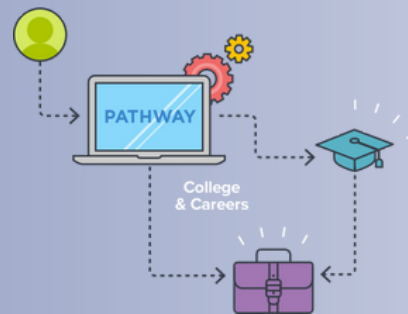


Creating Career Goals



Grade Level:



Domain:



Academic Skills



College & Career Exploration

TIME:



30 Minutes

This lesson is designed to teach students about creating realistic and meaningful career goals.

Objectives

Students will:

1. Learn about SMART goals and how to write them.
2. Connect their career interests to future goals.
3. Create strategies to help them achieve their goals.

MEFA Pathway Activities

- My Journal
- My Goals
- My Careers

Materials Needed

- Internet connection

Vocabulary

- Meaningful
- Realistic
- Accountability
- Resilience

Future Ready Skills

- Evaluation
- Growth Mindset
- Emotional Intelligence

PART 1

CONTENT KNOWLEDGE

Display the notes below on the board in order to teach students about SMART goals and how to set them.

SMART goals are goals that are **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound.

Non-SMART goal example: I will make the soccer team.

SMART goal example: In the next six weeks, I will practice soccer every other day and will enlist a current member of the soccer team to coach me once a week in order to make the team during fall tryouts.

In order to write a goal that adheres to each characteristic, there are several questions you need to ask yourself:

- **Specific:** What do you want to accomplish?
- **Measurable:** How will you know when you reach this goal?
- **Attainable:** Is your goal achievable if you set your mind to it?
- **Relevant:** Is this a worthwhile goal? Do you have the resources you need in order to achieve this goal?
- **Time-Bound:** What is the timeline for your goal? When will it be achieved?

PART 2

APPLYING INFORMATION

Instruct students to click on My Careers under the Discover Careers tab in MEFA Pathway. Have students review the careers on their list. They should pay attention to any careers they have favorited. Encourage students to review the career descriptions to learn more about each career.

Next, have students click on My Goals under the Self-Discovery tab. Instruct students to click ADD GOAL in the CAREER section to create a new career goal based on what they learned in the descriptions for one of their careers of interest.

Students should consider the SMART goal framework when creating their career goal. Encourage students to think about the answers to the following questions when creating their goal:

1. Why are you interested in the career you selected?
2. How can you learn more about the career?
3. Does the career align with your future goals and aspirations?

Students should come up with 2–3 strategies to support their career goal. Make sure they click the green SAVE button to save their goal and strategies. Encourage students to continue to add more goals and strategies as they develop and update goals as completed if they achieve them.

PART 3

EVALUATING INFORMATION

Have students assess their progress in meeting their established goals at the end of each semester. Have students make an entry in their My Journal by clicking on the pen icon in the lower right corner and answering the questions below:

1. If you have not yet reached an expected goal, what additional strategies could be applied?
2. If you have reached a goal, what strategy did you find especially helpful?
3. If you have not yet reached an expected goal, what do you see as an obstacle?
4. What could you do to get past the obstacle?
5. What are some ideas for future goals?

Students should add any additional goals to their Goals & Strategies list.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Have students create a career vision board that displays a visual representation of their desired career aspirations. Provide examples of what could be included in their vision board such as pictures of the workplace, job titles, and quotes. Encourage students to brainstorm and then gather images and words that represent their career goals. This activity could be done as a PowerPoint presentation digitally or on a poster board with magazine cut outs, markers, or other art supplies.

GRADING RUBRIC FOR PRESENTATIONS

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Content Accuracy	All content in the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate	The content is confusing or contains more than one factual error.
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The presentation includes all the material needed to give a good understanding of the topic.	The presentation lacks one or two key elements.	The presentation is missing more than two key elements.	The presentation lacks several key elements and has inaccuracies.
Use of Graphics	All graphics are attractive (size and colors) and support the topic of the presentation	A few graphics are not attractive, but all support the topic of the presentation.	All graphics are attractive, but a few do not support the topic of the presentation	Several graphics are unattractive AND detract from the content of the presentation.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. The student uses proper grammar, punctuation, and spelling.	The presentation has no misspellings or grammatical errors.	The presentation has 1- 2 misspellings, but no grammatical errors.	The presentation has 1- 2 grammatical errors but no misspellings.	The presentation has more than 2 grammatical and/ or spelling errors.