

Career Outlook

The **BIG** Idea

- Which careers are expected to have the most job openings in the future, and how will this affect my plans?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's a Career Outlook? (10 minutes)
- II. Investigate a Career's Outlook on CFVV.com (10 minutes)
- III. What's the Outlook? (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Lesson 1)
- Portfolio page 2, Comparing Careers: Career Outlook

STUDENT HANDBOOK PAGES:

- Student Handbook page 82, Career Outlook For Popular Careers in Your State
- Student Handbook page 83, CFVV.com Directions: Career Outlook
- Student Handbook page 84, Career Outlook Chart

FACILITATOR PAGES:

- Facilitator Resource 1, Popular Careers
- Facilitator Resource 2, Extra Challenge

Chart paper and markers

Overhead projector and transparency paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that openings and anticipated growth vary among different careers.
- Consider the career outlook for several careers that are of interest.

OVERVIEW

This lesson encourages students to investigate the outlook for the careers they are considering, including the average annual openings in each career and the growth or contraction rate. To conduct their research, students work in the computer lab, using the CFWV.com website. After collecting data for each of their careers, students will compare the annual openings in their state for their careers and others.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the CFWV.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address www.cfwv.com and the naming conventions for the student's accounts on the board (Account name = Firstname_Lastname, Password = Birthdate ex. 011990).
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio page 2, Comparing Careers: Career Outlook**
 - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results (if not already made for Lesson 1)**
 - **Student Handbook page 82, Career Outlook for Popular Careers in Your State**
 - **Student Handbook page 83, CFWV.com Directions: Career Outlook**
 - **Student Handbook page 84, Career Outlook Chart**
- Copy a class set of **Facilitator Resource 2, Extra Challenge** to use as an additional activity if students finish their Career Outlook Chart early.
- Students will choose 3 careers to research for this unit. Two of their careers will be selected from their **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. The third career will be picked from a list of high demand jobs in their geographical area. *You will need to create a list of 20-30 jobs that are in high demand in your students' area, using the website below.* Each of these careers must require one of the following post-secondary education

options: *apprenticeship, tech/trade school, community college, four-year college, or graduate school.*

To find employment projections for your state, go to

http://www.projectionscentral.com/lt_search.aspx . Choose your state, then use the “Sort By” box to choose whether to view projections by year, annual openings, or number/percent change.

- Use the CFWV.com website to find the number of annual openings in your state for each career listed on **Student Handbook page 82, Career Outlook for Popular Careers in Your State**. Use the data to fill in the chart for these careers.

BACKGROUND INFORMATION

As students begin to think about their education and career possibilities, it's important that they consider career outlooks, or the opportunities that will be available to them in the future. They should begin to recognize that some fields are growing, while opportunities in other fields may be decreasing.

On www.cfwv.com, students can explore the career outlook for many careers. This information, found in the Money and Outlook section for each career, includes state-specific wages and annual openings. Understanding these trends can help students make informed decisions about their education and career choices.

VOCABULARY

Career Outlook: expectations for an occupation’s salary, job openings, and employment changes in the future.

Annual Job Openings: the number of available positions within a particular career that are filled in a given year.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 82, Career Outlook for Popular Careers in Your State** as a DO NOW. Once the students have completed this handout, begin with the discussion as written in the **Warm Up**.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

In schools where computer access is limited or not available, you’ll want to be prepared with an alternate way to teach this lesson. Log on to CFWV.com and print **Money and Outlook** pages for your state for the 38 popular careers listed in **Facilitator Resource 1, Popular Careers**, plus any other careers you know your students are eager to learn more about. Distribute these pages to your students, two per pair, and have them use these reference materials instead of the CFWV.com website. You may wish to laminate these pages to make them reusable from class to class.

For **Activity I, Warm Up: What’s a Career Outlook?**, you may wish to share a personal story about the importance of considering a career’s outlook. For example:

K’s Career Outlook

Many years ago, a young woman (K.) was studying to be a teacher. When she was in her junior year of college – only one year left until graduation! – her school sent her parents a letter saying that there would not be many teaching jobs available when K. graduated. The letter, which was sent to the parents of all students studying to be teachers, explained that parents should

encourage their kids to choose other careers. K. was upset. She really wanted to teach. And she had spent lots of time and money learning how.

Was there any way K. could have figured out this situation out before her junior year? (Actually, there were some clues if she had been paying attention. There were thousands of people studying education at her college. And people were having fewer kids, which meant fewer teachers would be needed.)

