# Getting Work Experience

This lesson is designed to help students understand how getting work experience can help them achieve their career goals.

## OBJECTIVES

Students will...

1. Learn about the different types of work-experience

2. Explore different ways they can get work experience while still in school

3. Assess which type of work experience is best suited for their career interests and goals

4. Generate a list of school offerings, including courses or specialized programs, that provide an opportunity to gain work-related experience

## ACTIVITIES

**PART 1**

### Content Knowledge

*Lesson Pre-requisite:* Have students complete the *Applying Skills to a Career Category* lesson prior to this lesson.

Lead a class discussion explaining and discussing the terms associated with work-related experiences:

**Job Shadow:** An activity where the person can observe and follow a professional for a short period of time in a field while the professional is at work. This provides opportunities to see how people work in different environments

**Internship:** A short-term, temporary work experience that offers meaningful, practical work related to a student's career interest or potential field of study. Can be paid or unpaid

**Co-Op:** An experience that typically alternates semesters of academic study with longer periods of paid, full-time work

**Apprenticeship:** A program or position where someone learns an art, trade, skill, or job while working under a certified expert

**Skills Trade:** An occupation that requires a specific skill set, knowledge, or ability

**Volunteering:** Freely giving time or efforts for a cause without being paid

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**Grade Level: 9**

**MEFA PATHWAY SECTIONS WITHIN THIS LESSON:**
- Skills/Strengths (Profile Details)
- Internships
- Goals/Strategies

**DOMAIN:**
- Academic Skills
- College & Career Exploration

**TIME:**
- 45 minutes

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

**FUTURE READY SKILLS:**
- Evaluating
- Collaboration
- Self-Management

**VOCABULARY:**
- Job Shadow
- Internship
- Co-op
- Volunteering
- Work Experience
- Apprenticeship
- Skills Trade

**Email any questions to: info@mefapathway.org**

**PART 2**

## Applying Information

Students should review their Skills/Strengths and top three careers identified in the *Applying Skills to a Career Category* lesson. They can find these on their *Profile Details* page within the *Create Profile* tab in MEFA Pathway.

Students should explore school offerings, including courses or specialized programs, to learn more about the opportunities available to them to gain work-related experience.

Students should then navigate to the *Internships* page under the *Discover Careers* tab and review opportunities listed to see if any would be a good fit.

**PART 3**

## Evaluating Information

Students should log in to MEFA Pathway and navigate to *Goals & Strategies* under the *Build Career Plan* tab. Students should add one career-based goal that includes a work-related opportunity and helps them gain work experience while still in school.

**PART 4**

## Critical Thinking/Creative Application

To help with their career-based goal setting, have students write a journal entry in their *My Journal* under the *Create Profile* tab responding to the following prompts:

1.  What work-related opportunity at your high school would help you gain experience in your chosen career path?
2.  What do you hope to gain by participating in this work-related opportunity?
3.  List any potential work-related opportunities found during the internet search

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# Getting Work Experience Grading Rubric

| 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. |

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