School to Work, Career and College Options
Lesson #2 Grades 11 – 12
Researching Employment Outlooks

LESSON TARGET(S):
- Steps to use in assessing an employment outlook
- Tools for learning more about the employment outlook and labor statistics

MEASURE(S) OF SUCCESS:
Students will be able to:
- To describe their personal career choices based on current employment and labor statistics

MATERIALS NEEDED:
- Student Worksheet
- Occupational Outlook Handbook (http://www.bls.gov/ooh/)

FACILITATOR NOTES:
This workshop is different than other workshops because it requires students to do research during and outside of the class period. It is recommended that you plan the activity to span several weeks (interspersing with other activities if needed) to allow students to complete the outside work.

CORE ACTIVITY:

Introduction
Begin the class period by asking students, “How many of you want to train for a job that does not have very many job openings or may even not exist in the future?” Continue the discussion with students eliciting whether or not they are aware of jobs that used to exist but do not today. Are students aware of jobs that are currently disappearing? Talk about the importance of having a strategy for doing a personal employment outlook BEFORE you begin your postsecondary training or education.

Activity
1. Explain to students that they will be conducting employment research for jobs/occupations that interest them over the next several weeks. Help students group into occupational groups that have at least some similarities. (This will increase the group discussion as the projects continue.)

2. Have groups determine the jobs they are going to research within their occupational area and which person is going to use which two resources to gather information for the team summary on the employment outlook for this area. Groups of three work well so that each student is required to use at least two of the resources. Students can duplicate areas if they believe that they can gain additional information i.e. interviewing two different people.
Tech 101-A Self Awareness

Module 2: Researching Employment Assignment

3. Give students time in class to research and compile information. Make sure that the teams understand they are going to present their summary report to the entire class. Set a specific time frame for the research and the presentations.

4. Group Presentations: Have each group present their summary report. Have the whole class analyze the data and whether or not it seems advantageous to continue to look for jobs in the occupational area.

5. Reiterate with the students that there are multiple variables that go into determining an employment outlook. Remind them that having a systematic way to research and analyze the employment information is critical.

Closing

Require each student to write a short response to the questions:

- Is the occupational area(s) I’m considering for my first career likely to have jobs? Why or why not?
- Is this still an area of interest for me? Why or why not?
# Tech 101-A Self Awareness

## Module 2: Researching Employment Assignment

### Student Worksheet: Employment Outlook

#### Team Summary

<table>
<thead>
<tr>
<th>Specific Jobs</th>
<th>Occupational Group</th>
<th>Education/Training Required for Entry Level Positions</th>
<th>Entry Level Earnings or Salary</th>
<th>Employment Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Individual Research

<table>
<thead>
<tr>
<th>Research Step</th>
<th>Outlook Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>People You Know</td>
<td></td>
</tr>
<tr>
<td>Interview People in the Field</td>
<td></td>
</tr>
<tr>
<td>Information in High School Guidance Office</td>
<td></td>
</tr>
<tr>
<td>Internet Search of Employers</td>
<td></td>
</tr>
<tr>
<td>Internet Search of Professional Societies, Trade Groups, and Labor Unions</td>
<td></td>
</tr>
<tr>
<td>WorkSource Office or Similar Vocational Areas</td>
<td></td>
</tr>
<tr>
<td>U.S. Dept. of Labor Career One Stop</td>
<td><a href="https://www.careeronestop.org/">https://www.careeronestop.org/</a></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Tech 101-A Self Awareness

Module 2: Researching Employment Assignment

Individual Student Response:

Is the occupational area(s) I’m considering for my first career likely to have jobs? Why or why not?

Is this still an area of interest for me? Why or why not?
SAFETY DISCLAIMER:

M-SAMC educational resources are in no way meant to be a substitute for occupational safety and health standards. No guarantee is made to resource thoroughness, statutory or regulatory compliance, and related media may depict situations that are not in compliance with OSHA and other safety requirements. It is the responsibility of educators/employers and their students/employees, or anybody using our resources, to comply fully with all pertinent OSHA, and any other, rules and regulations in any jurisdiction in which they learn/work. M-SAMC will not be liable for any damages or other claims and demands arising out of the use of these educational resources. By using these resources, the user releases the Multi-State Advanced Manufacturing Consortium and participating educational institutions and their respective Boards, individual trustees, employees, contractors, and sub-contractors from any liability for injuries resulting from the use of the educational resources.

DOL DISCLAIMER:

This product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

RELEVANCY REMINDER:

M-SAMC resources reflect a shared understanding of grant partners at the time of development. In keeping with our industry and college partner requirements, our products are continuously improved. Updated versions of our work can be found here: [http://www.msamc.org/resources.html](http://www.msamc.org/resources.html).