

# YOUNG PERSON'S Occupational Outlook HANDBOOK



# Activities

## *Instructor's Guide*

By the Editors at JIST

## Introduction

This *Instructor's Guide* was designed for use with the *Young Person's Occupational Outlook Handbook Activities* workbook. In addition to an answer key, this *Instructor's Guide* gives tips on using these activities in your classroom and the purpose and objective behind each.

The activities workbook was created to complement the *Young Person's Occupational Outlook Handbook*, a reference book available separately from JIST Publishing. The activities workbook is designed to help young people learn about a wide variety of careers, understand the relationship between education and work, and develop the skills to locate and use career information—competencies that are part of the National Career Development Guidelines. In addition, the activities are fun and interesting for students. Finally, the activities are a convenient way to add career awareness and career exploration into your curriculum.

Most of these activities can be assigned for individual completion, either in class or as homework. Alternatively, you might choose to work through the activities with the class as a whole, using the chalkboard to illustrate points. You might also want to use the activities as a basis for classroom discussion.

To complete the activities, each student in your class will need access to a copy of the *Young Person's Occupational Outlook Handbook*. The purpose of the *Young Person's Occupational Outlook Handbook (YPOOH)* is to help students explore and learn about more than 260 major jobs that make up 87 percent of the American workforce. The jobs are presented in the same order and groups as appear in the *Occupational Outlook Handbook (OOH)*, which is published by the United States Department of Labor. Each job has its own page with a description of the job, related school subjects, a list of related jobs, required education, earnings, the outlook for the job's future growth, and other information.



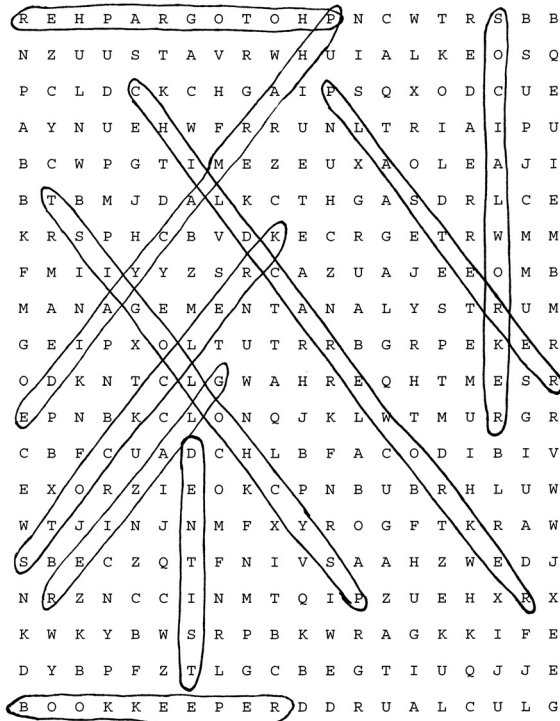
ISBN 978-1-56370-977-7. © 2003 JIST Publishing. Published by JIST Works, an imprint of JIST Publishing, 7321 Shadeland Station, Suite 200, Indianapolis, IN 46256-3923. Phone: 800-648-JIST. Fax: 877-454-7839. E-mail: [info@jist.com](mailto:info@jist.com). Web site: [www.jist.com](http://www.jist.com). All rights reserved. Duplication of this document is permitted for internal distribution to staff using the

*Young Person's Occupational Outlook Handbook Activities* (978-1-56370-976-0). No other use is permitted without written permission from the publisher. For a JIST catalog, call 800-648-JIST or visit [www.jist.com](http://www.jist.com).

## Answer Key and Activity Objectives

### Activity 1: Job Jumble

This is a simple word search of several job titles, some of which students might not have considered before. It raises student awareness of the wide variety of job titles. It's the easiest activity in the workbook and a good place to get the students' feet wet.



### Activity 2: Job Groups and Titles

This activity requires students to use the Table of Contents in the *YPOOH* to place job titles in the correct *OOH* classifications. It familiarizes students with groups of related jobs and gets them thinking about which groups interest them most.

**Management, Business, and Financial Jobs:** Accountant, Executive, Advertising Manager

**Professional Jobs:** Aerospace Engineer, Writer, Judge, Nurse, News Reporter, Teacher

**Service Jobs:** Flight Attendant, Detective, Chef

**Sales Jobs:** Real Estate Agent, Retail Salesperson, Travel Agent

**Office and Administrative Jobs:** Hotel Desk Clerk, Receptionist, Office Manager, Bank Teller

**Farming, Fishing, and Forestry Jobs:** Fisher, Farm Worker, Logging Worker

**Construction Jobs:** Building Inspector, Electrician, Sheet Metal Worker, Carpenter

**Installation, Maintenance, and Repair Jobs:** Diesel Mechanic, Home Appliance Repairer, Air-Conditioning Installer

**Production Jobs:** Tool and Die Maker, Jeweler, Woodworker

**Transportation Jobs:** Pilot, Air Traffic Controller

### Activity 3: What's My Line?

This activity requires students to look up particular jobs in the *YPOOH* and read their descriptions. Then they must match the jobs with a short narrative from someone who performs that job. This familiarizes them with the duties of several different jobs.

