How do my interests relate to the workplace?

Interest Card Sort

**Summary**
Through the use of a card game that they create, students identify their interests and relate them to needs they fill and skills gained.

**Objectives**
*Students will . . .*
- Identify activities they are interested in and enjoy.

**Preparation**
Optional: Make a sample card or an overhead of the sample cards. Photocopy the Interest Card Sort produced by students between first and second sessions.

**Materials**
- Poster board cut into 60-70 playing card size pieces (number will vary with class size)
- Felt pens
- Glue
- Scissors (for second session)
- My Interests worksheets
- Optional: Magazines to be cut up for pictures for cards, or use computer graphics or drawings

**Computer Use**
None (although this can serve as an introduction to a formal interest assessment, like IDEAS Assessment or the O*NET Interest Profiler)

**Subject Areas**
Any

**Time Required**
90 minutes in two sessions (Interest Card Sort has to be photocopied)
Possibly homework to complete worksheet

**Group Size**
Class, individual

**Steps**

1. Explain to students that they will be making a card game based on interests. Discuss with class the terms, “interests,” “hobbies,” and “leisure activities.”

2. Compile a list of interests from the class, and record them on a board, chart, or overhead. Aim for 50-60 interests.

3. Explain to the class that they are going to create an *Interest Card Sort*. Show a sample card or the overhead of sample cards. Tell them that each student will make one or more cards illustrating an interest area - for example, a picture of a racquet for the interest area of racquet sports - tennis,
racquet ball, badminton - to create a pack of cards. Decide with the class the format to be used - words, drawings, computer graphics. You could also use pictures cut from magazines for the cards, although these may be difficult to photocopy later.

4. Tell students that the Interest Card Sort is for use with this class as part of exploring careers. Students will sort the cards according to how much the activity interests them.

5. Allocate two or more items from the interest list to each student. Also ask one student to create the three header cards for sorting - “Yes,” “No,” and “Maybe.” Hand out blank cards for students to use.

6. Collect the cards, lay them out to create pages of cards, and photocopy enough sets for students to use individually or one per group. Have some blank cards available.

7. In the following class session, give each student or group a copy of the Interest Card Sort to use and a pair of scissors to cut out the cards. Explain that they will sort the cards into three piles (“Yes,” “No,” “Maybe”) on the basis of whether they like to do the activity on the card or not, and if it interests them. They should aim to have at least 10 cards in their “Yes” pile. (If they have an interest which is not covered by the cards, they can write it on a blank card and add it to the deck.)

8. Ask students to review their sort and move some cards if need be. The “Yes” pile should then be prioritized according to their favorites and recorded as a list on the My Interests worksheet. Students will do the same for “Maybe,” noting the top three.

9. Discuss why people choose certain activities (for example, family activity, learned at a camp), which needs they meet (for example, creativity, fitness, relaxation, challenge, meeting new people) and the benefits (for example, in terms of skills developed, new friendships).

10. Assign students to complete the My Interests worksheet. Discuss their results.

**Variations**

1. Create a picture-and-word Interest Card Sort. Laminate some sets for students to take to an elementary class and work with students there on a one-to-one basis, explaining how to sort and assisting the students to record their responses.

2. Laminate several sets of the Interest Card Sort for use with other groups or classes in the school. Students can explain their use to another teacher and students.

3. After the My Interests worksheet is completed, students work in pairs or small groups to find examples of the skills developed from the list of hobbies and leisure activities and ways they could be used in the workplace.

**Allied Activities**

- I Have Skills
- I’m a Special Person
- Ten Things I Love to Do
- Thinking about Me
- Using CIS Occupation Sort
- Work, Study, and Leisure
- What is Work?
ASSessment Strategies
Students will:
  • Complete the *My Interests* worksheet.
  • Complete an Interest Card Sort.
  • Describe how skills are gained from their interests.

Student Worksheet
*My Interests*

Overhead
Optional: sample Interest Cards

Portfolio
*My Interests* worksheet

Sorting
- **Subject:** English, Guidance, The Arts
- **Grade Levels:** 6, 7, 8, 9
- **CIS Components:** None

Standards
*Career-Related Learning Standards:*
  Career Development

*SCANS:*
  Thinking Skills, Personal Qualities

*NCDG:
  Understanding the influence of positive self-concept, Understanding the interrelationship of life roles

*ASCA:*
  Career Development

Educational Goals
*Bloom's Taxonomy:* Comprehension
*Intellectual Operation:* Illustration
# My Interests

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<th>Name ____________________________</th>
<th>Date ____________</th>
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<tr>
<th>My interests</th>
<th>Became interested through</th>
<th>Needs met</th>
<th>Skills gained</th>
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Examples of Interest Cards

Sports

Plants

Music

Motorcycles