

Community at Work

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students learn about employment supply and demand by playing a fishing game.

Time: 75 minutes.

Essential Questions

- What are the relationships among an occupation's employment, growth and outlook information?
- How might an occupation's employment, growth and outlook affect my career choice?

Preparation

- Reserve computer lab with overhead projector enabled
- Ensure lab has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Print the Overview and Employment and Outlook topics for several diverse CIS Occupations with varying employment and outlook, enough copies to provide one printout for each group of three
- Collect three containers and one treat per student:
 1. Place one treat in container #1
 2. Place five treats in container #2
 3. Place twenty treats in container #3
 4. (Note: If you have a small class you may want to reduce the number of treats in containers #2 and #3; be sure there are fewer treats in the containers than there are students)

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is to introduce labor market terms and help students see the relevancy of labor market principles to their career decision-making.
2. Divide the class into groups of three.
3. Distribute an occupational printout to each group. Explain that there is a relationship between an occupation's employment and outlook and that this activity will explore those connections.
4. Ask each group to read the Overview section of their printout to familiarize themselves with the occupation.
5. Ask groups to identify the three largest employers for their occupation within your community and/or state.
6. Once you have identified these employers, ask students who have a parent working for one of the identified employers to stand.
7. Ask students to stand if they know someone who works for one of these employers. (Probably all or most of the students will be standing.)
8. Encourage each student to share who the person is, the occupation, and the employer.
9. Show PPT Slide 2. This slide is titled "Current Employment Definition."
10. Ask students to guess the definition, then share the CIS definition by hitting enter on the slide: the number of jobs the occupation provides throughout the country and state in a given year. Explain that in CIS the employment information also addresses growth, which tells you how fast an occupation is growing. You can learn how fast any occupation is growing compared to all other occupations in the region.
11. Ask students to estimate how many high school teachers are currently employed by their school district compared to the number of school administrators, then ask them why there might be more teachers than administrators.
12. Explain that Secondary Teachers is a very large-sized occupation compared to Education Administrators, which is typically a large or medium-sized occupation across the United States. (You may want to share the current employment topic for both occupations by viewing the information in CIS, or you could paste the current information onto a PowerPoint slide in the presentation.)
13. Ask students to read the Employment information for the occupation on their printout.
14. Explain to students that you will now lead an exercise to personalize this definition.
15. Tell students that they have been entered into a fantasy fishing derby, and each fish caught is worth \$1,000.

16. Explain that each of the three containers represents a fishing pond, and the candy in the containers represents the fish.
17. Ask the students to note that Container #1 has one piece of candy, Container #2 has 5 pieces of candy and Container #3 has 20 pieces of candy. (If you have a small class you may want to reduce the number of candy in Container #3 to ensure that there are fewer total pieces of candy than students.)
18. Tell the students that they can choose only one of the ponds (containers) from which to fish, and that they have thirty seconds to decide. Explain that before the thirty seconds lapses, they must be in line behind one of the containers; if not they forfeit their opportunity to fish.
19. Tell students that pushing and aggressive behavior will eliminate them from the game.
20. Set the three containers (fishing ponds) in different areas of the room and establish where the line for each bowl begins.
21. Start the thirty-second countdown.
22. After thirty seconds, explain that the fish represent job openings and the students represent individuals applying for jobs.
23. Ask the students whether there is a shortage, balance, or surplus of job openings (fish) compared to the number of people (fishers) wanting the job.
24. Ask students to think of ways they might increase their chances of landing the job (fish) such as appropriate coursework, experience, or more education and training (bait).
25. Starting with the first student in line, have the students in the line take one treat until the container is empty. (Make sure you have extra treats for all students who participated.)
26. Show PPT Slide 3. This slide is titled "Outlook."
27. Ask students to guess the definition, then share the CIS definition by hitting enter on the keyboard: the future employment growth for the occupation; whether an occupation is growing or declining and how that rate compares to other occupations. In addition, the outlook in CIS explains what factors may influence the number of available jobs.
28. Ask each group to read the Outlook section of their printout and discuss it within their small groups.
29. Show PPT Slide 4. This slide features the following terms: "decline," "stay the same," and "grow faster."
30. Ask them if they would prefer to work in an occupation that is declining, staying the same or growing faster than average and why.
31. Ask students if this increases the likelihood of them getting work or decreases their chances.
32. Ask groups to look at their assigned occupation and identify if it is declining, staying the same or growing faster and identify why this might be occurring.
33. Show PPT Slide 5. This slide is titled Factors Affecting Employment and Outlook.
34. Explain that many factors can affect occupational employment and outlook.
35. Explain the four broad areas of change:
 - Demographic: changes in human population counts and age distribution
 - Industrial: changes in specific industries
 - Technological: changes in applying technical methods for practical purposes
 - Economic: changes in production, distribution and consumption of goods
36. Share the following examples: A large percentage of the population is aging (demographic change), which increases the need for health care. If our government implements new highly restrictive logging policies to protect endangered wildlife and streams (industrial change), it affects the forest industry. ATMs (technology change) have reduced the number of bank tellers as well as redefined what they do. If the economy is weak (economic change) then less building takes place, which decreases the demand for construction workers.
37. Show PPT Slide 6. Ask students to think of specific changes that have occurred in the last few years that have affected current employment within a local industry or employer.
38. Briefly discuss how this has affected the supply (how many trained workers) and the demand (how many jobs are available) of that particular employer or industry.
39. Ask students to use CIS to research the employment, growth and outlook projections for an occupation of interest to them.
40. Show PPT Slide 7. Ask students to write a one-page report addressing 1) how knowledge of current employment and outlook projections might impact occupational choice, and 2) what the employment and outlook projections are for an occupation of interest and how this impacts their consideration of this occupation.

Variations and Accommodations

- This lesson could be adapted for many subject areas, for example, in a business class, you could ask students to investigate one large local employer or industry such as banking, to find out how employment within it has changed in recent years and how it is likely to change in the future. Invite a guest speaker, such as a manager from a local bank, to hear students' findings and comment about changes in their workplace.
- Ask students to work in groups of three to predict the top three fastest-growing, largest-growth, and fastest-declining occupations in the state, and write a short paragraph explaining their predictions. Tell students to investigate the actual projections from the State Employment Department and compare results.

- Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.

Assessment

Use the *Community at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Community at Work \(PPTX\)](#)
[Community at Work Scoring Guide \(PDF\)](#)
[Community at Work Scoring Guide \(DOCX\)](#)
Three containers and one piece of candy per student

Materials shown on the left in blue are available by logging into a MCIS Administrative or Staff Account

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM5 Integrate changing employment trends, societal needs and economic conditions into your career plans.

American School Counselor Association

- Career Development

Bloom's Taxonomy: Understanding, Analyzing, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control

- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Create Relationships with Adults that Support Success
- Demonstrate Ethical Decision-Making and Social Responsibility
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment