

Title: What Is the Future Job Outlook For Me?

Grade Ranges:

 K-4

 5-8

 X 9-12

Subject Tag:

Business Education

Family and Consumer Sciences

Synopsis:

In this activity, students will use the Internet to gather information and answer questions on the job outlook for this year. The lesson plan suggests an excellent Web resource to use to research job and career prospects: <http://www.jobweb.org/joboutlook>. Students will research a specific, potential job and share results in a class discussion.

Keywords:

jobs, job outlook, research, forecasting, careers, career outlook, job search, career search

Body:

Class Session 1:

1. Establish focus for the lesson by asking students to take a blank sheet of paper, put their name on it, and on a scale of 1-5, mark how confident they are that they'll have a positive and successful future job outlook. Remind the students that:
 - 1 represents little or no chance to achieve the job success they would like and
 - 5 represents many opportunities available to achieve the job success they would like to have.
2. Have students fold their papers in half for you to collect. Without looking at the pages, place them inside an envelope and seal. Explain that you will re-distribute the pages at the end of the lesson.
3. Ask students what they know about the job outlook in the careers they want to enter. Encourage participation and discussion by using some of the following questions:
 - Do you know the specific type of job you would like to have?
 - What would that job be?
 - How easy would it be for you to get that particular job?
 - In other words, what type of competition would you have?
 - Does the job you want have a current abundance of employees?
 - Is it a "popular" job that everyone wants to have or is it a unique job where not too many people currently work?
 - Where would you have to live to have the job?
 - Would this mean a physical move for you?
 - If so, will that be o.k. with you?

- Do you have any constraints that would limit your moving should you receive the job?
- What would the cost of living be in the area in which you would work?
 - What are average rental rates and property values in the area?
 - Roughly how much would it cost to provide food and other necessities for a week, month, or year?
 - Will the income that your job provides meet these cost-of-living needs?

Please note: Discussion of the cost of living topic could easily be its own step, including research on the Web to find specific answers to these questions. Simply having students consider the cost of living in your area will at least make them aware of the topic.

Additionally, you can encourage students to reconsider their job choices if the salaries don't match the cost of living needs.

- What opportunities exist in your selected job for advancement, both in job responsibilities and in advanced salary positions?
 - Would you be able to move up the career ladder within the same company or would you have to change employment?
4. Explain that students will go to the computer, sign on, and go to the Related Link listed below.
 5. Distribute a photocopy of the Web page and Job Outlook 2002. Review the page with students.
 6. Tell students they should start at the top left corner and move through the segments on Hiring Forecast, Market Highlights, Regional Outlook, International Outlook, and Employer Advice. They should review each segment and take notes on important pieces of information that they locate about the future job outlook. They should be prepared to share their findings in a class discussion. Encourage students to remember the series of questions just covered in the class discussion. They should be looking for specific details about their proposed job. What are the pros and cons for such a job – what is the outlook for the future? Are there challenges that they would be willing to accept? Are the salaries sufficient for a comfortable living or is there at least enough potential to achieve a comfortable living within a reasonable amount of time? Remind students that they should find out as much as possible about a job before even pursuing such.
 7. Allow students to begin their research.

Note: Because of the constantly changing nature of job outlook facts and figures, and if time permits, encourage students to search the Web using keywords such as jobs, and job outlook to locate the latest facts and figures.

Class Session 2:

1. Ask students if they learned any interesting and unique pieces of information. Encourage responses.
2. Ask students to report on their research findings. At this point, you should have been able to access the site yourself for the most current job outlook information. From your review of the site, draft a series of questions that will develop the class discussion.

3. Re-distribute the pages that each student completed on where (on a scale of 1-5) they felt they stood with regard to their job outlook. Ask if any of them have changed their self rating, and have them explain why or why not.

Related Links:**Job Outlook 2002**

<http://www.jobweb.org/joboutlook>

As one of the resources listed on JobWeb (<http://www.jobweb.com>), this web page links to a wealth of information for people who need to research jobs and careers. Its user-friendly format allows people to do both targeted research and general research.

Careers and Colleges

www.careersandcolleges.com

Contains a Careers With A Future link providing insight into job statistics for the future

Features:

- Contains special education tips
- Quick Activity (less than 30 minutes; story starter)
- Requires Internet access for students to complete

Objectives:

Students will:

- become aware of the power of the Internet as an information search tool.
- research statistics on current job outlook.
- recognize the job outlook for future employment.

Standards:

NY: Language Arts 1 – Students will read, write, listen, and speak for information and understanding. **3** – Students will read, write, listen, and speak for critical analysis and evaluation. **Family and Consumer Science 3.1**. Resource Management. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYC: A2a. Make an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter. **A3a**. Gather information to assist in completing project work. **A3b**. Use on-line sources to exchange information for specific purposes.

CT: Language Arts 2. Producing Texts – Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences. **Learning Resource & Information Technology 1**. Defining Information Needs – Students will define their information needs and identify effective courses of action to conduct research, solve complex problems, and pursue personal interests. **3**. Information Strategies – Students

will demonstrate a command of information, skill, and strategies to locate and use effectively print, non-print and/or electronic resources to solve problems, conduct research, and pursue personal interests. **6.** Evaluation – Students will evaluate the effectiveness and efficiency of their own choices and use of information and technology for problem solving and communication. **Technology Education 3.** Career Awareness – Students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements.

NJ: Cross-Content Workplace Readiness 1. All students will develop career planning and workplace readiness skills. **2.** All students will use technology, information, and other tools. **3.** All students will use critical thinking, decision-making, and problem-solving skills.

Prerequisite Skills:

- Ability to use the Internet to research topics.

Time Required:

two class sessions with sufficient time between sessions for completion of assignment

Technology And Materials Needed:

1. Access to computers
2. Internet access capability
3. Large envelope for collecting student opinion forms
4. Handout: photocopy of the Web page: <http://www.jobweb.org/joboutlook>

Procedures:

Assessment Criteria:

1. Did students understand the concept of job outlook as a forecasting tool?
2. Were students successful in using the Internet as a research tool?
3. Did students gain self-confidence with regard to their future job outlook?

Recommended Lesson Plan Review Date:

6 months

Review Comments:

Check Web sites. Should the focus Web site address cease to operate, you will need to identify another target Web site for teachers to be assured that the lesson plan provides an effective Web site.