

Saving Careers to My Career List

This lesson is designed to help students add potential careers to their My Career List so they can keep track of various careers of interest.

OBJECTIVES

Students will:

1. Discover what goes into performing a wide range of interesting jobs
2. Search for careers by keyword or category
3. Create a balanced career list to formulate a plan for what they might study in college

ACTIVITIES

PART 1

Content Knowledge

Ask students to reflect on what career they might be interested in. Ask students to discuss what they understand that career to be like. Have they thought about the day-to-day aspects of the career? Have they considered required education level or projected growth?

After hearing students responses, have a class discussion on why these factors that students might not have originally considered are an important part of career planning. As a class, watch the short webinar, [Discover & Explore Careers with MEFA Pathway](#). This webinar will discuss how students can start to build a list of potential occupations in MEFA Pathway.

PART 2

Applying Information

Students should log in to the MEFA Pathway website in order to build a career list. Have them navigate to the *Career Search* page within the *Discover Careers* tab. Once students have accessed this page, they should search for careers based on potential interest. Students can search for careers by selecting certain categories, interests, and values or by typing in a keyword, career name, or major in the search bar.

Once the students see a career of interest, they should click on the title to open the career details. Students should take notes on the overview of each job, including career category, required education level, programs of study/college majors, and median wages, as well as daily tasks and work activities. Students should also watch the accompanying video for that career, if there is one. If the career seems like a good fit, students should hit the green *SAVE* button to save the career to their *My Career List*.

Grade Level: 9-12

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Career List

SUBJECT AREAS:

- Building Career Plans

MATERIALS NEEDED:

- [Discover & Explore Careers with MEFA Pathway](#) webinar
- Presentation Software
- Internet connection to work with the MEFA Pathway website

Email any questions to:
info@mefapathway.org

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LESSON PLAN

PART 3

Evaluating Information

Once students feel they have thoroughly considered all potential careers, they should navigate to *My Career List* under the *Discover Careers* tab. Students should closely examine the list. For careers they are having doubts about, they should click the X to remove the career from the list. Students should select the heart icon under the *Add to Favorites* column next to their top three careers. When careers are marked as a favorite, they are automatically filtered to the top of the list. Favorited careers also appear in a student's Digital Portfolio. This allows students to easily access these careers, and the counselor to view them as well.

Once students are satisfied with their list, they should look for any similarities among the careers. Do any of the careers fall into the same category? Do they require a similar education level?

Explain to students how this information can be helpful when career planning, even if they do not know exactly what kind of career they would like to pursue. For example, if their top three career choices all require master's degrees, they should factor that into their education plan regardless of which specific path they choose.

PART 4

Critical Thinking/Creative Application

Students should create a presentation on software such as PowerPoint that summarizes the top three career choices they've evaluated. They should include all of the following information for each career: career category, required education level, median wages, programs of study/college majors, daily tasks, and work activities. The presentation should include appropriate graphics that add to the content on the slides. In addition to an opening slide (which should include a title, their name, their class, their teacher name, and the date), students should also have a concluding slide in which they reflect upon why these three careers stood out to them and how these careers compared to the careers they were interested in before completing this lesson.

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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.