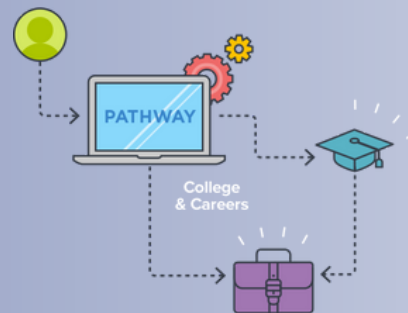


# Building My Careers List



## Grade Level:



8, 10

## Domain:



College & Career Exploration

## TIME:



45 Minutes

This lesson is designed to help students explore careers and learn how to build a list of various careers of interest.

## Objectives

*Students will:*

1. Discover the skills and education needed to perform a wide range of jobs.
2. Search for careers by keyword or category.
3. Create a balanced career list.
4. Formulate a plan for what they might study in the future.

## MEFA Pathway Activities

- My Goals
- My Journal
- My Careers

## Materials Needed

- Internet connection

## Vocabulary

- Median Wage
- Program of Study
- Career Cluster

## Future Ready Skills

- Evaluating
- Critical Thinking

## PART 1

### CONTENT KNOWLEDGE



Ask students to reflect on what career they might be interested in and what they understand that career to be like.

1. Have they thought about the day-to-day aspects of the career?
2. Have they considered required education level or projected growth?

After hearing student responses, have a class discussion on why these factors that students might not have originally considered are an important part of career planning.

## PART 2

### APPLYING INFORMATION

Have students log in to MEFA Pathway and navigate to *Career Search* within the *Discover Careers* tab. Once students have accessed this page, they should search for careers by selecting certain clusters, interests, values, skills, and technology skills or by typing in a keyword, which can include a career name or major, in the search bar.

Once 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 cluster, required education level, programs of study, 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 at the top of the page to save it to their **My Careers** list.

## PART 3

### EVALUATING INFORMATION

Once students feel they have thoroughly considered potential careers, they should navigate to *My Careers* under the *Discover Careers* tab to view their **My Careers** list. 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 click 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 **My 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 cluster? 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 a 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 cluster, required education level, median wages, programs of study, 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's 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 compare to the careers they were interested in before completing this lesson.

## GRADING RUBRIC FOR PRESENTATIONS

| CATEGORY                                                                        | EXCELLENT                                                                                         | GOOD                                                                                         | SATISFACTORY                                                                                         | NEEDS IMPROVEMENT                                                                   |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                 | 4                                                                                                 | 3                                                                                            | 2                                                                                                    | 1                                                                                   |
| <b>Content Accuracy</b>                                                         | All content in 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.                   |
| <b>Sequencing of Information</b>                                                | 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.                         |
| <b>Effectiveness</b>                                                            | The presentation includes all the material needed to give a good understanding of the topic.      | The presentation lacks one or two key elements.                                              | The presentation is missing more than two key elements.                                              | The presentation lacks several key elements and has inaccuracies.                   |
| <b>Use of Graphics</b>                                                          | 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. |
| <b>Font Choice &amp; Formatting</b>                                             | 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.                       |
| <b>Conventions. The student uses proper grammar, punctuation, and spelling.</b> | 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.               |