities related to CTE and postsecondary education are identified as extended activities and pathways.

## Preparation and Materials Needed:

- Know the student's knowledge or awareness regarding career paths (this helps with knowing how much time may need to be spent on an activity).
- Prepare needed assistive technologies and/or accommodations (ex. communication supports (visual, objects, pictures, voice output devices, etc.), physical supports/space access needs, vision supports, hearing supports, sensory needs/supports).
- Computer with internet (if not available, prepare to have printed copies of materials).
- Activity 1 has several options to consider. Be sure to review the options and come prepared to deliver to your students based on their needs or skills and access to technology.



### Print

- [Dream Job Reflection](#)
- [Career and Interests Worksheet](#)
- [Self Evaluation Worksheet](#)
- [Closing the Gap Worksheet](#)
- [Student Career Profile](#)



## Activities to Meet Benchmark:

---

### Activity 1: Exploring Your Interests

This activity aims to have student research a career of interest and identify various requirements.



**Discuss:** Let's create a list of careers or jobs that interest you. Refer to your interest inventory for ideas. [Note to Instructors: Write the list on the board for everyone to see.] Choose one career from the list to explore further. Navigate to [Career OneStop](#). As you research, consider if this career is a good fit for you. Think about your current classes and long-term goals. You can also use the [Career Clusters](#) information



**Review:** How students complete the [Dream Job Reflection worksheet](#) may vary based on available technology, time, and skills. Here are some options:

- 1. Instructor Assisted:** Instructors can look up students' career interests, download and print relevant information, which students can then use to complete the worksheet.
- 2. Guided Activity:** Instructors can guide students through the research process, using a sample career or in-demand jobs identified by the group. Students can then use this information to complete their worksheets.
- 3. Self-Research:** Students can independently research their chosen careers.



**Resource:** [Dream Job Reflection worksheet](#)



### Extending the Conversation

Students who have chosen a career or degree can use this worksheet if they are interested in gathering more information like job tasks, responsibilities, skills, education, and salary information. It also includes questions about whether your career of interest has various types of qualifications, referred to as stackable credentials. This may help with any discussions with your talk to your advisor



**Resource:** [Career and Interests Worksheet](#)



## Extended Pathways

### Activity 2: Using Self-Evaluation to Choose a Career

This activity aims to help students explore their preferences, needs, interests and strengths



**Watch:** [Using Self-Evaluation to Choose a Career \(1:30\)](#)



**Discuss:** Let's look at our individual interests, personality traits, personal values, and our skills to help narrow down our career path or to make sure that the path you are on fits your personal preferences. To do this, we are going to have to uncover what these are. You will have to reflect on current and past experiences to help answer these questions.

Knowing who we are, what we like to do and what we value can help us identify a career. Let's think about ourselves and list our own interests, personal characteristics, values and skills to help us in picking a career path or job that fits well!



**Resource:** [Self-Evaluation Worksheet](#)



**Resource:** Add to Your [Student Career Profile](#) - Self-Evaluation.

### Activity 3: Sharing Information

This activity aims to help student outline their plan to share what they have learned in Job Exploration Counseling with their team (guardian(s), academic advisors, guidance counselor, IEP team, etc.)



**Discuss:** You have learned a lot about yourself, your reasons to work, and what work you would like to do. When you have important information about yourself and your interests, you need to know who to share the information with.

- Who are you planning to share this information with?
- What are you going to share?
- Document your plan in your Student Career Profile.



**Resource:** Add to Your [Student Career Profile](#) - Sharing Information.



## Extended Pathways

### Activity: Reality Check

This activity aims to have students review their career interests and education path to identify any gaps.



**Discuss:** Using the careers you have identified in [Lesson 4: Career Paths and Job Opportunities](#), pick the career or careers you are most interested in pursuing. Then look at the [Self-Evaluation Worksheet](#) from Extended Pathways: Using Self-Evaluation to Choose a Career from earlier in this lesson to see what personal traits and skills you possess. Using these, answer the questions on [Closing the Gap](#) worksheet and develop an action plan on how you will achieve your dream job.

*[Note to Instructors: This activity helps students critically evaluate their career goals in relation to their current educational path, promoting proactive career planning and self-awareness. It's flexible enough to be used in various CTE programs or college majors while encouraging students to take ownership of their career development.]*



**Resource:** Add to Your [Student Career Profile](#) - Reality Check.



**Reflect:** Use the information you learned today to share your ideas on how to close the gap to achieve your dream job. People you can share this with are your parent(s) or guardian(s), academic advisors, guidance counselors, and IEP team.

Explore yourself and discuss with them if or how these activities might influence your educational or career plans moving forward.



**Resource:** [Closing the Gap worksheet](#)



### Wrap-Up:

We have covered a lot of information. You may hear some of this information again. Try to build on what you have learned each time. As you gain more experience, you may want to research one or two of the careers that you're interested in. You might want to look up job descriptions, find someone who works in that field, or think about what skills you need to develop. I encourage you to share the information you have learned about yourself, your 'why', and your interests with those you support you.