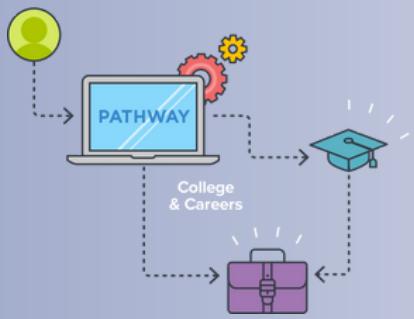


# Applying Interests and Work Values to a Career Cluster

**Grade Level:**

9

**Domain:**

College &amp; Career Exploration

**TIME:**

45 Minutes

This lesson is designed to help students complete the Interests and Work Values assessments and use the results to determine which career clusters best match them.

## Objectives

*Students will:*

1. Complete the Interests and Work Values assessments in MEFA Pathway.
2. Discover and learn about the results of their Interests and Work Values assessments.
3. Use the results of the assessments to explore career clusters that are best suited for them.

## MEFA Pathway Activities

- Interests Assessment
- Work Values Assessment
- My Careers
- My Journal

## Materials Needed

- Internet connection

## Vocabulary

- Assessment
- Personality Type

## Future Ready Skills

- Evaluating
- Critical Thinking
- Growth Mindset

## PART 1

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### CONTENT KNOWLEDGE

#### In-Class Activity



Explain to students that learning about their own interests, work values, skills, talents, and subjects of interest that may lead to a career path is a gradual and exciting process. Discovering what makes you tick and what excites you about your future can reveal some great career options.

Have students review the main questions asked in the Interests and Work Values Assessments in MEFA Pathway:

#### Interests Assessment

1. What activities give you the most pleasure?
2. How might these interests influence your career choices?
3. How can you match them to career clusters or individual careers to find a career perfect for you?

#### Work Values Assessment

1. What is important to you?
2. What is important to you in a job?
3. How could knowing what is important to you tell you what you value in a job  
For example: working in a team or working alone.

## PART 2

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### APPLYING INFORMATION

Students should log in to MEFA Pathway and navigate to the *Self-Discovery* tab. Students should then click *Interests Assessment* and *Work Values Assessment* and complete each one. Remind them to save the results of each assessment as they finish.

If they have already completed the assessments, they can skip the assessments and instead go back and review their results. Encourage students to break off into groups for a discussion. Groups can then share with the class what they discovered.

## PART 3

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### EVALUATING INFORMATION

Students should navigate to *Career Search* under the *Discover Careers* tab. In order to match their interests and work values to specific careers, students should click *USE MY INTERESTS* and/or *USE MY VALUES* to populate a career list based on their assessment results.

Students should navigate to *My Journal* under the *About Me* tab and answer the following questions in a journal entry:

1. What results appeared that you were not expecting?
2. What are important things to know about yourself that will help determine a career cluster of interest? List at least three.
3. How might knowing your interests, work values, and skills help you determine a career cluster?

Direct students to click on *Careers of Interest* to learn more about a particular career. Students should save up to three careers to their **My Careers** list by clicking on the green **SAVE** button.

Students should think about the following questions:

1. Is there a common career cluster that presents itself?
2. What is the required education level?
3. What are the areas of knowledge?
4. How does this career match your interests and values?
5. What other related careers could be explored further?

Students should identify a career cluster they feel suited for and continue to explore careers within that cluster and build their **My Careers** list within MEFA Pathway. Students can “favorite” careers by clicking on the heart under the *Add to Favorites* column for that career in their **My Careers** List, which will add the career to their Digital Portfolio, a representation of their postsecondary path.

## PART 4

### CRITICAL THINKING/CREATIVE APPLICATION

Students should create a presentation based upon what they have discovered about their own interests and work values and how it led to a potential future career. This could also be posed as a group project.

Combining the results of their assessments, along with what they have learned about particular careers that may be a good match for them, students should create a PowerPoint presentation that includes the following aspects:

- A title slide
- At least 3-4 images or pictures
- A slide that gives examples of what they discovered about their own interests, work values, and skills
- At least three slides that each list:
  - A career that was in their search results
  - Details of that career: the career cluster it falls into, the education required, the areas of knowledge that should be studied, and the salary
  - An assessment by the student that explains if the career is a good match
- A concluding slide detailing the most significant thing the student learned

## GRADING RUBRIC FOR PRESENTATIONS

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content Accuracy</b>	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.
<b>Sequencing of Information</b>	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.
<b>Effectiveness</b>	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.
<b>Use of Graphics</b>	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.
<b>Font Choice &amp; Formatting</b>	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.
<b>Conventions. The student uses proper grammar, punctuation, and spelling.</b>	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.