Developing Career Interests

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 category of interest

ACTIVITIES

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 navigate to *Careers Discovery Zone* under the *Discover Careers* tab. Students should then select the *Careers Discovery Zone* activity they would like to explore.

Grade Level: 7

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:
- Everyday Things
- Says Who
- My Career List
- My Journal

DOMAIN:
- College and Career Exploration

TIME:
- 45 minutes

MATERIALS NEEDED:
- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:
- Evaluation
- Critical Thinking

VOCABULARY:
- Career Category
- Career Path
- Areas of Knowledge
- Academic Performance
- Attitude
- Motivation

Email any questions to: info@mefapathway.org

LESSON **PLAN**

- *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 *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 category, and areas of knowledge required.

Students should save careers they would like to explore further by clicking the green *SAVE TO LIST* button, which will place them on the student's *My Career List*. Encourage students to identify areas of knowledge they would need expertise in to pursue a particular career category.

Evaluating Information

Once students have started saving careers to their *My Career List*, they should review and take note of career categories that appear repeatedly and identify a potential area of study.

Have students make an entry in their *My Journal* by clicking on the pen icon in the lower right corner documenting their top careers.

Critical Thinking/Creative Application

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

1. What career category 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 is the salary range for this career?
5. What is the projected growth of this career?
6. What is the required education level of this career?
7. What would you need to study (program or major) for this career?

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Developing Career Interests 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.

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