Obtain Education for a Job

Unit. World of Work Skills

Problem Area. Demonstrate Employability Skills

Lesson. Obtain Education for a Job

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1 **Explain the benefits of education.**

2 **Describe the different levels of formal education.**

3 **Identify sources of education for a job.**

4 **Explain continuing education and its importance.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

http://www.agriculturaleducation.org/curriculum/default.asp

Daggett, Willard R., and James E. Miles. *The Dynamics of Work.* Cincinnati: South-Western Publishing Company, 1991.

"Obtaining Education for a Job. Lesson B7–2." *Illinois Agricultural Education*. 2006. Illinois State Board of Education. 15 Jun 2006.

Online Career Cruising <http://www.careercruising.com>.

Online Occupational Outlook Handbook 2006–2007 <http://www.bls.gov/oco/>.

Ryan, Jerry, and Roberta Ryan. *Continuing Your Education.* St. Paul: West Publishing Company, 1997, 72–97.

Ryan, Jerry, and Roberta Ryan. *Preparing for Career Success.* St. Paul: West Publishing Company, 1997.

■ List of Equipment, