

# Applying Interests & Values to a Career Category

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

## OBJECTIVES

Students will...

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

## ACTIVITIES

### PART 1

#### Content Knowledge

*Pre-reading for activity*

Students should read the article [Can Personality Type Influence Career Choice?](#) As they read, they should highlight or underline sections that provide new information and mark any terms they need to understand better. When they come to class, they should be prepared to discuss the article.

*In-class activity:*

Explain to students that learning about their own interests, 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 Values assessments in MEFA Pathway:

#### Interest Assessment

- What activities give you the most pleasure?
- How might these interests influence your career choices?
- How can you match them to career categories or individual careers to find a career perfect for you?

Grade Level: 9

#### MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

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

#### DOMAIN:

- College & Career Exploration

#### TIME:

- 45 minutes

#### MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- [Can Personality Type Influence Career Choice?](#) article

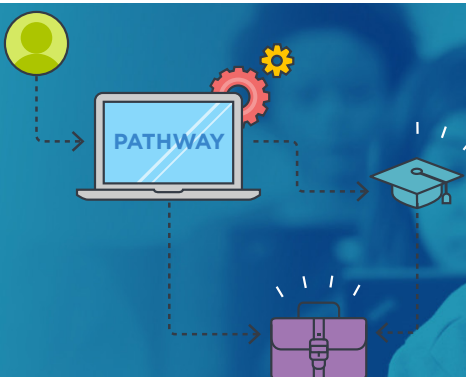
#### FUTURE READY SKILLS:

- Evaluating
- Critical Thinking
- Growth Mindset

#### VOCABULARY:

- Assessment
- Personality Type

Email any questions to:  
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# LESSON PLAN

## Values Assessment

- What is important to you?
- What is important to you in a job?
- How could knowing what is important to you tell you what you value in a job (e.g. working in a team or working alone)?

### PART 2

## Applying Information

Students should log in to MEFA Pathway and navigate to the *Get to Know Yourself* page in the *Self-discovery* tab. Students should complete the *What are your Interests?* and *What are your Work Values?* assessments. 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

## Evaluating Information

Students should navigate to the *Career Search* page under the *Discover Careers* tab. Before the students match their interests and values to specific career categories, review how the filters work. Students should click “USE MY INTERESTS” and/or “USE MY VALUES” to populate a career list based on their assessment results. Students should answer the following questions in *My Journal* under the *About Me* tab.

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

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 from each set of results by clicking on the green “SAVE” button. Students should think about the following questions.

- Is there a common career category that presents itself?
- What is the required education level?
- What are the areas of knowledge?
- How does this career match your interests and values?
- What other related careers could be explored further?

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

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### Critical Thinking/Creative Application

Students should create a presentation based upon what they have discovered about their own interests and 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, values, and skills
- At least three slides that each list:
  - A career that was in their search results
  - Details of that career: the career category 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 about himself or herself

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# Applying Interests & Values to a Career Category Grading Rubric

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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.