

Title: The Ups and Downs of Occupations

Grade Ranges:

___ K-4

___ 5-8

X 9-12

Subject Tag:

Business Education

Family and Consumer Sciences

Synopsis:

In this activity, students will use an Internet site to identify the latest employment and occupation trends. In conducting this research, students will recognize the importance of education and training in succeeding in the job market.

Keywords:

occupations, job trends, employment, on-the-job training, post-secondary degrees, Associate Degrees, Bachelor Degrees, job training, job skills, entry-level jobs, salary, job research

Body:

Class Session 1:

1. Establish focus for the lesson by asking a series of short questions that can be answered with a show of hands.
 - How many of you have thought about the career you would like to pursue?
 - Do you know what type of training is required for the career of your choice?
 - Are you willing to work to acquire the necessary skills and training for the career you want?
2. Explain to students that they will be going to the computer, signing on, and accessing a specific web site in order to research trends in occupations. (If time and facilities permit, students can conduct similar research on other sites.)
3. Distribute a photocopy of America's Career InfoNet home page or work online.
4. Review the page with students. Refer to the left side of the screen and the two sections on "types of occupational ranking" and "average worker education level." Assign students to research the various entries by selecting one item — including one occupation — from each section and hitting the "Search" button. Students should access the assigned segments and collect information to share in a class discussion.
5. Allow the students to begin their assignment. It will probably take the rest of the class period for the students to collect their research.

Class Session 2:

1. Have students discuss and define the terms that are important to this lesson plan. Important terms include: job training, salary, education and degree requirements,

- entry-level positions. Because students have completed their research, they should have a good knowledge of the terms.
2. Allow students to report on their research findings. To build listening skills, tell the students that there must be at least one follow-up question asked of each report. Students will be graded on their questioning participation.
 3. Bring closure to the lesson by reminding students of the importance of education and training in succeeding in the career of their choice. Additionally, ask students if they were surprised by the requirements associated with the careers they would like to pursue.
 4. (Optional) Now that students are better informed, have them list the requirements for the career that they would like to pursue, and encourage them to start thinking about how they will meet those requirements.

Note: Because of the changing nature of such web sites, encourage the students to use the Internet as a search tool by search such keywords as employment, employment trends, occupations, jobs, and education.

Related Links:

Career InfoNet

<http://www.acinet.org/acinet/>

This site has categories devoted to “wages and trends” and “what it takes” (training and education), so it is ideal for this lesson plan.

Careers and Colleges

www.careersandcolleges.com

Contains a link Careers With A Future 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:

- use the Internet to research the educational and training requirements for various careers.
- select occupations to research and report to the class using selected criteria.

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: 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. **Language and Arts Literacy 3.4** – All students will read various materials and texts with comprehension and critical analysis.

Prerequisite Skills:

1. Ability to use the Internet to research topics.

Time Required:

two 45-minute class sessions

Technology and Materials Needed:

- Computer access
- Internet access
- Handout: copy of America’s Career InfoNet homepage (<http://www.acinet.org/acinet>)

Procedures:

Assessment Criteria:

1. Did students understand the concept of occupational growth?
2. Did students understand the importance of education and training as a success factor in the job market?
3. Were students comfortable using the Internet as a research tool?

Recommended Lesson Plan Review Date:

Every 6 months

Review Comments

Check Web site. 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.