

Engaging Students in Self-Assessments: Active Learning Strategies for the Classroom

First Year Experience Conference 2015

Lesson Plans and Activities

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Writing Challenge

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Clifton StrengthsFinder® Quick Reference Card

Achiever	People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
Activator	People especially talented in the Activator theme can make things happen by turning thoughts into action. They may activate on thoughts, feelings, or decisions.
Adaptability	People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.
Analytical	People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
Arranger	People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
Belief	People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
Command	People especially talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness	People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
Consistency	People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear expectations and adhering to them.
Context	People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative	People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
Developer	People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
Discipline	People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.
Focus	People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic	People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Harmony	People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer	People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Individualization	People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Input	People especially talented in the Input theme have a need to collect and archive. They make collect information, ideas, history, or even relationships.
Intellection	People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
Maximizer	People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity	People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
Relator	People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility	People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative	People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance	People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
Significance	People especially talented in the Significance theme want to make a big impact. They are independent and sort projects based on the level of influence it will have on their organization and others around them.
Strategic	People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo	People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

StrengthsQuest Ice Breakers

Career/Academic: You are a first year student who isn't sure what to major in. Your parents are pushing you to figure it out quickly to make sure you can graduate in 4 years, while your advisor is telling you to take your time and not rush in blindly. How might you use some of your strengths to narrow majors/select an academic path?

This semester you're not happy with your current grade in a certain course. You are going to class and spending many hours studying, but your hard work is not reflected in your grade. How might you use some of your strengths to do better in your class?

Community: You are doing well in your classes and at work, but you don't know very many people on campus and you never know what events are happening when. You would like to get more involved. How could you use one of your skills to get more involved on campus?

Financial: A number of your friends have just come back from studying abroad in Spain and New Zealand. They are talking about all of the fun experiences that they had and showing you pictures. This makes you really want to go abroad, but you aren't sure if you can afford it or where to start. How might you use one of your strengths to help you go abroad?

Physical: By the time that you go to class, work, and eat dinner, you find yourself starting homework at one in the morning and not getting very much sleep at night. This keeps happening night after night and it's starting to hurt your grades. How would you use one of your strengths to make sure that you are getting enough sleep at night?

Social: You have a new romantic partner and you're spending a lot of time with them. Your friends are feeling like you have replaced them and don't want to hang out with them anymore unless your partner isn't available. How would you use one of your strengths to handle this situation?

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StrengthsQuest Lesson Plan

I. **Writing Activity (5 minutes)**

- a. Open to handwriting activity
- b. Have students write their name on the lines 5 different ways (cursive, block, etc)
- c. Tell them it's a race- shout out when every 15 seconds passes
- d. Tell them that was just practice and now they need to switch hands and repeat
- e. Debrief- how was that different? Why was the second time harder?

II. **Introduce StrengthsQuest (10 minutes)**

- a. Peter Drucker says "It takes far more energy to improve from incompetence to mediocrity than it takes to improve from first-rate performance to excellence"
- b. Gallup created StrengthsQuest after completing 2 million interviews with the best of the best and asked them what it took to be successful in their field
- c. Narrowed the 400+ themes of talent he found to 34 of the most prevalent
- d. The assessment identifies areas of inherent talents that can be developed into strengths
- e. Society generally has us focus on our weaknesses and how we can improve them- we are going to focus on our natural talents and how we can improve them
- f. Employers in the future will want you to be able to tell them about you and how you can contribute to their organization- this will help you to start answering that question
- g. Strength= Talent X Investment in your Skills and Knowledge
 - i. Talent- innate ability
 - ii. Skills- basic abilities
 - iii. Knowledge- what you know, facts, experiences
- h. Order of your strengths is important, they are in order of your top down

III. **My Strengths and How I Use Them (10 minutes)**

- a. Open to worksheet
- b. Tell student to individually fill out 2 of the rows, choose out of top 5
 - i. 1 strength they like/agree with most
 - ii. 1 strength they aren't sure about/like or agree with least
- c. Get into partners and share what you wrote about

IV. **Well Being Activity (15 minutes)**

- a. Go over well-being model
- b. Have students break in 5 groups (count off by 5s)
- c. Give them each a wellbeing scenario
- d. Have each group share their responses