What happened? The year K. graduated, it was a struggle to find a teaching job, but she did find one. K. moved to another part of the state where there was more of a demand for teachers.

In **Activity I, Warm Up: What's a Career Outlook?**, you may choose careers that interest your students other than the ones provided. Be sure to include careers that require a variety of different levels of education and career outlooks. If you choose different careers, you will need to recreate **Student Handbook page 82, Career Outlook for Popular Careers in Your State** substituting the new careers. You will need to make a copy of this new student handbook page for each student.

In **Activity III, Career Outlook Chart**, invite students who complete their charts early to check out career outlooks for the same five careers, but in another state. Give them **Facilitator Resource 2, Extra Challenge** and have them answer the following questions:

- Are there more or fewer people in the second state?
- How do the opportunities compare?
- What will competition for these jobs be like in another state?

Point out to students that if another state has more openings for a certain career, it may not mean there are more opportunities. Explain that the state may be more populated, with more people competing for those jobs.

ACTIVITY STEPS

I. WARM-UP: What's a Career Outlook? (10 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the second week in our careers unit. Last week, you took an “interest inventory” and a “skills assessment” to identify careers that matched your skills and interests. This week, you’ll be choosing three careers to explore in the coming weeks. Before you select your three careers we’re going to focus on the need for workers in various careers to get an idea of the number of jobs that will be available when you graduate.

[Project a transparency of **Student Handbook page 82, Career Outlook for Popular Careers in Your State** on an overhead or LCD projector or recreate the chart on a large piece of chart paper. Introduce the class to the concept of “career outlook” by asking students to look at the careers and consider if there will be many or few job openings in each career over the next ten years.]

2. **SAY SOMETHING LIKE:** As our world changes, so do the jobs people have. Today, we make goods and provide services that weren’t even imaginable 100 years ago. At the same time, there are fewer and fewer of some jobs that were common in the past.

Take a look at the first career on this list, “Computer Security Specialist.” Do you think there are expected to be many or only a few job openings in this career over the next ten years?

3. [Ask students to share their answers. Ask one or two to explain their reasoning. When the class has decided on an answer, check the box next to “many job openings.” Then write the annual average openings and the projected growth rate for this career on **Student Handbook page 82, Career Outlook for Popular Careers in Your State**. Ask students if they are surprised by the number of job openings and the percent change. Then ask one or two students to speculate why they think this job is expected to increase or decrease.]
4. **SAY SOMETHING LIKE:** Now let’s look at the next career, “Reporter.” Do you think there are expected to be many or few job openings in this career over the next ten years? [Again, ask students to share their answers and their reasoning. Check the box next to “few job openings” and write the annual average openings and the projected growth rate for this career on the overhead. Ask one or two to speculate why they think the job is expected to increase or decrease.]

5. [Continue this exercise until you've discussed each career. Ask students to point out changes that affect job opportunities in the future, such as advances in technology or a growing and aging population.]
6. **SAY SOMETHING LIKE:** Look back at this list. You've projected the **Career Outlook** for each of these careers. A career outlook refers to the anticipated job openings, or the number of positions expected to be filled in a specific career. It also refers to how these job openings are expected to increase or decrease in the future.

As you plan for your future, why do you think it's important to consider the outlook for different careers? [At this point, you may want to share a story or personal experience to help students understand the importance of investigating a career outlook. (See **Implementation Options** for an example.)]

7. [Point to the definitions of the vocabulary words you've written on the chalkboard and have a different volunteer read each one aloud.]

SAY SOMETHING LIKE: Now let's check out www.cfwv.com to investigate the career outlook for other careers.

II. Investigate a Career's Outlook on CFWV.com (10 minutes)

1. [Instruct students to turn to **Student Handbook page 83, CFWV.com Directions: Career Outlook**. Then guide the students through the following sequence to log on to CFWV.com from www.cfwv.com.
 - Sign in to your CFWV.com Account.
 - Click **the Career Planning Tab** at the top of the page.
 - Click **Explore Careers**.
 - Towards the center of the page, you will see the option to search for careers alphabetically.
2. **SAY SOMETHING LIKE:** Let's use cfwv.com to find out the career outlook for "Home Health Aide" in our state. [Instruct students to click on the letter *H*, then scroll down and click "Home Health Aide" - it's found on the second page.] Here you'll find lots of information about the career of "Home Health Aide." To learn about the Career Outlook for this occupation, click *Money and Outlook* from the list of options on the left side of the page.

