

# Workforce Preparation: Lesson Plan on the O\*NET Interest Profiler



## Unit Overview

**Instructor/Program:**

**Course/Setting:**

**NRS Level(s):** Low Intermediate to High Intermediate Basic Education  
(NRS ABE Levels 3 and 4)

**Unit Theme:** Preparing to Enter the Workforce Through  
Processing and Analyzing Occupational Information

**Length of Unit** (estimated hours/days): 5 hours over 2 days

**NOTE:** This lesson ideally should be presented before the *Local Labor Market Information* lesson.

**Content Area:**

- Civics education
- Workforce preparation
- Financial literacy
- Digital literacy
- Health literacy

**NOTES on Content Area:**

**Main Standards Addressed:**

**CCR Levels C and D:**

- R4: Determine the meaning of technical words and phrases in a text.
- R7: Evaluate content presented in diverse formats.
- R9: integrate information from multiple texts.
- W4: Produce clear and coherent writing.
- W8: Summarize or paraphrase.
- S/L1: Review key ideas expressed and draw conclusions.
- S/L4: Speak clearly and at an understandable pace.
- L2: Use standard English capitalization, punctuation, and spelling.

**ELPS Levels 4 and 5:**

- ELPS 1: Summarize a text.
- ELPS 3: Compose a written informational text.
- ELPS 5: Gather information from multiple print sources.
- ELPS 8: Determine the meaning of technical words and phrases in a text.
- ELPS 9: Introduce and develop an informational topic with facts, details, and evidence.

**Rationale for This Unit** (*Why is this unit important to my students?:*

This unit will help the students process and analyze information in preparation for setting career goals that are realistic and that align with their interests and abilities. The unit activities will build self-awareness and help the students identify specific skills they need to enter the workforce, given their specific career goals. Through activities that require team building, communication with peers, and effective use of interpersonal skills, the students will be able to see a connection between the skills they are learning in the classroom and the skills they will use in the workplace.

**Unit Objective(s)** (*What will my students be able to do at the end of this unit?:*

- Identify two occupations that align with the student’s individual Holland Code families.
- Compare and contrast the occupational descriptions on O\*NET.
- Give at least three examples of how the occupations are alike and three examples of how the occupations are different.
- Work collaboratively with peers to determine the local labor market need for one of the identified occupations.
- List five statements describing evidence that indicates why the occupation is or is not a good choice for the student.
- Submit an assignment to the teacher via e-mail attachment format with fewer than two grammatical errors.

**Lines of Inquiry (LOI):** (*What essential question(s) form the thread that holds this unit together?:*

- What occupation is a good fit for a student given the student’s interests and the occupation’s location and salary?
- What other factors may influence career goals, according to information on O\*NET?
- How can a student process and analyze occupational information to make an informed decision about career pathway progression?

**Central Skills of Focus in This Unit** (*Check the skills that are most emphasized in this unit):*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Critical thinking                    | <input type="checkbox"/> Navigating systems                    |
| <input checked="" type="checkbox"/> Communication                        | <input type="checkbox"/> Adaptability and willingness to learn |
| <input checked="" type="checkbox"/> Processing and analyzing information | <input type="checkbox"/> Respecting differences and diversity  |
| <input checked="" type="checkbox"/> Self-awareness                       | <input checked="" type="checkbox"/> Interpersonal skills       |
|  | <input type="checkbox"/> Problem solving                       |

**NOTES on Central Skills** (Items underlined are explicitly taught and/or practiced):

Communication: Writing an e-mail to the teacher, writing a paragraph summarizing research

Critical Thinking: Ranking value of job features, determining a living wage

Navigating Systems: Working with O\*Net to navigate local job market

Adaptability and Willingness to Learn: Considering whether a desired job is the right job

Processing and Analyzing Information: Analyzing the information on O\*Net to determine job value

Respecting Differences and Diversity: Peer feedback on paragraph

Interpersonal Skills: Peer feedback on paragraph, role of partner in decision making

Self-Awareness: Contrasting “need” and “want,” identifying efficiency

Problem Solving: Determining a living wage, working with technology (e.g., O\*Net)

**Common misconceptions/misunderstandings** by learners regarding the content that may interfere with learning:

- Salary ranges: entry level, experienced, average
- Interest in occupations versus the skills required for those occupations



