

Get to Know Yourself

This lesson is designed to help students determine their likes and dislikes in order to summarize their conclusions in a presentation about their interests, values, and potential careers.

OBJECTIVES

Students will:

1. Learn about the factors that go into attaining a job/career
2. Connect their personal interests, values, and skills with the MEFA Pathway Get to Know Yourself assessment
3. Evaluate the Get to Know Yourself assessment results in order to determine their interests, values, and skills and how they connect with careers the most appealing
4. Create a table of information that details the three most important interests, values, and skills from their assessment results and reflect upon which careers, interests, values, and skills are the most desirable/relevant to them

ACTIVITIES

PART 1

Think:

Ask students to think about the following question: If you could have any job in the world, what would you want to do and why?

Pair:

Ask students to get into pairs or pair them yourself. Tell students that they will each have 60 seconds to tell their partner the job that they want. Additionally, they should explain why they want their ideal job. Start a timer and tell students to start talking. After 60 seconds, tell students to stop and switch.

Share:

When the 60 seconds is up, ask volunteers to share their partner's desired job and reasoning.

Tell students that there are many factors that go into attaining their dream job:

- Education
- Required Qualifications
- Experience
- Recommendations
- Personal Interest, Values, and Skills

Grade Level: 10 - 12

MEFA PATHWAY LINKS FOR LESSON:

- Get to Know Yourself

SUBJECT AREAS:

- Personal Finance
- Career Exploration

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- Get to Know Yourself Handout (attached)

Email any questions to:
info@mefapathway.org

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LESSON PLAN

PART 2

Applying Information

Tell students that in this lesson they will be completing the Get to Know Yourself Assessments in order to get a sense of their personal interests, values, and skills. This information will help them as they start considering potential career paths. Ask students to complete each section of the Get to Know Yourself Assessment (What are Your Interests? What are Your Work Values? What are Your Skills?) in order to determine their interests, values, and skills.

PART 3

Evaluating Information

After completing the Get to Know Yourself Assessments, students should look at their top 3 results of What are Your Interests and What are Your Work Values and explore careers that match those results. Encourage students to go to the Career Search page and click Use My Interests and/or Use My Values to generate a list of careers based on the students top results. Students can filter by education level to narrow that list down even further..

PART 4

Critical Thinking/Creative Application

Students should complete the Get to Know Yourself handout in order to track their top three interests, skills, and values. Additionally, students will reflect upon their most preferred interest, skill, and value and the most desired profession associated with each trait. They will use the information in this handout in the next lesson entitled “My Career Plan.”

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Get to Know Yourself Handout

Complete the follow tables by filling in your top three interests, values and skills. Make sure to detail information about what each trait means and the careers associated with each. When you are finished with each table, detail which is your most preferred trait (interest, value, or skill) and career. In the space provided, also make sure to indicate why this is your most preferred trait and career.

Interest	Description of Interest	Example Careers	Most Preferred Interest and Career

Value	Description of Value	Example Careers	Most Preferred Value and Career

Skill	Description of Skill	Example Careers	Most Preferred Skill and Career

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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 worksheet includes all material needed to give a good understanding of the topic.	The worksheet is lacking one or two key elements.	The worksheet is missing more than two key elements.	The worksheet is lacking several key elements and has inaccuracies.
Includes Requirements	All requirements are addressed.	At least two of the requirements are addressed.	One of the requirements is addressed.	No requirements are addressed.
Conventions. Student uses proper grammar, punctuation, and spelling.	The worksheet has no misspellings or grammatical errors.	The worksheet has 1- 2 misspellings, but no grammatical errors.	The worksheet has 1- 2 grammatical errors but no misspellings.	The worksheet has more than 2 grammatical and/or spelling errors.

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