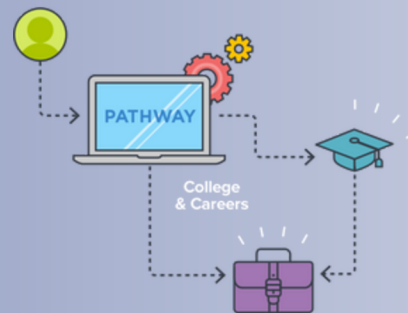


Discovering Jobs and Employers



Grade Level:



8, 10

Domain:



College & Career Exploration

TIME:



45 Minutes

This lesson is designed to help students understand the concept of networking to find employment.

Objectives

Students will:

1. Learn the meaning of a network
2. Find out different strategies to find a job.
3. Research potential employers within their community.

MEFA Pathway Activities

- Career Search
- My Careers
- My Journal

Materials Needed

- Internet connection

Vocabulary

- Job Board
- Networking
- Relevant Skills

Future Ready Skills

- Networking
- Job Board
- Research

PART 1

CONTENT KNOWLEDGE

In this lesson, students will explore the different ways to find employment. Utilizing their personal network can be a great way for a student to find a job. An example of finding a job through a personal network can be a student's family member needing them to babysit their younger cousins. This is a personal network because they are the student's family. As you grow older, networks change and expand. Some students may be able to find employment opportunities through teachers or school counselors who share employment opportunities with students. Encourage students to be mindful of ways their network can grow to support their employment aspirations in the future.



Begin with a group discussion on careers and networks. Ask students the following questions:

1. What is a network (personal, professional)?
2. Where do you go to find jobs? Answers can include Indeed, LinkedIn, social media, word of mouth, friends and family, postings in a store, etc.
3. How do you think the way you search for jobs now will change as you get older?
4. What does it mean to network?

PART 2

APPLYING INFORMATION

Divide students into small groups. Instruct each group to come up with a list of careers that interest the group. Have students log in to MEFA Pathway and click on **Career Search** under the *Discover Careers* tab and search for each career on the list their group created. Have students review the details page of each selected career.

Ask students the following questions:

1. What programs of study did professionals in this career major in during college (if college is a requirement for this career)?
2. What type of skills are needed for this career?
3. What type of preparation is needed for this career?
4. Using the information discussed in part 1, where do you think professionals in this career can find new job opportunities?
5. What are some ways professionals in this career might network? Examples may include: connecting with college professors, talking to peers, joining professional organizations, etc.

PART 3

EVALUATING INFORMATION

For this activity, students will explore employment opportunities in their community specifically for students. Brainstorm as a group the types of jobs that students typically have. Ideas may include:

- Amusement park
- Fast food restaurant
- Camp counselor
- Paid/unpaid summer internships with city offices
- Childcare/Babysitting

After students have taken the time to brainstorm, encourage them to select one of the jobs from the list. Instruction them to search for those types of jobs on job search websites such as Indeed and review the job descriptions.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Instruct students to create a new journal entry by clicking on the pen icon in the lower right corner of MEFA Pathway reflecting on the following questions:

1. What did you learn about professional networks?
2. What did you learn about employment opportunities within your community?
3. How will you use what you learned in today's lesson to support your career aspirations?

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.