[Show students how they can select another state from the pull-down menu at the top

right of the page. If information is not available for a state, let students know that this does not mean there are no jobs in the state. Instead, look for the information from an alternate source, such as the U.S. Department of Labor Bureau of Labor Statistics (www.bls.gov). You could also use data on the CFWV.com site for a nearby state.]

3. **SAY SOMETHING LIKE:** Now let's look at the Employment and Outlook for our state. How many home health aide workers were employed in our state? *(For example, in West Virginia there were 4,735.)* What is the annual growth rate estimated to be? *(West Virginia: 39%)* What are the anticipated number of annual openings for this career? *(In West Virginia, it should grow by 249 openings.)*
4. **SAY SOMETHING LIKE:** How is employment for Home Health Aide Workers expected to change in our state? Why do you think this occupation is expected to grow so much in the next ten years?

III. What's the Outlook? (20 minutes)

1. **SAY SOMETHING LIKE:** In this unit, you'll be researching three careers. You will select two of your careers from your **Interest Profiler and Basic Skills Survey Results**. Your third career will come from a list of careers that are in high demand in this area, which I'll pass out in a moment. You will be allowed to choose whatever career interests you on this list. Why do you think we're researching careers that are in high-demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area. Note: it will eventually be up to you whether you choose a career you can pursue nearby or one where most opportunities are in another part of the country.
2. [Have students refer to **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. Remind them that the careers in Part I are ones that match their interests, and the careers in Part II are ones that match their skills. Careers listed in Part III are a match for their interests and skills. Instruct them to select four of the careers from this page that they are most interested in and write them on **Student Handbook page 84, Career Outlook Chart**, in the Careers column.

Then pass out a copy of the in-demand careers to each student. Instruct students that they are to pick one career from the list and record this choice on the top of their **Student Handbook page 84, Career Outlook Chart**. Circulate around the classroom to help students having trouble deciding.]

3. [Refer students to **Student Handbook page 84, Career Outlook Chart**. Review with students the information they'll research on the CFWV.com website and record it in their charts.]
4. **SAY SOMETHING LIKE:** Now you're going to use the CFWV.com website to investigate the outlook of the five careers you selected to decide which careers you want to research in the upcoming weeks. You do not need to base your three final selections solely on a career's outlook. But you may find your research today helpful in making your decision.
5. **SAY SOMETHING LIKE:** You will use this chart to record outlook information for each of your top-choice careers. In the first column on the chart, you will list the careers. In the next column, write down the number of Total Annual Openings for each. In the last column, write down the percent change in the annual growth rate. (This may be a negative number if fewer job openings are expected). When you are done collecting information for all five careers, answer questions 1-3 on the bottom of the page. Then select the three careers that you want to research in this unit. Remember one of your choices must come from the list of high demand careers.
6. Review the process for finding Career Outlook information:
 - Click **Careers Planning**.
 - Click **Explore Careers**.
 - Type in the name of the career they'd like to explore, or search alphabetically.
 - Click on the name of the career.
 - Click the **Money and Outlook** button along the left side of the screen.
7. **SAY SOMETHING LIKE:** [Give students 10 minutes to research the annual average openings for their five careers and answer the corresponding questions. If students finish early have them work on **Facilitator Resource 2, Extra Challenge**.]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** What are two kinds of information that reflect a career's outlook? (*The number of available job openings, and how they are expected to increase or decrease in the future.*)

[If time permits, lead the class in discussing the following questions:

- Which of your careers have the most job openings? Which have the fewest? Did

any of these results surprise you?

- If a career isn't expected to grow dramatically in the future, does this mean there won't be many jobs available? (*Not necessarily. For example, in Pennsylvania, positions for elementary school teachers are only expected to increase by 3%, but there are still 1,600 annual openings in this field.*)
- What is the outlook for careers that most interest you? How does this information affect your career plans?]

2. **SAY SOMETHING LIKE:** Did you find there were limited opportunities in one or more of your top career choices? If so, don't be discouraged about finding a job in this field. If your career choice is very competitive, you may need to take more challenging classes, or plan for higher levels of education or training. You can also use the CFWV.com website to research related careers in this field.
3. [Wrap up the lesson by having students add the career outlook information for their three selected careers to their **Portfolio page 2, Comparing Careers: Career Outlook**. Direct their attention to rows 1, 2, and 3, and read them aloud. Remind students that row 1 is asking for information they collected in their investigation. Rows 2 and 3 are asking them to evaluate that information and use it to make decisions about their own career choices.]
4. [Show them where to write the names of those three careers on the tops of the columns on **Portfolio page 2, Comparing Careers: Career Outlook**. Explain to students that over the next few weeks, they will use this chart to take notes as they investigate their three careers, and use the collected information to compare how each career matches their needs, interests, and skills.]
5. [Once the students have completed their Portfolio page, explain that next class they will research the job descriptions for their three careers.]

