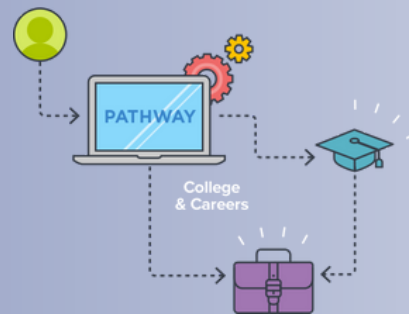


Developing Career Interests



Grade Level:



Domain:



College & Career Exploration

TIME:



45 Minutes

This lesson is designed to promote early career exploration and introduce students to potential career opportunities and postsecondary planning.

Objectives

Students will:

1. Explore careers based on subjects or activities they enjoy.
2. Identify on-the-job tasks related to specific work environments.
3. Identify education level and areas of knowledge needed for potential careers.
4. Identify a career cluster of interest.

MEFA Pathway Activities

- Everyday Things
- Says Who
- My Careers
- My Journal

Materials Needed

- Internet connection

Vocabulary

- Career Cluster
- Career Path
- Areas of Knowledge
- Academic Performance
- Attitude
- Motivation

Future Ready Skills

- Evaluation
- Critical Thinking

PART 1

CONTENT KNOWLEDGE



Lead a class discussion with students about career exploration. Explain to students that they can explore careers by:

1. Identifying interests, subjects, and values that may apply to a potential career path
2. Identifying the necessary skills and areas of knowledge that will make them employable in the future
3. Developing short and long-term goals

Explain to students the benefits of early career exploration:

1. Improvement of academic performance
2. Improvement of attitude and motivation
3. Motivation to create a high school course plan
4. Motivation to create a postsecondary plan

PART 2

APPLYING INFORMATION

Have students log in to MEFA Pathway and click *Careers Discovery Zone* under the *Discover Careers* tab. Students should then select the **Careers Discovery Zone** activity they would like to explore.

- **Everyday Things** allows students to explore careers based on subjects or activities they enjoy.
- **Says Who** exposes students to various careers by identifying on-the-job tasks related to specific work environments.
- **Favorite Subjects** shows students the connection between the subjects studied in school and potential college majors and career options.
- **Would You Rather** allows students to answer a series of questions to help them discover career categories of interest.

The results of each **Careers Discovery Zone** activity will generate a list of careers students can explore further. Students should select a career to view its details page, which includes a short summary, education level needed, median wage, career cluster, and knowledge required.

Students should save careers they would like to explore further by clicking the green **SAVE** button on the top right, which will place the career on the student's **My Careers** list.

PART 3

EVALUATING INFORMATION

Once students have started saving careers to their **My Careers** list, they should review and take note of career clusters that appear repeatedly.

Have students navigate to their **My Journal** under the *About Me* tab and make a journal entry documenting their top careers.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Have students read the career description within MEFA Pathway of one career of interest that is saved on their **My Careers** list. Instruct students to create a presentation that answers the questions below. The presentation should be clear, organized, and show creativity.

1. What career cluster does your chosen career fit into?
2. What are some daily tasks and work activities of this career?
3. What skills would you need to be successful in this career?
4. What are the median wages of this career?
5. What is the projected growth of this career?
6. What is the required education level of this career?
7. What are some programs of study for this career?

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.