MBTI Snapshots of the Sixteen Types

<p>ISTJ Thorough, hardworking, and responsible, ISTJs work well within traditional structures, following standard procedures and keeping track of facts and details. They clarify responsibilities and roles, seek to maintain what is efficient and useful, and follow through on their commitments.</p> <p><i>Hallmark: Dependability</i></p>	<p>ISFJ Conscientious, loyal and dedicated, ISFJs work well when roles and responsibilities are clearly defined. They take care of the specific and practical needs of people, relying on trusted established methods. They seek stability and harmony, expect others to be diligent, and make sacrifices to get the job done.</p> <p><i>Hallmark: Commitment</i></p>	<p>INFJ Insightful, inspiring, and creative, INFJs work well when they can concentrate on what matters to people, quietly exert influence, and model integrity. They envision ways to reach long-range goals, want to develop an atmosphere of mutual trust, and organise people and processes so that all benefit.</p> <p><i>Hallmark: Integrity</i></p>	<p>INTJ Independent, individualistic, and visionary, INTJs work well when they can develop strategies, use foresight, implement their ideas, and create intellectual structures to meet goals. Unafraid of difficulty, they objectively analyse varied factors and global issues to meet complex challenges they can foresee in the future.</p> <p><i>Hallmark: Vision</i></p>
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<p>ISTP Pragmatic, realistic, and adaptable, ISTPs work well when there are few rules and when they can apply skills in a practical, logical way. They recognise inconsistencies in methods and procedures, respond quickly in emergencies, and devise straightforward plans to meet needs as they arise.</p> <p><i>Hallmark: Ingenuity</i></p>	<p>ISFP Low-key, flexible, modest, ISFPs work well when they can meet the individual needs of people in a direct and personal manner. Valuing harmony and tolerance, they are genuine, sincere and open minded. They enhance their work environments by ensuring that people cared for with kindness and artistry.</p> <p><i>Hallmark: Sensitivity</i></p>	<p>INFP Original, values focused, and caring, INFPs work well when they can foster the well-being of others and help people achieve their fullest potential. They seek meaning and purpose in all they do. They offer authenticity and a spirit of harmony, loyalty, and compassion to the people and institutions they serve.</p> <p><i>Hallmark: Idealism</i></p>	<p>INTP Analytical, intellectual and ingenious, INTPs work well when they can operate independently, search for truth, and use rational approaches to solve complex problems. Their curiosity leads them to research theories, contemplate what makes things work, and discover the long-term consequences of any given strategy or plan.</p> <p><i>Hallmark: Logic</i></p>
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<p>ESTP Action oriented, energetic, and realistic, ESTPs work well when they can participate fully, enjoying challenges and attempting to eliminate obstacles through a logical, pragmatic, no-nonsense approach. They like to solve problems, work to achieve immediate results, and be where the action is.</p> <p><i>Hallmark: Energy</i></p>	<p>ESFP Friendly, outgoing, and enthusiastic, ESFPs work well when they use their vitality and humour to make things happen. They make collaborative efforts enjoyable by applying common sense and a flexible and spontaneous approach to meeting challenges. They like to use their warmth and generosity to help people.</p> <p><i>Hallmark: Enthusiasm</i></p>	<p>ENFP Lively, charismatic and encouraging, ENFPs work well when they can innovate and be creative, persuade others to action and stimulate positive change. They generate enthusiasm for start-up activities, are tireless in pursuit of newfound interests, and anticipate the needs of people and organisations.</p> <p><i>Hallmark: Imagination</i></p>	<p>ENTP Perceptive, adaptable and clever, ENTPs work well when they can take on challenges, improvise conceptual frameworks, and rally others to conquer issues strategically. They bring an inventive spirit to entrepreneurial endeavours, embrace change and innovations, and see ways of doing things that are not immediately obvious.</p> <p><i>Hallmark: Initiative</i></p>
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<p>ESTJ Logical, directive, and organised, ESTJs work well when they can marshal and manipulate resources, implement plans, and accomplish tasks. They find and correct flaws, monitor events, and hold everyone accountable. Hardworking and responsible, they seek practical, realistic solutions to difficulties.</p> <p><i>Hallmark: Decisiveness</i></p>	<p>ESFJ Helpful, warm, and cooperative, ESFJs work well when they can serve the needs of people in a structured, timely and practical way. They strive to ensure that people and tasks are organised harmoniously. Exercising determination and follow-through, they work to achieve results that make things better for all concerned.</p> <p><i>Hallmark: Affiliation</i></p>	<p>ENFJ Warm, supportive and friendly, ENFJs work well when they can focus on people's aspirations, develop organised plans to meet goals, and maintain integrity as they work. They tune into others- easily getting to know their hopes and dreams - foster collaboration and strive for the common good.</p> <p><i>Hallmark: Responsiveness</i></p>	<p>ENTJ Energetic, assertive and confident, ENTJs work well when they can manage projects, bring order and logic to tasks, use conceptual models to guide actions, and formulate long-range plans. They devise systems and structures to correct problems, take decisive stands, and shoulder responsibility for achieving team goals.</p> <p><i>Hallmark: Drive</i></p>
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Myers-Briggs Lesson Plan

