

### EXPLORING EMPLOYMENT OPPORTUNITIES

**Purpose:** This lesson introduces students to employment opportunities in the community

**Time Required for Lesson:** 50 minutes

**Grade Level:** 11

#### Missouri Comprehensive Guidance Program

**Strand:** Career Development

##### Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.A. Career decision making

**ASCA Standards:** Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

C. Students will understand the relationship between training and the world of work.

**Materials:** Classified ads and *Jobs in My Community* activity sheet

#### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**

**Unit:** Navigating Through the World of Work

**Concepts:** 7.A; 8.A.



#### Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas/skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students complete the “Jobs in My Community” activity sheet.

### Lesson Preparation

**Essential Questions:** Where do we find employment opportunities? Where do we find information that leads to employment opportunities?

**Engagement (Hook):** State: Your community has a lot to offer you. Explain that many people live and work in their communities. What employment opportunities are available in your community?

### Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> <li>1. Ask students to name the major industries in their community. List their responses on the board. Some examples are agriculture/natural resources, health services, human services, arts and communication, industrial and engineering technology, and business, management, and technology.</li> <li>2. Ask students to discuss industries in which their parent(s)/guardian(s) have had. List them on the board.</li> <li>3. Ask students if they know what kind of education and/or training is required for each job listed without discussion salary.</li> <li>4. Distribute and discuss classified ads from the newspaper to each student. Ask students to complete the ‘Jobs in My Community’ activity sheet.</li> <li>5. On the board, label three columns, ‘Benefit,’ ‘Working Conditions,’ and ‘Opportunities for Advancement.’ Brainstorm specifics for each category. Select jobs students have named and relate them to each of the three columns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and name major industries in their communities.</li> <li>2. Students discuss industries their parent(s)/guardian(s) have had.</li> <li>3. Students discuss the kind of education/training required for each job listed without discussing salary.</li> <li>4. Students receive and discuss classified ads from newspapers. Students complete and discuss the ‘Jobs in My Community’ activity sheet.</li> <li>5. Students discuss jobs and how they relate to the three categories .</li> </ol>

## ***JOBS IN MY COMMUNITY***

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the following questions about jobs in your community.

1. One adult in my family works as a(n): \_\_\_\_\_  
at: \_\_\_\_\_
2. Another person in my family works as a(n): \_\_\_\_\_  
at: \_\_\_\_\_
3. What similar jobs are in your community? \_\_\_\_\_  
\_\_\_\_\_
4. What type of education or training is required for these jobs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Are there ads in the classified section for these jobs? \_\_\_\_\_  
\_\_\_\_\_
6. Name three jobs in which you are interested. \_\_\_\_\_  
\_\_\_\_\_
7. How many wants ads are there for these jobs? \_\_\_\_\_
8. Do the classified ads list requirements for these jobs? If so, what are they? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_