# Lesson Planning Template

<p><b>Standard(s)</b></p> <p><i>Indicate which standards from the unit are targeted in this specific lesson.</i></p>	<p><b>ELA/Mathematics/ELP:</b></p> <p><b>CCR Levels C and D:</b>  R9: integrate information from multiple texts.  R4: Determine the meaning of technical words and phrases in text.</p> <p><b>ELPS Levels 4 and 5:</b>  ELPS 5: Gather information from multiple print sources.  ELPS 8: Determine the meaning of technical words and phrases in text.</p>	
<p><b>Lesson as Part of the Unit</b></p>	<p>Where does this lesson fall within the unit? <input checked="" type="checkbox"/> beginning <input type="checkbox"/> middle <input type="checkbox"/> end</p>	
<p><b>Instructional Objective(s) and Learning Target Statements</b></p> <p><i>The former are written in teacher language, are largely derived from content standards, and include evidence of mastery. The latter are written in student-friendly language and help learners reflect on what they are able to do as a result of the lesson.</i></p>	<p><b>Instructional Objective:</b></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify two occupations that align with their individual Holland Code families.</li> <li>• Compare and contrast the occupational descriptions using the job summaries on O*NET.</li> <li>• Give at least three examples of how the occupations are alike and three examples of how they are different.</li> </ul>	<p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection):</b></p> <p><i>I can become more self-aware by stating an occupation I want to pursue that aligns with my personal interests.</i></p> <p><i>I can process and analyze information to create a career goal that is specific and realistic for me.</i></p> <p><b>Before I could ..., now I can ...</b>  <i>Before I could say I wanted a job; now I can say which occupation is best for me and why.</i></p>



<p><b>Assessing Mastery of the Objective(s)</b></p> <p><i>Indicate when and how assessment will occur during the lesson—formative and/or summative.</i></p>	<p><b>Proof of Learning:</b></p> <p><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input checked="" type="checkbox"/> Via individual self-assessment</p> <p><input type="checkbox"/> Via team product</p> <p><input checked="" type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p> <p><b>Proof-of-Learning Tools:</b></p> <p><input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____</p>	<p><b>Ongoing Formative Assessment:</b></p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing (e.g., Quiz Quiz Trade)</p> <p><input type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input checked="" type="checkbox"/> Other <u>Completed Venn diagram</u></p>
<p><b>Language Demands</b></p> <p><i>Include academic language and any language that may affect a student’s ability to access the content in directions, examples, tasks, etc.</i></p>	<p>Depending on the occupation choices, O*NET may feature Tier 3 vocabulary that the teacher may need to help the student understand.</p> <p>The teacher may need to review the Holland Code terms and create synonyms or examples to help students better understand what their Holland Code Test results mean. For lower skilled students or English language learners, the teacher may need to read aloud each statement in the Holland Code Test and define specific words that the students do not understand.</p>	
<p><b>Adaptations and/or Accommodations</b></p> <p><i>How will every student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.</i></p>	<p>The students have the option of writing in a Venn diagram or writing information on sticky notes. When comparing and contrasting occupations, the students then organize the sticky notes into groups.</p>	<p style="text-align: center;"><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Pencil or pen</li> <li>• Whiteboard</li> <li>• Marker</li> <li>• Laptop</li> <li>• Projector</li> <li>• A blank Venn diagram in printed or digital format</li> </ul>



## Introduction

*How will you introduce the lesson objective and the way it fits into the unit/LOI, and identify its relevance to learners' needs and goals?*

**Time: 20 minutes**

The students, as usual, arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board.

Think about your answers to the following questions:

- What's one job you liked? Why was it a "good fit"?
- What's one job you disliked? Why?

(The above should be completed within the first 5 minutes of class.)

The teacher asks a few students to share with the class a job they liked and why the job was or was not a good fit for them. The teacher also asks a few students to share with the class a job they disliked and why the job was not a good fit for them.

Next, the teacher shares a story about a former job that s/he liked and one that s/he did not like. The teacher emphasizes some of the skills learned and how s/he was able to transfer those skills to her/his occupation as a teacher.

Afterward, the teacher leads a discussion about the types of jobs that are or are not part of a career pathway.

The teacher reviews the day's goals and articulates the goals so that the students can think about how they relate to the language of workforce preparation skills used in the classroom:

- Gain self-awareness of individual interests through the O\*NET Interest Profiler.
- Process and analyze information gained from the interest profiler to determine two occupations that align with individual interests.
- Compare and contrast two texts to find similarities and differences.