V. MBTI Activities (40 minutes)

- a. Extrovert/Introvert (10 minutes)- how you prefer to direct your energy
 - i. Ask each group to plan their perfect party
 - ii. Discussion:
 1. Tell us what you planned
 2. What do you see as the differences between the groups
 3. What are the differences between E/I- based on energy (balloon idea)
 4. Where do you see examples of this your life?
- b. Sensing/Intuition (10 minutes)- how you prefer to process information
 - i. Give each group the same object and ask them to describe it
 - ii. Discussion:
 1. Describe your object
 2. What do you see as the differences between the groups
 3. What are the differences between S/N- details vs. big picture
 4. Where do you see examples of this in your life
- c. Thinking/Feeling (10 minutes)- how you prefer to make decisions
 - i. Give each group the scenario: You are hiring someone for a job. One candidate had a perfect resume and interview. The other candidate was not as outstanding as the first, however the second candidate is a single parent and really needs a job. You can only hire one person, who do you hire and why?
 - ii. Discussion:
 1. Tell us who you hired and why
 2. What do you see as the differences between the groups
 3. What are the differences between T/F- emotions- decision making
 4. Where do you see examples of this your life?
- d. Judging/Perceiving (10 minutes)- how you prefer to organize yourself
 - i. Ask the groups to plan a summer long trip to Europe
 - ii. Discussion:
 1. Tell us what you planned
 2. What do you see as the differences between the groups
 3. What are the differences between J/P- plan vs. go with the flow
 4. Where do you see examples of this your life?

Category	Personality Characteristics	Career Fields
Realistic (R)	These people describe themselves as concrete, down-to-earth, and practical doers. They exhibit competitive/assertive behavior and show interest in activities that require motor coordination, skill, and physical strength. They prefer situations involving action solutions rather than tasks involving verbal or interpersonal skills, and they like taking a concrete approach to problem solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical areas rather than the arts.	Environmental engineer, electrical contractor, industrial arts teacher, navy officer, fitness director, package engineer, electronics technician, Web designer
Investigative (I)	These people describe themselves as analytical, rational, and logical problem solvers. They value intellectual stimulation and intellectual achievement, and they prefer to think rather than to act and to organize and understand rather than to persuade. They usually have a strong interest in physical, biological, or social sciences. They are less apt to be people oriented.	Urban planner, chemical engineer, bacteriologist, flight engineer, genealogist, laboratory technician, marine scientist, nuclear medical technologist, obstetrician, quality-control technician, computer programmer, environmentalist, physician, college professor
Artistic (A)	These people describe themselves as creative, innovative, and independent. They value self-expression and relating with others through artistic expression and are also emotionally expressive. They dislike structure, preferring tasks involving personal or physical skills. They resemble investigative people but are more interested in the cultural or the aesthetic than the scientific.	Architect, film editor/director, actor, cartoonist, interior decorator, fashion model, graphic communications specialist, journalist, editor, orchestra leader, public relations specialist, sculptor, media specialist, librarian, reporter
Social (S)	These people describe themselves as kind, caring, helpful, and understanding of others. They value helping and making a contribution. They satisfy their needs in one-to-one or small-group interaction using strong speaking skills to teach, counsel, or advise. They are drawn to close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.	Nurse, teacher, social worker, genetic counselor, marriage counselor, rehabilitation counselor, school superintendent, geriatric specialist, insurance claims specialists, minister, travel agent, guidance counselor, convention planner
Enterprising (E)	These people describe themselves as assertive, risk taking, and persuasive. They value prestige, power, and status and are more inclined than other types to pursue it. They use verbal skills to supervise, lead, direct, and persuade rather than to support or guide. They are interested in people and in achieving organizational goals.	Banker, city manager, FBI agent, health administrator, judge, labor arbitrator, salary and wage administrator, insurance salesperson, sales engineer, lawyer, sales representative, marketing manager
Conventional (C)	These people describe themselves as neat, orderly, detail orientated, and persistent. They value order, structure, prestige, and status and possess a high degree of self-control. They are not opposed to rules and regulations. They are skilled in organizing, planning, and scheduling and are interested in data and people.	Accountant, statistician, census enumerator, data processor, hospital administrator, insurance administrator, office manager, underwriter, auditor, personnel specialist, database manager, abstractor/indexer

Careers and Holland Codes

Here is a sample of jobs that reflect the Holland Codes. Which jobs reflect your personality and interests? Are they jobs that you would like?

Artistic	Enterprising	Investigative	Social	Conventional	Realistic
Actor/Actress (AES)	Advertising Sales (ESR)	Anesthesiologist (IRS)	Community Planner (SEA)	Accountant (CSE)	Aircraft Mechanic (RIE)
Advertising Art Director (AES)	Financial Planner (ESR)	Archeologist (IRE)	Counselor/Therapist (SAE)	Accountant (CSR)	Aquaculturist (REI)
Architect (AIR)	Financial Manager (ESA)	Biologist (ISR)	Dental Hygienist (SAI)	Administrative Assistant (ESC)	Architectural Drafter (RCI)
Fashion Design (ASR)	Computer Operator (ESI)	Chiropractor (ISR)	Detective (SER)	Bank Teller (CSE)	Automotive Engineer (RIE)
Dancer (AES)	Cook/Chef (ESR)	Computer Engineer (IRC)	School Teacher (SEC)	Budge Analyst (CER)	Baker/Chef (RSE)
Choreographer (AER)	Flight Attendant (ESA)	Computer Programmer (IRC)	Hospital Administrator (SER)	Building Inspector (CSE)	Carpenter (RCI)
Drama Teacher (ASE)	Health Service Manager (ECR)	Dentist (ISR)	Organization Psychologist (SEI)	Computer Operator (CSR)	Corrections Officer (RES)
English Teacher (ASE)	Industrial Engineer (EIR)	Ecologist (IRE)	Insurance Examiner (SIE)	Financial Analyst (CSI)	Dental Assistant (RES)
Graphic Designer (AES)	Insurance Adjuster (ESR)	Economist (ISA)	Librarian (SAI)	Insurance Adjuster (CSE)	Electrical Engineer (RIE)
Interior Designer (AES)	Interpreter (ESA)	Horticulturist (IRS)	Minister (SAI)	Internal Auditor (ICR)	Electrician (REI)
Journalist/Reporter (ASE)	Journalist (EAS)	Lab Technologist (IRE)	Nurse/Midwife (SIR)	Kindergarten Teacher (CSE)	Firefighter (RES)
Landscape Architect (AIR)	Lawyer/Attorney (ESA)	Marketing Research (IAS)	Occupational Therapist (SRE)	Legal Secretary (CSA)	Floral Designer (RAE)
Medical Illustrator (AIE)	Office Manager (ESR)	Meteorologist (IRS)	Paralegal (SCE)	Library Assistant (CSE)	Forester (RIS)
Museum Curator (AES)	Public Relations (EAS)	Nurse Practitioner (ISA)	Personnel Recruiter (SEC)	Physical Therapist (SIE)	Geodetic Surveyor (RIE)
Music Teacher (AES)	Real Estate Agent (ESR)	Pharmacist (IES)	Police Office (SER)	Preschool Worker (SEA)	Jeweler (REC)
Photographer (AES)	Sales Manager (ESA)	Physician (ISE)	Probation Officer (SIE)	Health Educator (SEA)	Laboratory Technician (RIE)
Writers/Editors (ASI)	Tax Accountant (ECS)	Physician Assistant (ISA)	Preschool Worker (SEA)	Social Worker (SEA)	Oceanographer (RIE)
	Travel Agent (ECS)	Psychologist (ISA)	Health Educator (SEA)	Speech Pathologist (SAI)	Optician (REI)
	Urban Planner (ESI)	Research Analyst (IRC)	Social Worker (SEA)	Speech Pathologist (SAI)	Petroleum Engineer (RIE)
		Software Engineer (IRE)	Speech Pathologist (SAI)	Speech Pathologist (SAI)	Practical Nurse (RSE)
		Technical Writer (IRS)	Counselor (SEC)	Counselor (SEC)	Property Manager (RES)
		Veterinarian (IRS)	X-Ray Technician (SRI)	X-Ray Technician (SRI)	Quality Control (RSE)
		Web Site Developer (IRE)			Radiochemist (IRE)
					Water Quality Specialist (REI)

