How can I plan for future jobs when they don’t exist now?

Jobs Past, Present, and Future

**SUMMARY** Students locate and organize information about jobs of the past and present and projections for the future.

**OBJECTIVES** Students will . . .
- Identify the factors that cause jobs to be created or eliminated.
- Locate career information.
- Understand career information.
- Use career information.

**PREPARATION** Consider and plan the research assignment to ensure resources are available.
Prepare a chart on paper to show layout to groups or make an overhead of the *Chart for Jobs Past, Present, and Future*.
Photocopy chart for *Jobs Past, Present, and Future* worksheet.
If your group has a high proportion of students with non-English surnames, you may wish to modify the first part of this activity.
Visit the Oregon Employment Department at [http://www.qualityinfo.oregon.gov](http://www.qualityinfo.oregon.gov). At the homepage, select “Current Employment” under TOOLS.

**MATERIALS** Classroom chart for *Jobs Past, Present, and Future* (or one handout per student)
Chart paper and pens

**COMPUTER USE** CIS Occupations

**SUBJECT AREAS** Any, Business, Economics, Careers, English

**TIME REQUIRED** Flexible. Minimum 60 minutes.

**GROUP SIZE** Class, individual

**STEPS**

1. Ask students which jobs of the past are reflected in the following surnames: Smith, Schmidt (blacksmith), Goldsmith, Weaver (cloth processing), Cooper (barrelmaker), Cartwright (cart and wheelmaker) Mason (stonemason), Cook, Baker, Miller (flour miller—“Dusty”) Major, Sergeant. Ask them to suggest others. Explain that in the past people usually had the same occupation for life - unlike today. Many businesses in the past were “. . . & Sons.”
2. Outline the research assignment. Explain to students that they are to identify two occupations from the past that no longer exist, two that few people do now, two that have recently been created, and two emerging occupations. Suggest resources such as CIS Occupations, books, magazines, library resources, Internet, family and friends. Tell students the time frame for their research and how they are to record their findings. Ask them to record any references to the reasons for job elimination or creation. (See “What’s In A Name” activity for historical names of occupations.)

3. Divide the class into small groups. Show students the classroom chart. Ask students to share their findings and list on the chart, divided into four sections. The sections are headed by the four research categories described above. Each chart section has two columns. The occupations students identified in their research go into the first columns of each section.

4. Ask students, in groups to include possible causes for occupations to be eliminated or created. Record these ideas in the second columns on the chart.

5. Ask groups to share their research and results. Identify and discuss common causes of change.

6. Ask students to complete their assignment by writing a summary of the reasons for job creation and elimination on the back of their handout. They should include how to plan for new jobs that don’t exist today and deal with unanticipated changes and opportunities.

**Variations**

1. For use in different areas of the curriculum, students can be directed to look for occupations in allied career fields.

2. If students have been introduced to CIS Occupations file, ask them to investigate the long-term outlook for three occupations in which they are interested.

3. Before doing this activity, individually draw up a “Family Tree” with names and occupations of family members for as many generations back as possible. Ask students to check if there are any occupational names represented in their genealogy.

**Allied Activities**

<table>
<thead>
<tr>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine</td>
</tr>
<tr>
<td>Tools for Today</td>
</tr>
<tr>
<td>It's a High Tech World</td>
</tr>
<tr>
<td>Your Community at Work</td>
</tr>
<tr>
<td>Occupation Odyssey</td>
</tr>
<tr>
<td>Juggling My Career Options</td>
</tr>
</tbody>
</table>

**Assessment Strategies**

Students will:

- Record information on classroom chart and complete the research assignment.

**Student Worksheets**

Chart for Jobs Past, Present, and Future

**Overheads**

Optional: Chart for Jobs Past, Present, and Future

continued
SORTING

- **Subject:** Any
- **Grade Levels:** 7, 8, 9
- **CIS Components:** Occupations

STANDARDS

**Career-Related Learning Standards:**
Communication, Employment Foundations, Career Development

**SCANS:**
Information, Technology, Thinking Skills

**NCDG:**
Skills to locate, understand, and use career information, Understanding how work relates to the needs and functions of the economy and society, Understanding the process of career planning

**ASCA:**
Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

**Bloom’s Taxonomy:** Application

**Intellectual Operation:** Reiteration, Illustration
## Chart for Jobs Past, Present, and Future

**Name ____________________  Date _____________**

<table>
<thead>
<tr>
<th>Past Occupations (no longer exist)</th>
<th>Present Occupations (available today)</th>
<th>Present Occupations (recently created)</th>
<th>Future Occupations (new for future)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupations</strong></td>
<td><strong>Reasons</strong></td>
<td><strong>Occupations</strong></td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Occupations</strong></td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Occupations</strong></td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Occupations</strong></td>
<td><strong>Reasons</strong></td>
</tr>
</tbody>
</table>