**Central Skills:** Communication, Navigating Systems

## MATERIALS

- Whiteboard
- Marker
- Laptop
- Projector
- Laptop for each student
- A blank Venn diagram for each student
- A blank Venn diagram in printed or digital format



<p><b>Explanation and Modeling 1</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content on their own? What types of models will you provide and when?</i></p> <p><b>Time: 20 minutes</b></p>	<p>The teacher accesses the O*NET Interest Profiler online (<a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>) and projects the web page onto a screen.</p> <p>Next, the teacher reviews the instructions for the interest profiler and explains how occupations listed on O*NET correspond to the Holland Code families.</p> <p><b>Central Skill:</b> <u>Processing and Analyzing Information</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• A blank Venn diagram in printed or digital format</li> </ul>
<p><b>Guided Practice 1</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p><b>Time: 20 minutes</b></p>	<p>Each student opens an internet browser on their laptop, navigates to the O*NET Interest Profiler online (<a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>), and takes the Interest Profiler. The teacher circulates around the classroom and supports the students as necessary.</p> <p><b>Central Skills:</b> <u>Processing and Analyzing Information, Problem Solving</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Laptop for each student</li> <li>• A blank Venn diagram for each student</li> </ul>



<p><b>Explanation and Modeling 2</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content on their own? What types of models will you provide and when?</i></p> <p><b>Time: 20 minutes</b></p>	<p>The teacher (working from a screenshot of the Holland Code results from her/his profile) goes to O*NET to locate two different occupations that correlate to the teacher's Holland Code. The teacher opens the corresponding web pages in two different windows in the internet browser and models the act of toggling between the two pages.</p> <p>The teacher then models the think-aloud process and elicits student input on how some information is similar between the two occupations (e.g., education necessary, Holland Code, skills).</p> <p>The teacher asks questions, as necessary, to help the students compare and contrast information.</p> <p>The teacher asks the students to share the differences they notice between the two occupations. The teacher projects a Venn diagram on the screen and types in some of the responses that the students share.</p> <p>Next, the teacher explains that the middle of the Venn diagram is where similar items are grouped. S/he asks the students to recall two items that were similar from the compare and contrast activity that was done and types those items in the middle of the Venn diagram.</p> <p>The teacher provides the practice activity directions:</p> <ul style="list-style-type: none"> <li>• Use your Holland Code results from your Interest Profile to find two occupations with the same Holland Code on O*NET.</li> <li>• Use a Venn diagram template to compare and contrast the information you find about those two occupations.</li> </ul> <p><b>Central Skills:</b> <u>Communication, Processing and Analyzing Information</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• A blank Venn diagram in printed or digital format</li> </ul>
<p><b>Guided Practice 2</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p><b>Time: 20 minutes</b></p>	<p>With teacher support, the students first go to O*NET and conduct research to find two occupations that match their Holland Code. Then they use the information on the occupations to complete their Venn diagram.</p> <p>Next, the teacher asks questions to prompt the students to dig into the reading on the occupations and encourages the students to write more information in their Venn diagrams.</p> <p><b>Central Skills:</b> <u>Communication, Processing and Analyzing Information, Problem Solving</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Laptop for each student</li> <li>• A blank Venn diagram for each student</li> </ul>



<p><b>Application/Extended Practice</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Time: 60 minutes</b></p>	<p>Partners review each other's Venn diagrams. The students process and analyze the information shared by their peer, ask questions about information in the Venn diagram, and discuss why the occupations might be a good fit for each individual. The teacher encourages the students to use "I notice" and "I wonder" statements. For example, a peer might say, "I noticed the one occupation you chose requires you to work outside all the time. Do you like being outside?" OR "I wonder whether there are any schools around here that provide training for this occupation." (If there is time, learners could pair up with a new partner and repeat the process.)</p> <p><b>Central Skills:</b> <u>Interpersonal Skills, Self-Awareness</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Completed Venn diagram</li> </ul>
<p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Time: 30 minutes</b></p>	<p>The teacher asks the students to use their Venn diagrams and Interest Profiler results to self-assess their learning.</p> <p><b>Central Skill:</b> <u>Self-Awareness</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Completed Venn diagram</li> </ul>

