Exploring Options for After High School

This lesson is designed to help students explore, assess, and compare postsecondary options. Students will match options to their own criteria to determine the best fit for them.

OBJECTIVES

Students will...

1. Identify and compare several postsecondary options

2. Choose a postsecondary option based on their criteria that fits with their interests, experiences, and needs

3. Develop criteria for analyzing postsecondary options

4. Discuss criteria needed for making educational decisions

ACTIVITIES

PART 1

Content Knowledge

Pre-reading for activity

1. Students should complete the *Making Goals & Action Plans* lesson.

2. Students should read the webpage, *Education Options After High School Toolkit,* before this lesson starts. As they read, they should highlight or underline sections that are new information for them and mark any terms they need to understand better. When they come to class, they should be prepared to discuss the article and their own postsecondary preferences and career goals.

3. Students should create a list of criteria they can use for analyzing postsecondary options. This list will vary depending on each student's needs. You may wish to create a sample list to give students ideas. For example, student athletes will want to attend a school that offers their sport. So schools offering that sport would be part of the criteria used by student athletes.

PART 2

Applying Information

Ask the students to log in to MEFA Pathway and navigate to the *Goals & Strategies* page under the *Build Career Plan* tab to review their saved career goals & strategies from the *Making Goals & Action Plans* lesson. Students should be prepared to offer additional options to further the discussion.

Grade Level: 11

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:
- Digital Portfolio
- Goals/Strategies

DOMAIN:
- College & Career Exploration

TIME:
- 45 minutes

MATERIALS NEEDED:
- Internet connection to work with the MEFA Pathway website
- Computer program to create a presentation
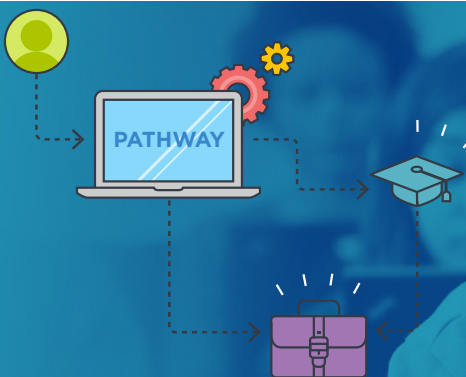- Webpage: *Education Options After High School Toolkit*

FUTURE READY SKILLS:
- Evaluating
- Critical Thinking
- Growth Mindset
- Adaptability

VOCABULARY:
- Apprenticeship
- Vocational Program
- Transition

Email any questions to: info@mefapathway.org

LESSON PLAN

Evaluating Information

Students should log in to MEFA Pathway and go to their *My Digital Portfolio* to select an option in the *FUTURE PATH* box. Remind students that this selection could potentially change as they grow and their interests change.

Critical Thinking/Creative Application

Divide students into groups and assign each group one of the postsecondary pathways. Students should create an informational technology presentation such as a PowerPoint, video, or webpage to present to the class.

Within their presentation, they should: identify their assigned pathway, and outline how to achieve that postsecondary goal; analyze and report pertinent information in an easy-to-read format; explain the criteria they used; and end their presentation stating what they learned.

Recap for students that they learned to create personalized criteria for identifying the best postsecondary option to pursue their career goals. Encourage students to review and revise their criteria as their postsecondary plans take shape.

mefa
pathway YOUR PLAN
FOR THE FUTURE®

Exploring Options for After High School Grading Rubric

CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Content Accuracy	All content on 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 material needed to give a good understanding of the topic.	The presentation is lacking one or two key elements.	The presentation is missing more than two key elements.	The presentation is lacking 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. 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.