Popular Careers

If your class doesn't have access to computers, provide career outlook info for the following careers:

Actor
Aircraft pilot/Flight engineer
Athletic trainer
Automobile mechanic
Computer programmer
Computer support specialist
Carpenter
Doctor
(Family/General Practitioner)
Electrician
Electrical/Electronics repairer
Elementary school teacher
Fashion designer
Firefighter
Graphic designer
Hairdresser/ Cosmetologist
Heavy truck driver
Interior designer
Lawyer
Medical records/
Health information technician
Musician

Newscaster
Personal trainer
Photographer
Planetary geologist
Plumber
Police Patrol Officer
Private investigator
Professional athlete

Psychologist
Real estate sales agent
Registered Nurse
Retail salesperson
Secondary school teacher
(High School)
Social worker
Special education teacher
Telephone operator
Travel agent
Veterinarian

EXTRA CHALLENGE

Directions: If you finish your **Career Outlook Chart** early, check out career outlooks for the same five careers, but in another state. You can view data for a different state by using the drop down menu in the upper right corner of the Money and Outlook page. Then answer the questions below.

- Are there more or fewer people in the second state?

- How do the opportunities compare?

- What will competition for these jobs be like in another state?

Career Outlook for Popular Careers in Your State

Directions: Read through the list of careers below. Then, consider if there will be many or few job openings in each career over the next ten years., and place a check next to the appropriate box in the 2nd column. You do not need to fill in anything yet for the last two columns. We will go over this as a class.

Career	Number of Job Openings	Total Annual Average Openings	Change (%)
Computer Security Specialist	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Reporter	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Physician's Assistant	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Elementary School Teacher	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Electronics Engineering Technician	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Professional Athlete	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		

CFWV.COM DIRECTIONS

Career Outlook

I. Connecting to CFWV.com:

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.cfwv.com**).
- When the CFWV.com home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Career Outlook

- Click on the **Career Planning** tab at the top of the page.
- Click on **Explore Careers**.
- Type in the name of the career you want to search for in the **Search for Careers** box near the center of the page and click **Go!**
- (As an example, type in “Home Health Aide,” and click **Go!**).
- When the link to the career appears, click it.
- If multiple careers appear, such as “Home Health Aides” and “Personal and Home Care Aids,” just pick the option that most interests you.
- Then click the **Money and Outlook** button on the left-hand side of the screen.
- Scroll down the page to see the Career Outlook information for that career.
- If there is no information for West Virginia, select another nearby state (like Pennsylvania or Ohio) from the pull-down menu at the top of the page that says View information for a different state.
- **If you still cannot find career outlook information, go to www.projectionscentral.com/It_search.aspx, where you can search occupational projections by state.**
- Choose your state in the drop-down box.
- Under “Sort By,” select **Title**.
- Then click **View Projections**.
- The jobs are listed alphabetically, scroll down to find the one you’re looking for.

Career Outlook Chart

Directions:

1. Choose 4 careers from **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. You should choose the careers that interest you the most.
2. Select one career from the in-demand careers list and record it in the first row under the career column.
3. Research information on CFWV.com about job openings for the 5 careers you selected and add what you find to this chart. Then answer questions 1-3 below and record which three careers you wish to research further at the bottom of this page. Remember one of your careers must be from the in-demand careers list.

Career	Annual Average Openings	Change (%)

1. Which career has the most openings? _____
2. Which career has the fewest openings? _____
3. Which career has the greatest percent increase in job openings? _____

My Three Career Selections Are:

1. _____
2. _____
3. _____

Comparing Careers: Career Outlook

List the careers you're considering in the boxes at the top. For each career, respond to the questions in the column to the left.

Question		Career 1:	Career 2:	Career 3:
1	Career Outlook List the annual average openings in this career.			
2	See Career Outlook Graph for details. How does the number of annual openings compare with other careers in my state? Check the box that applies.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Average number of openings in this field. <input type="checkbox"/> Few openings in this field.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Average number of openings in this field. <input type="checkbox"/> Few openings in this field.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Average number of openings in this field. <input type="checkbox"/> Few openings in this field.
3	My Opinion Are there enough openings in this field for me to find a job? (If there are few jobs in this field, am I willing to compete for them?)			