- |                      |                        |                                 |
|----------------------|------------------------|---------------------------------|
| 1. Architect         | 6. Actor               | 11. Public Relations Specialist |
| 2. Brickmason        | 7. Funeral Director    | 12. Elementary Teacher          |
| 3. Cashier           | 8. Athlete             |                                 |
| 4. Desktop Publisher | 9. Pest Control Worker |                                 |
| 5. Computer Repairer | 10. Announcer          |                                 |

### Activity 4: Interesting Jobs

This activity asks students to narrow in on one job title that interests them most and study more closely the entry for that job in the *YPOOH*. Then the students must answer a series of questions about the important aspects of that job. The questions help students think about job tasks, working environments, job skills, and job training.

### Activity 5: How Much Education Would You Need?

This activity helps students make the connection between careers and education. It asks them to look up several jobs in the *YPOOH* and note how much education the job requires. The activity includes a job that matches each level of education represented in the *YPOOH*.

- |                        |                      |                     |
|------------------------|----------------------|---------------------|
| 1. Professional Degree | 5. Work Experience   | 9. Master's Degree  |
| 2. Bachelor's Degree   | 6. Voc/Tech Training | 10. Doctoral Degree |
| 3. Long-Term OJT       | 7. Bachelor's Degree |                     |
| 4. Short-Term OJT      | 8. Associate Degree  |                     |

### Activity 6: Do What You Like

This activity shows the relationship between a student's activities and interests and possible future careers. Students might require some additional help from the instructor to come up with careers that are related to the interests that they list.

### Activity 7: A Job That Fits Your Personality

This activity uses work-related values and favorite school subjects to show a relationship to possible future careers. Students are asked to match a description of a student with a job that the student would enjoy and be good at. For each description, there are several correct answers.

1. Dentist, Dietitian or Nutritionist, Chiropractor, Occupational Therapist, Optometrist, Pharmacist, Physical Therapist, Physician or Surgeon, Podiatrist, Speech-Language Pathologist or Audiologist, Veterinarian
2. Cashier, Counter or Rental Clerk, Flight Attendant, Food and Beverage Server, Gaming Services Worker, Retail Salesperson, Sales Worker Supervisor
3. Bus Driver, Taxi Driver or Chauffeur, Truck Driver or Driver/Sales Worker
4. Clergy, Protestant Minister, Rabbi, Roman Catholic Priest
5. Childcare Worker, Library Technician, Teacher Assistant
6. Construction Laborer, Insulation Worker, Painter or Paperhanger, Roofer

## 4 **Activity 8: Compare Different Jobs**

This activity allows the student to compare several aspects of three jobs that sound interesting to him. Through this comparison the student should be able to draw conclusions about which of the three jobs sounds most interesting and why.

## **Activity 9: Learn About Careers by Talking to People**

This activity asks students to interview two different working people about their jobs. Such interaction will make the jobs more tangible to the students. They will also pick up on the workers' enthusiasm and passion (or lack thereof) for their work. The questions help students understand job duties, the education required for jobs, and the skills needed in jobs. You may want to mention in class that talking to people—called *networking*—is one of the best ways for people to find jobs.

## **Activity 10: Set and Reach a Goal**

This activity shows students how to take a large goal and break it into smaller goals in order to accomplish it. From it they should be able to start thinking of the steps they need to be taking now so that they can get the job they want in the future. In class, you can ask students about the steps needed to find a job as you write them on the chalkboard.

## **Activity 11: Find Job Information on the Internet**

This activity lets the students explore the vast resources of the Internet to learn more about a job they find interesting. They are asked to document which sites they visit and what they learn there.

## **Activity 12: Design Your Work Space**

This is a fun and creative exercise in which students get to imagine what tools and facilities they will need to do a job in the future. They will also design an effective study space for themselves, from which they should learn some of the basics of effective study skills.

## **Activity 13: Help Wanted**

This activity asks students to look at a classified job advertisement and extract the skills, education, and job duties from it. It gives a real-world example of what it takes to qualify for a particular job.

1. Preparing journal entries, maintaining AR, billing, posting cash, period closing and financial analysis, bank reconciliation, and various projects as assigned.
2. Self-starter; positive attitude; work well in a team; flexibility; knowledge of Excel, Word, and Access; experience with Oracle and MAS90.
3. BS in Accounting.

## **Activity 14: Job Interviews**

This activity gives a brief introduction to job interviews and asks students to classify several things that they might do in an interview as making a good impression or a bad impression on the interviewer. Although the students won't be interviewing for jobs for a long time, the activity helps them think about what is involved in getting a real job.

- |             |             |              |
|-------------|-------------|--------------|
| 1. Negative | 5. Positive | 9. Positive  |
| 2. Negative | 6. Positive | 10. Negative |
| 3. Negative | 7. Positive |              |
| 4. Positive | 8. Negative |              |