



## South Carolina Academic/Career Development Integration Activity (DRAFT)

**Title** Interest Inventory – Group Analysis (M-1)  
**Subject** Math **Grade Level(s)** 6

**SC Content Standard** – Data Analysis and Probability Grades 6-8. Standard I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Expectation B. Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots. I-B.1 (6). Organize and display data in a variety of ways including frequency tables, histograms, and stem-and-leaf plots.

### National Career Development Guidelines Goal/Indicator

Career Management GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.K5. Identify occupations that you might consider without regard to your gender, race, culture, or ability.

### Career Development Objectives

1. Students will demonstrate an understanding of how to create a graph and frequency table to display a data set.
2. Students will demonstrate an understanding of the term “nontraditional occupation.”
3. Students will identify several nontraditional occupations for women and men.
4. Students will identify several occupations in which they might have an interest.

### Assessment

1. Students will create a graph and frequency table that displays the results of the interest inventory taken by the class. Results for boys and girls will be displayed separately.
2. Students will explain the term “nontraditional occupation.”
3. Students will identify several nontraditional occupations for women and men.
4. Students will complete the *From Interests to Occupations* worksheet.

### Preparation

- Prior Learning—Interest Inventory and unit on graphing
- Handouts/Worksheets—*From Interests to Occupations* worksheet
- Resources/Materials—writing materials, results from class interest inventory, Optional: access to the Internet, library, SCOIS, O\*Net ([www.onetcenter.org](http://www.onetcenter.org)), or other career information system, have school counselor or career specialist co-teach this activity with you
- Time Required—2 class periods plus homework

## **Procedures**

### **Part One**

- In this activity, students will gather data from an interest inventory taken by the class and create a graph to display the data. They will explore interest patterns of the boys and girls in the class.
- After students have taken an interest inventory, invite a school counselor or career specialist to distribute the results and briefly discuss them.
- Use the clusters (interest areas) from the inventory to tally the class results. Write the tallies on the board. Tally the boys' and girls' results separately.
- Tell students to create a frequency table to display the data.
- For homework, have students create a graph to display and compare the data for boys and girls. They are to also write a brief explanation of why they chose the type of graph they used.

### **Part Two — Career Development Connections**

- Begin by reviewing the concept that we all have different interests and that our interests might lead us to a particular kind of work in the future.
- Have students brainstorm some of the occupations that relate to the interest clusters from their inventory. What occupations are of special interest to them?
- Continue exploring the theme of interests and occupations by introducing the concept of nontraditional occupations. A nontraditional occupation for women is one in which 25% or less of the people employed in that occupation are women. A nontraditional occupation for men is one in which 25% or less of the people employed in that occupation are men.
- Have students analyze interest survey results by boys and girls. Do any patterns emerge? What clusters were highest for the boys? What clusters were highest for the girls? What deductions might we make from the data?
- Have students brainstorm occupations they think might be nontraditional for women or men (e.g., nontraditional for women: carpenter, scientist, truck driver, judge, plumber, engineer—nontraditional for men: child care worker, nurse, social worker, elementary school teacher, secretary).
- Ask students if they know of women or men working in a nontraditional occupation.
- Remind students about the importance of working in an occupation they enjoy and in which they can earn a good living. Discuss the importance of not letting stereotypes get in the way of entering an occupation in which they have an interest.
- Give students a copy of the *From Interests to Occupations* worksheet and review it with them.
- After students have completed the worksheet, have them share some of their ideas with the class.
- Optional: have students further explore occupations using SCOIS or O\*Net or another career information system. Have students visit the local Career Center and explore the CTE programs there.

**Crosswalks****SC Career Guidance Standard/Competency**

Learning to Work Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.

Competency 1.5. Identify a variety of traditional and nontraditional occupations.

**Key Employability Skills**

Thinking Skills—Critical thinking

Information Management—Acquires, interprets, and communicates information

\* Adapted from *Career Development Tool Kit Grades 6-8*, Linda Kobylarz & Associates, 2000. Used with permission.

# From Interests to Occupations

Name\_\_\_\_\_

Date\_\_\_\_\_

Directions: Think about our class discussion of your interest inventory results and nontraditional occupations. Complete each of the sections below.

1. What is the top interest area from the results of your career interest inventory? \_\_\_\_\_
2. List five occupations from this interest area you would like to learn more about.
  - a.
  - b.
  - c.
  - d.
  - e.
3. What is the second highest interest area from the results of your career interest inventory? \_\_\_\_\_
4. List three occupations from this interest area you would like to learn more about.
  - a.
  - b.
  - c.
5. Explain what the term "nontraditional occupation" means.
6. List three examples of nontraditional occupations for women and men.

<u>Women</u>	<u>Men</u>
a.	a.
b.	b.
c.	c.