The Career Interests Party Game

Background

This game is designed to help you learn about your interests and skills, since knowing your personality and the kinds of things you like to do can help you to find work environments and careers that are good matches for you. A job or work place that may be attractive to one person might be unpleasant for another person.

This exercise is based on Dr. John Holland's theory that people and work environments can be classified into six general groups: **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional**. These groups, represented by the letters R-I-A-S-E-C, are called Holland Codes and are described below. After doing this exercise, you will have your Holland Codes. You can then review a list of jobs in which employees who had the same codes were satisfied. This can help you to make more informed decisions about the kind of work that you will find fulfilling.

The Game

Imagine that you walk into a party with six groups of people. The descriptive type of people in each group are in the boxes below. Choose the group you drawn to - the people you would most like to meet and talk with. After the second group you are most interested in, and then the third group. Then why you chose that group. Does the description of that group describe you you give an example?

For example, if you chose the **Realistic, Enterprising, and Social** groups, you would be **RES**. This means that out of the six types, you most resemble the type of person, somewhat less the **Enterprising** type, and resemble the **Social** even less. The types that are not in your code are those you resemble least

List your Holland Codes: Group 1 _____ Group 2 _____ Group 3 _____

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
<p>People with athletic or mechanical ability, who prefer to work with objects, tools, machines, plants or animals, or to be outdoors</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Doing puzzles/word games • Decorating rooms • Working with animals • Cooking • Fixing household items • Doing craft projects 	<p>People who like to observe, learn, analyze, investigate, evaluate or solve problems.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Doing puzzles/word games • Studying astronomy • Flying a plane • Working in a lab • Creating a project for a science fair 	<p>People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Designing clothes • Helping to put on a play • Learning languages • Drawing or painting • Writing stories or poetry • Playing music 	<p>People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Making new friends • Belonging to a club • Teaching children • Studying about other cultures • Helping people solve problems 	<p>People who like to influence, persuade, perform, lead, or manage for organizational goals or economic gain.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Leading group activities • Working on a sales campaign • Buying clothes for a store • Talking to people at a party • Selling insurance 	<p>People who like to work with data, have clerical numerical ability, or tasks in detail or follow others' instructions.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Word processing • Entering data • Keeping detailed records • Organizing paper • Working with a book • Preparing reports

Careers and Holland Codes

Here is a sample of jobs that reflect the Holland Codes. Which jobs reflect your personality and interests? Are there jobs that you would like?

