

Discovering Jobs and Employers

This lesson is designed to help students understand the concept of networking to find employment.

OBJECTIVES

Students will...

1. Explore ways to find jobs
2. Understand the different strategies to find a job
3. Research potential employers within their community

ACTIVITIES

PART 1

Content Knowledge

In this lesson, students will explore the different ways to find employment. Utilizing their personal network can be a great way for a student to find a job. An example of finding a job through a personal network can be a student's family member needing them to babysit their younger cousins. This is a personal network because they are the student's family. As you grow older, networks change and expand. Some students may be able to find employment opportunities through teachers or school counselors who share employment opportunities with students. Encourage students to be mindful of ways their network can grow to support their employment aspirations in the future.

Begin with a group discussion on careers and networks. Ask students the following questions:

- What is a network (personal, professional)?
- Where do you go to find jobs? Answers can include Indeed, LinkedIn, social media, word of mouth, friends and family, postings in a store, etc.
- How do you think the way you search for jobs now will change as you get older?
- What does it mean to network?

PART 2

Applying Information

Divide students into small groups. Instruct each group to come up with a list of careers that interest the group. Have students log in to MEFA Pathway and navigate to the *Career Search* page under the *Discover Careers* tab and bring up the details page of each selected career. Ask students the following questions:

Grade Level: 8

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Career Search
- Career List
- My Journal

DOMAIN:

- College & Career Exploration

TIME:

- 60 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Research skills
- Networking
- Analyzing

VOCABULARY:

- Job Board
- Networking
- Relevant Skills

Email any questions to:
info@mefapathway.org



LESSON PLAN

1. What programs of study did professionals in this career major in during college if college is a requirement for this career?
2. What type of skills are needed for this career?
3. What type of preparation is needed for this career?
4. Using the information discussed in part 1, where can professionals in this career find new job opportunities?
5. What are some ways professionals in this career might network? Examples may include: connecting with college professors, peers, professional organizations etc.

PART 3

Evaluating Information

For this activity, students will explore employment opportunities for students in their community. Brainstorm as a group the types of jobs and employers students typically have. Ideas may include:

- Amusement park
- Fast food restaurant
- Camp counselor
- Paid/unpaid summer internships with city offices
- Childcare/Babysitting

After students have taken the time to brainstorm, encourage them to select one of the jobs from the list. They should research the job on job-search websites such as *Indeed* and review the job description.

PART 4

Critical Thinking/Creative Application

Instruct students to create a new journal entry by clicking on the pen icon in the lower right corner reflecting on the following questions: What did you learn about professional networks? What did you learn about employment opportunities within your community? How will you use what you learned in today's lesson to support your career aspirations?

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Discovering Jobs and Employers 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.