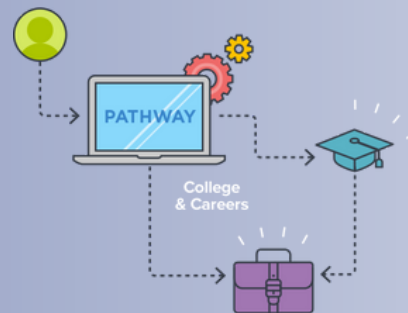


# Career Backup Plan



## Grade Level:



11, 12

## Domain:



College & Career Exploration

## TIME:



90 Minutes

This lesson is designed to help students explore and identify postsecondary back-up options.

## Objectives

*Students will:*

1. Investigate careers related to those they have expressed interest in.
2. Learn about the importance of having a back-up plan.
3. Research career paths to identify related careers.

## MEFA Pathway Activities

- Career Search
- My Careers
- Career Path
- College Search
- My Colleges

## Materials Needed

- Internet connection

## Lesson Prerequisite

Students should save at least three careers to their *My Careers* list in MEFA Pathway before starting this lesson. It is recommended that students have completed the *Building My Careers List* lesson.

## Vocabulary

- Career-Related Skills
- Transferable Skills
- Obstacles
- Limiting Factors
- Alternative Routes

## Future Ready Skills

- Problem Solving
- Adaptability
- Skill Building
- Critical Thinking
- Decision Making

## PART 1

### CONTENT KNOWLEDGE



In this activity, students will review the career profile of their dream career, investigate related careers that match with their interests, skills, values, talents, and aspirations, and determine if any of these may be a good alternative route.

Ask students:

1. Are there alternative routes to my dream career?
2. Can I feel fulfilled in more than one career?

Have students review their **My Careers** list under the *Discover Careers* tab in MEFA Pathway. Based on the details of those saved careers, such as required education level, career cluster, projected growth, skills required, specific work activities, and median wages, have students rank the careers in their order of interest.

## PART 2

### APPLYING INFORMATION

Have students click on the name of the top three careers on their list. This will bring them to the details page for each career. Instruct students to scroll down to the blue box that says *More Careers like this* and review any careers that are of interest. Students should select two careers that they would consider as alternative career options and save these careers to their **My Career List** by clicking *SAVE* in the green box on each career's details page. Students should repeat the above steps for careers on their list until they find alternative career options that they like.

After saving these careers, have students navigate to their **My Journal** under the *About Me* tab reflecting on the following questions about these alternative careers:

1. What makes this career similar to your top choice careers?
2. What would be most fulfilling about working in this career?
3. What would you look forward to most if you worked in this career?

## PART 3

### EVALUATING INFORMATION

Students should review the career detail page for their top three careers and top two back-up careers and take notice of the required education level and programs of study for each one. Students can click on a program of study to bring them to the **College Search** with a list of colleges where they can pursue that degree. They can add filters on the left side based on their preferences (region, size, setting, etc.) Students can then save colleges to their **My Colleges** list that they want to remember and explore further by clicking the green *SAVE TO LIST* button next to each school.

In class, ask students:

1. How will postsecondary education or training influence your career opportunities?
2. How likely is it that postsecondary education or training will lead to your dream career?

Explain to students that as much as they may plan and focus on a goal, you never know what life may throw at you, sending you on a new course. For example, students may enroll in a specific program or major with one career goal in mind, but their learning and development may lead them in a different direction.

## PART 4

### CRITICAL THINKING/CREATIVE APPLICATION

Have students review the career detail page for their top three careers and top two back-up careers. Have students click on the *SEE CAREER PATH* button at the top to visualize a potential path to that career. Students should review careers that are listed as stepping stones and as advancements. Students can click on any careers of interest to learn more and add them to their **My Careers** list if desired.

Have students access their **My Journal** under the *About Me* tab and write a journal entry reflecting on whether any of these newly added careers would make a good backup plan.

## GRADING RUBRIC FOR JOURNAL ENTRIES

| CATEGORY                  | EXCELLENT                                                                                                          | GOOD                                                                                 | SATISFACTORY                                                       | NEEDS IMPROVEMENT                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
|                           | 4                                                                                                                  | 3                                                                                    | 2                                                                  | 1                                                    |
| <b>Description</b>        | Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.   | Provides a clear and detailed account of the experience, including relevant details. | Clearly describes the experience, event, or learning.              | Offers a limited description of the experience.      |
| <b>Analysis</b>           | Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning. | Connects the experience to personal learning and raises some insightful questions.   | Attempts to analyze the experience but may lack depth or clarity.  | Superficial analysis, lacking deeper thought.        |
| <b>Future Application</b> | Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences     | Identifies specific ways to apply the learning to future situations or goals.        | Suggests some possible connections to future learning or practice. | Makes no clear connection to future learning/action. |