CAREER AND COLLEGE DEVELOPMENT

LESSON 6-16 ▲ JOBS, OCCUPATIONS AND CAREERS

**LEARNING GOALS/OUTCOMES**

* Definition of the terms “job,” “occupation,” and “career”
* Examples that illustrate the terms “job,” “occupation,” and “career”
* Understanding of why it is important to know the difference between the terms
* Explain the differences between jobs, occupations, and careers

**MATERIALS NEEDED**

* **Student Handouts:**
* Jobs, Occupations, and Careers Worksheet
* **Internet access for partners or groups of students to the website** [**http://www.bls.gov/k12/**](http://www.bls.gov/k12/)

Click on “Student Resources” and then “Career Exploration”

**CLASSROOM ACTIVITIES**

1. **Share with students that this workshop focuses on comparing the differences between jobs, occupations, and careers.**
2. **Move students into teams of three** and handout the *Jobs, Occupations, and Careers Worksheet.*
3. **Ask students to divide up the reading under the “Jobs” column** so that one student reads the Definition, another student reads the Requirements and Time, and the last student reads the section on Income and Security. Give students time to read and share what they read in their group.
4. **As a whole group, briefly go over the definition and its parts.** Make a list of what kinds of jobs the students describe. Briefly share information about your first job.
5. **Give groups time to discuss and answer the first three questions on the *Worksheet*.** Compare/share answers from groups
   * List jobs teenagers might be able to get
   * List jobs of the adults you know
   * List jobs that interest you in the future (as an adult)
6. **Repeat the reading and discussion process for the term**, occupation. Ask students to react to and discuss the next two questions on the *Jobs, Occupations and Careers Worksheet*.
7. **Have students explore the term, career.** Brainstorm as a class decisions students will need to make as they think about their lifetime of work between now and the next 30 years. Have the groups complete the questions on careers on the *Jobs, Occupations and Careers Worksheet*.
8. **Introduce the website,” Exploring Career Information” from the Bureau of Labor Statistics.** Explain that the teams of students are going to research “occupations” in one of eleven areas (managing money, sports, helping people, science, math, reading, fixing things, music/arts, computers, law, nature and social studies).
9. **Assign an occupation “area” to each of the groups** and have students record and compare the information about two “jobs” in that occupation area that interest the group. Have the groups briefly share out what they found out and what was most interesting.
10. **Return to the definitions of jobs, occupations, and careers** and ask students to revisit the decisions they will need to make regarding jobs, occupations, and careers.

**STUDENT PRODUCTS**

* **Completed *Jobs, Occupation and Careers Worksheet***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILIATOR NOTES**

The terms “job,” “occupation” and “career” are all used interchangeably and it is confusing for students to understand the difference. This workshop is designed to help students sort out the differences between the terms and to develop the use of basic career/technical vocabulary.

The lesson has two sections. The first section helps students learn the definitions. The second section is an online exploration of occupations and career targets. Depending on time, the sections may need to be presented in two different class periods to allow for adequate discussion and online exploration. An alternative approach is to use the student worksheet as a whole group activity and use teams for the online exploration.

* **EXPLORATION OPPORTUNITIES**

Middle school students are very interested in jobs, occupations, and careers. Since many students will be more attracted to video presentations of different occupational areas, the following resource is offered as an alternative way to explore the concept of careers with students.

* **AIE (Adventures in Education)** <http://www.youtube.com/user/fafsamadeeasy/videos>

The “FAFSA Made Easy”

* **Bureau of Labor Statistics**

<http://www.bls.gov/ooh/>

A critical resource for these lessons is the Bureau of Labor Statistics, “Occupational Outlook Handbook”. It is easily searchable and describes itself as: “Welcome to the Nation′s premier source for career information! The profiles featured here cover hundreds of occupations and describe What They Do, Work Environment, How to Become One, Pay, and more.” Each profile also includes BLS employment projections for the 2010–20 decade. Materials are available in English and Spanish.

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LESSON 6-16 STUDENT HANDOUT

JOBS, OCCUPATIONS AND CAREERS WORKSHEET

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Jobs** | **Occupations** | **Career** |
| **Definition** | A job is an activity through which an individual can earn money. It is a regular activity in exchange of payment.  A job is work for which you receive pay. Individuals tend to talk about their work as “just a job” when it doesn’t give them much long-term career satisfaction. | An occupation is generally thought of as a series of related jobs. A high school English teacher’s occupation is education and her job is teaching. She could also become a high school counselor or principal where her occupation is still education. A mechanic may go from working on car engines to diesel trucks and her occupation will continue to be as a mechanic.  An occupation is a wide category of jobs with similar characteristics. An occupation is a broad title for what someone does on a continual basis. | A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. A career can be thought of as the accumulation of all of the jobs in one or more occupations that have made up an individual’s work life. Your career is comprised of the actions you typically take within a certain occupation. Often pictures as a staircase or ladder.  A career is a lifetime journey of building and making good use of your skills, knowledge and experiences. |
| **Requirements** | Specific education levels or special training may or may not be required. | May require new learning or training as new jobs are accepted. | Usually requires special training or higher levels of education where the individual is expected to increase their expertise to match higher levels of responsibility. |
| **Time** | Generally for an identified period of time, often short term | Can be either short-term or long-term depending on the relationship of subsequent jobs | Long-term |
| **Income** | Varies by demand. Most likely to be categorized as a “wage” by the hour. |  | Varies depending on value to society or some other entity. Salary is more common. |
| **Security** | Dependent on demand, can change rapidly | Dependent on the field | A career may not mean stability of work as it encourages one to take risks. The risks are often internal and therefore planned. |

**Student/Group Questions**

**Jobs**

1. List jobs teenagers might be able to get.
2. List the jobs of adults that you know.
3. List jobs that interest you for your future.

**Occupations**

1. Look back at the jobs you listed for teenagers. Do these fit any particular occupations?
2. What occupations do most of the adults you know work in?

**Careers**

1. Do the occupations from the questions above match what you are interested in doing in your work life?
2. What life decisions do you think you will need to make on your adult career path?