

# Applying Interests, Values, & Skills to a Career Category

This lesson is designed to help students use the results of their interests, values, and skills assessments to determine which career categories best match them.

## OBJECTIVES

Students will:

1. Discover and learn more about the results of their interests, skills, and values assessments
2. Use those results to explore the career categories that are best suited for them

## ACTIVITIES

### PART 1

#### Content Knowledge

*Pre-reading for activity*

Students should read the article [\*The 6 Personality Types and How They Impact Your Career Choice\*](#) before the class lesson starts. 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, 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.

Review the main questions asked in each of the three 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?

#### 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 (e.g. working in a team or working alone)?

Grade Level: 9 - 11

#### MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Assessments
- Career Search
- Career List
- Digital Portfolio

#### SUBJECT AREAS:

- Social Studies
- College Prep

#### MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

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## Skills Assessment

- What are you good at?
- How could a particular skill you have developed in your life translate to success in a career?

### PART 2

## Applying Information

Students should log in to MEFA Pathway and go to the *Get to Know Yourself* page in the *Discover Careers* tab. Students should click the purple *Get to Know Yourself* box and complete the *What are your Interests?*, *What are your Work Values?*, and *What are your Skills?* assessments. Remind them to save the results of each assessment as they finish. If they have already saved results, they can skip the assessments and instead should 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

Before the students match their interests and values to specific career categories, review how the filters work. Using the interests and values filters on the left navigation bar of the *Career Search* page, students should click “Use my interests” and/or “Use my values” to populate a career list based on their assessment results.

Using the results of the interests and values assessments, students should “click to see associated careers” to explore related careers. Students should save up to three careers to their career list from each set of results. Students should answer the following questions.

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 3)
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 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 and build their career list within MEFA Pathway. Students can “favorite” careers, which will then appear on their Digital Portfolio, a representation of their post-secondary path.

### PART 4

## Critical Thinking/Creative Application

Students will create a presentation based upon what they have discovered about their own interests, values, and skills and applying that 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 will create a PowerPoint presentation that includes the following aspects:

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- 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 3 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; 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/herself

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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.