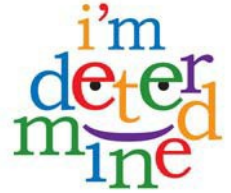


**Organizing Topic:** Choice Making (*The skill of making a choice between two known options.*)



**Title:** Which Job Will "Show Me the Money"?

**Target Grade Level:** Middle and High School

**Related Standards of Learning:**

Economics and Personal Finance

- EPF.15 The student will demonstrate knowledge of income earning and reporting by
- a) examining how personal choices about education, training, skill development, and careers impact earnings

**Objective:** Each student will choose a job or vocational area that interests him or her and research the job outlook, skills needed, education required and salary information.

**Prerequisite Understandings/Knowledge/Skills:**

- Knowledge of jobs/vocational areas
- Understanding of the reasons why people make certain choices
- Understanding that jobs can be chosen according to interest as well as income potential

**Materials Needed:**

- Chart paper, tape, scissors, magazines
- Vocational interest inventory such as the one found on Virginia Wizard <https://www.vawizard.org/vccs/CareerAssess.action>
- List of websites for research, <http://careerplanning.about.com/> , <http://www.onetonline.org/>
- What Job Will "Show Me the Money"? worksheet
- Rubric for Class Discussion
- Computers with internet access

**Time Frame:** Approximately four class periods

**Lesson Procedure:** Pose the overarching question, "What will I do about choosing a job that I can do, will enjoy and that I will be paid to do?" and explain that the following process will help to answer this question.

Class period one:

- Discuss the following questions with the class
  1. What is a job? Why do people work?

2. How did the people around you choose the job they currently hold?
  3. How might you determine what job you may wish to hold?
  4. What type of job would you NOT want to hold?
- Using chart paper with titles of clusters placed around the classroom, introduce students to the U.S. DOE Structure of Career Clusters (16 areas)
    - Agriculture, Food & Natural Resources
    - Architecture & Construction
    - Arts, Audio/Video Technology & Communications
    - Business, Management & Administration
    - Education & Training
    - Finance
    - Government & Public Administration
    - Health Science
    - Hospitality & Tourism
    - Human Services
    - Information Technology
    - Law, Public Safety & Security
    - Manufacturing
    - Marketing, Sales & Service
    - Science, Technology, Engineering & Mathematics
    - Transportation, Distribution & Logistics
  - Have students search magazines for pictorial examples of people working in each cluster. Cut out pictures and tape to corresponding cluster.

Class period two:

- Administer vocational interest inventory
- Assess results and have each student place his/her name on a sticky note and place it on the cluster of his/her interest

Class period three:

- Computer task- have students log on to the web to search for career/job information sites such as:
  - O\*NET, a database of comprehensive information on job requirements and worker competencies  
<http://www.onetonline.org/>
  - Career Planning About.com:  
The Career Choices section of this site describes the nature of the work, employment, working conditions, and other information about each field <http://careerplanning.about.com/>

- After locating the preferred career cluster, ask students to choose three occupations under that cluster and list outlook, skills needed, education requirements and salary on chart, entitled, *What Job Will "Show Me the Money"?*

### **Specific Options for Differentiating this Lesson by:**

#### **Content**

- Narrow career clusters list to include only those jobs germane to student ability and/or local outlook

#### **Process**

- Pictures of various jobs- Students are given five different job pictures and asked to place each picture on the corresponding career cluster-titled chart paper
- Descriptions of jobs/skills needed- Career Interests Game <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/> designed to help students match their interests, skills, and personality with appropriate career paths
- Descriptions of occupation/education/salary - information provided through videos, guest speakers or field trips.

#### **Product**

- What Job Will "Show Me the Money"? chart- Completed in the any of the following formats-written, oral, pictorial
- Students select one job choice and create a poster or power point presentation including the following information: skills needed, education required, outlook and salary.
- Students present findings in the form of a report with visuals to the class.

**Evaluation:** Rubric to assess class discussion. What Job Will "Show Me the Money"? chart completion.

#### **Extending Understanding:**

- Students complete the process on more than one career cluster of their interest.
- Hold a Virtual Career Fair. Using the information from the chart, students create a power point presentation with pictures and graphics on their job choice. Invite other classes to participate in a gallery walk, viewing each presentation. After viewing each power point, have each guest vote for the job of their choice, using paper tokens as money.

## What Job Will “Show Me the Money”?

\_\_\_\_\_ is a job that I can do, will enjoy and be paid to do it.

Job title	Skills needed	Education required	Outlook for future	Annual salary
1.				
2.				
3.				