<p>ARTISTIC:</p> <p>The “Creators”</p> <p>Actor/Actress (AES) Advertising Art Director (AES) Architect (AIR) Fashion Design (ASR) Dancer (AES) Choreographer (AER) Drama Teacher (ASE) English Teacher (ASE) Graphic Designer (AES) Interior Designer (AES) Journalist/Reporter (ASE) Landscape Architect (AIR) Medical Illustrator (AIE) Museum Curator (AES) Music Teacher (AES) Photographer (AES) Writers/Editors (ASD)</p> <p>ENTERPRISING:</p> <p>The “Persuaders”</p> <p>Advertising Sales (ESR) Financial Planner (ESR) Financial Manager (ESA) Computer Operator (ESD) Cook/Chef (ESR) Flight Attendant (ESA) Health Services Manager (FCR)</p>	<p>The “Persuader” continued</p> <p>Industrial Engineer (EIR) Insurance Adjuster (ESR) Interpreter (ESA) Journalist (EAS) Lawyer/Attorney (ESA) Office Manager (ESR) Public Relations (EAS) Real Estate Agent (ESR) Sales Manager (ESA) Tax Accountant (ECS) Travel Agent (ECS) Urban Planner (ESI)</p> <p>INVESTIGATIVE:</p> <p>The “Thinkers”</p> <p>Anesthesiologist (IRS) Archaeologist (IRE) Biologist (ISR) Chemist (IRE) Chiropractor (ISR) Computer Engineer (IRC) Computer Programmer (IRC) Dentist (ISR) Ecologist (IRE) Economist (ISA) Horticulturist (IRS) Lab Technologist (IRE)</p>	<p>The “Thinkers” continued</p> <p>Meteorologist (IRS) Nurse Practitioner (ISA) Pharmacist (IES) Physician (ISE) Physician Assistant (ISA) Psychologist (ISA) Research Analyst (IRC) Software Engineer (IRE) Technical Writer (IRS) Veterinarian (IRS) Web Site Developer (IRE)</p> <p>SOCIAL:</p> <p>The “Helpers”</p> <p>Community Planner (SEA) Counselor/Therapist (SAE) Dental Hygienist (SAD) Detective (SER) School Teacher (SEC) Hospital Administrator (SER) Organization Psychologist (SEI) Insurance Examiner (SIE) Librarian (SAD) Minister (SAD) Nurse/Midwife (SIR) Occupational Therapist (SRE) Paralegal (SCE)</p>	<p>The “Helpers” continued</p> <p>Personnel Recruiter (SEC) Physical Therapist (SIE) Police Officer (SER) Preschool Worker (SEA) Probation Officer (SIE) Health Educator (SEA) Social Worker (SEA) Speech Pathologist (SAD) Counselor (SEC) X-Ray Technician (SRI)</p> <p>CONVENTIONAL:</p> <p>The “Organizers”</p> <p>Accountant (CSE) Accountant (CSR) Administrative Assistant (ESC) Bank Teller (CSE) Budget Analyst (CER) Building Inspector (CSE) Computer Operator (CSR) Financial Analyst (CSD) Insurance Adjuster (CSE) Internal Auditor (ICR) Kindergarten Teacher (CSE) Legal Secretary (CSA) Library Assistant (CSE) Safety Inspector (RCS) Tax Consultant (CES)</p>	<p>REALISTIC:</p> <p>The “Do-ers”</p> <p>Aircraft Mechanic (R) Aquaculturist (REI) Architectural Drafter Automotive Engineer Baker/Chef (RSE) Carpenter (RCI) Corrections Officer (R) Dental Assistant (REI) Electrical Engineer (R) Electrician (REI) Firefighter (RES) Floral Designer (RAE) Forester (RIS) Geodetic Surveyor (R) Jeweler (REC) Laboratory Technician Oceanographer (RIE) Optician (REI) Petroleum Engineer (R) Practical Nurse (RSE) Property Manager (RI) Quality Control (RSE) Radiochemist (IRE) Water Quality Specia</p>
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VISTa & Holland Codes Lesson Plan

VI. Icebreaker (5 minutes)

- a. Give each student a pile of M&Ms
- b. Have them get into groups (count by 4)
- c. Red= something about yesterday, orange= something you do well, yellow= something about your childhood, blue= something you learned last week, brown= something you can't live without, green= something you watch/listen to

VII. Holland Overview (5 minutes)

- a. John Holland created a model that separates people into 6 categories based on differences in their interests, skills, values, and personality traits- their preferred approaches to life
- b. The 6 categories correlate with 6 categories of career fields
- c. Hexagon- closer the types the closer the relationships in career fields

VIII. VISTa Writing Activity (5 minutes)

- a. Hand out Holland's hexagon and Type description handouts - go over the different types
- b. Have students look at their top 3 types and write about the following questions:
 - i. What is one new thing you learned about yourself through this?
 - ii. What is one next step you can take based on this information?

IX. VISTa Activity (25 minutes)

- a. Imagine you are at a party with 6 different groups of people- read the types of people from the Career Interests Party Game
- b. Have stations around the room with the 6 types- once students have chosen the group they would most like to interact with they go to that area
- c. Students discuss why they chose this group
- d. Each area should have the list of careers- students look at careers and talk about which ones sound accurate for you/interesting and ones that you would not be interested in
- e. Repeat
- f. Debrief:
 - i. Looking at pages 19-20 what kinds of occupations could you do to combine your top 2 types?
 - ii. Why is it important to factor these types in when choosing a career/major?