

Lesson Plan 4: What do you do for a living?

SUBJECT(S): Math, English

GRADE LEVEL: 7 - 10

DURATION: one class period

Objectives

Students will understand that:

- there's a difference between talent and skill and some of both are often necessary to do a job well
- getting hired usually means meeting certain requirements for education and experience. It's important to know these in order to prepare for work in a particular field

Students will be able to:

- identify the level of education and other requirements for specific careers

Warm-up/Discussion

Ask students, "What kind of work would you like to do as an adult? What would the best aspects of the job be?" Have students list their skills and talents in two columns and then choose a specific job/career that they'd like to explore further.

Distribute the *What does it take?* (pg. 101) handout to each student. You can ask students to work with someone else who has chosen a similar career or have them work on their own.

Bring copies of the employment section of the newspaper for students to use to find jobs for themselves (or ask them to use the online resources listed below). Remind them to consider the education and experience needed to get the job (and the time and expense of the education required).

Materials Included:

- What does it take? [pg. 101]
- Salary Guide on CD included in the back of the binder

Additional Materials Needed:

- pencils
- paper
- copy of the jobs section of the newspaper

Vocabulary

skill:

proficiency, facility, or dexterity that is developed through training or experience

talent:

natural endowment or ability

salary:

fixed compensation for services, paid to a person on a regular basis

Warm-up/Discussion (cont'd)

<http://www.chicagotribune.com/classified/jobs/>

<http://searchchicago.suntimes.com/jobs/>

<http://www.illinoisjobnetwork.com/>

<http://www.monster.com>

<http://www.chicagojobs.com>

Salary Guide (from the CD that came with this book)

Assessment

Evaluate how completely students have filled out the handout and make sure that every student has identified a job and starting salary.

Wrap-up/Reflection

Ask students to discuss the education and experience requirements for the jobs they've chosen. Has anyone has changed his or her mind about a career choice? If so, why?

Ideas for Additional Activities

History: Students can interview or do research on a person who has been successful in the student's chosen career and report on the factors that helped the individual do well.

What does it take?

Name: _____

Date: _____

Career Choice: _____

Education required (circle)	High School diploma Associate's degree (two years of college) Bachelor's degree (BA or BS) Master's degree (MA) Doctorate (PhD) Law degree (JD) Master of Business Administration (MBA) Doctor of Medicine (MD) other (explain)
Skills Needed	
Experience Required	
Job Description	
Starting Salary	

