

Creating Career Goals

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

ACTIVITIES

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 Specific, Measurable, Attainable, Relevant, and Time-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 navigate to their *My Career List* in MEFA Pathway under the *Discover Careers* tab. Have students review the careers on their list. They should pay attention to any careers they have favorited. Encourage students to review the career description to learn more about each career.

Grade Level: 7

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Journal
- Goals/Strategies
- My Careers List

DOMAIN:

- Social Emotional Learning
- Academic Skills

TIME:

- 30 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Evaluation
- Growth Mindset
- Emotional Intelligence

VOCABULARY:

- Meaningful
- Realistic
- Accountability
- Resilience

Email any questions to:
info@mefapathway.org



LESSON PLAN

Next, have students navigate to the *Goals & Strategies* page under the *Create Your Profile* tab. Instruct students to create a new career goal based on what they learned in the descriptions for their careers of interest. Students should come up with 2-3 strategies to support their career goal. Encourage students to think about the answers to the following questions:

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

Students should consider the SMART goal framework when creating their career goal. 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? What could you do to get past the obstacle?
4. What are some ideas for future goals? Add these to the *Goals & Strategies* page under the *Create Your Profile* tab as well.

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Creating Career Goals Grading Rubric

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| CATEGORY | EXCELLENT 4 | GOOD 3 | SATISFACTORY 2 | NEEDS IMPROVEMENT 1 |
|--|---|--|--|---|
| 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 entry includes all material needed to give a good understanding of the topic. | The entry is lacking one or two key elements. | The entry is missing more than two key elements. | The entry is lacking several key elements and has inaccuracies. |
| 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 entry has no misspellings or grammatical errors. | The entry has 1- 2 misspellings, but no grammatical errors. | The entry has 1- 2 grammatical errors but no misspellings. | The entry has more than 2 grammatical and/or spelling errors. |