Why do I need to continue my education after high school?

Education and Occupations: What’s the Link?

**Summary**  
Students discuss the importance of education and training after high school. In groups, they research and graph the occupational choices available to them by level of education.

**Objective**  
Students will . . .
- Research in groups the occupational options open to different education levels.
- Compile a graph and list of the occupations available for their assigned education level to be shared with the class.
- Complete the *Education Levels, Oregon* worksheet.

**Preparation**  
Arrange group numbers according to class size (see Step 1 below).
Plan a suitable open space for Steps 1 and 2.
Make overheads of the blank *Education Levels* worksheet and *Education Levels, Oregon* information.
Make charts with the education level descriptors as titles for Step 3.
Plan how to manage the groups of differing sizes in Steps 3-6.
Check the resource list on *Education Levels* student worksheet and amend according to your resource availability.

**Materials**  
Charts with education level titles
*Education Levels* worksheet
*Education Levels, Oregon* overhead

**Computer Use**  
CIS Occupations, Programs of Study and Training, Oregon and U.S. Schools
Optional: CIS Occupation Sort

**Subject Areas**  
Any

**Time Required**  
90 minutes

**Group Size**  
Class, group, individual

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STEPS

1. Ask students to stand and form a group in the center of the open space. Explain that they represent all people living in Oregon, ages 25 and older. Assuming a class size of 35, explain that 15% of them have not graduated from high school, and ask 5 of the students to move away from the group. Continue through the education attainment data below until you have only the last level standing in the original space:

- Have not graduated from high school ............................................................ 15%
  (remove 5 students from the group and place them in a separate group)
- Have a high school diploma but no postsecondary education ......................... 26%
  (remove 9 students and place them in another separate group)
- Have some college or an Associate degree ...................................................... 34%
  (remove 12 students)
- Have a Bachelor’s degree ................................................................................ 16%
  (remove 6 students)
- Have a Master’s, Professional, or Doctorate degree ......................................... 9%
  (remaining 3 students)

Source: U.S. Census Bureau, Census 2000 Summary File 3, Matrices P37 and PCT25

2. Show the overhead Education Levels, Oregon. Check that students understand the descriptors for each level.

3. Explain to students that they are now going to work in these groups to find out about the occupations available for their level of education. (You may wish to divide the two large groups into smaller groups for Steps 4-6.) Give the corresponding group a piece of chart paper with one of the following descriptors:

- No HS diploma
- HS graduation or GED
- Some college or Associate degree
- Bachelor’s degree
- Master’s, Professional, or Doctorate degree

4. Ask each group to brainstorm a list of occupations open to their level of education and record these on the left of their chart.

5. Ask groups to check these occupations for level of education required, using the CIS Occupations file, and revise their lists.

6. Optional: Use CIS Occupation Sort to locate occupations by level of education. To create lists of occupations by education level, select and prioritize the “Education and training” factor only. After you have chosen this factor, select one level of educational attainment at a time. Click on Sort to get the list.

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For example, click “a few hours to 3 months” (includes “No HS” and “HS graduation”). Then select only “a few hours to 3 months” for the acceptable range. Click on Sort. You will be able to view a list of occupations that includes occupations requiring no high school or high school graduation only. Repeat for all of the options - “4 months to 1 year” and “2 to 3 years” (includes “Some college or Associate degree”), “4 years” (includes Bachelor’s degree); and “5 or more years” (includes “Master’s, Professional, or Doctorate degree”). Note: These options are different from the levels used earlier in this exercise. They are not exclusive; the same occupation may show up in more than one list.

Using these lists, ask groups to record the number of occupations open to them on their charts and select and list at least 20 occupations that their group is interested in.

7. Ask groups to share their findings with the class. Discuss and display the charts around the room.

8. Ask students individually to complete the Education Levels, Oregon worksheet, using the charts on display for starter ideas. Show the overhead of the Education Levels, Oregon worksheet and explain which resources are available for their research.

VARIATIONS

1. Invite a panel of people with differing educational backgrounds to answer questions about the advantages and disadvantages of the career path they have chosen. Students prepare questions and write a short report on what they learned from the panel, including whether they will review their personal plans for the future. Students invite, host, and thank the speakers.

2. Ask students to graph the information on the overhead Education Levels, Oregon, using a pie, column, or divided bar graph. Ask them to comment on what the graph shows. Ask students to research (or provide them with) similar information for the 1990's or for the U.S. population as a whole. Ask them to graph and comment on that information. Discuss the trends and possible reasons for the changes.

3. Research and compare two or three other states’ educational levels and report and discuss findings.

ALLIED ACTIVITIES

- Contrast and Compare
- Education and Training beyond High School
- I Can Use What I Learn to Earn
- Occupation Odyssey
- Using CIS Occupation Sort
- What Happens after High School?
- Where Am I Going?
- Work, Study, and Leisure

ASSESSMENT STRATEGIES

Students will:
- Complete Education Levels worksheet.
- Participate in group work.

STUDENT WORKSHEET

Education Levels

continued
OVERHEADS

Education Levels
Education Levels, Oregon

PORTFOLIO

Education Levels worksheet

SORTING

- **Subject:** Any
- **Grade Levels:** 7, 8, 9
- **CIS Components:** Occupations, Occupation Sort, Programs of Study and Training, Oregon and U.S. Schools

STANDARDS

**CRLS:**
- Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

**SCANS:**
- Information, Interpersonal, Technology, Basic Skills, Thinking Skills

**NCDG:**
- Understanding the benefits of educational achievement to career opportunities; Understanding the relationship between work and learning; Skills to locate, understand, and use career information

**ASCA:**
- Academic Development, Career Development

EDUCATIONAL GOALS

**Blooms Taxonomy:** Evaluation

**Intellectual Operation:** Reiteration, Summarization, Illustration, Prediction

CITATIONS

Education Levels, Oregon
(adults 25 years and older)

Have not graduated from HS  15%

HS diploma  26%

Some college or Associate degree  34%

Bachelor’s degree  16%

Professional or higher degree  9%

Source: U.S. Census Bureau, 2000 Supplementary Survey
For each of the levels of education listed below choose four occupations that interest you:

1. High school diploma only
   a) 
   b) 
   c) 
   d) 

2. Two or three years (Apprenticeship, Certificate, Associate degree)
   a) 
   b) 
   c) 
   d) 

3. Four years (Bachelor’s degree)
   a) 
   b) 
   c) 
   d) 

4. More than 4 years (Master’s, Professional or Doctorate degree)
   a) 
   b) 
   c) 
   d) 

At present the occupations that interest me most are:

_________________________________________  ___________________________  ___________________________

The education and training programs they require are:

_________________________________________  ___________________________  ___________________________

Available at these schools:

_________________________________________  ___________________________  ___________________________

Current cost of tuition/year:  ______________  ______________  ______________  

Other useful information: _________________________  ____________________________  

Check the resources listed below that you used:

☐ CIS Occupations
☐ CIS Programs of Study and Training
☐ CIS Oregon or U.S. Schools
☐ College Catalogs
☐ Internet site (please identify) _______________________
☐ Other (please state) _______________________

Name _____________________ Date _______________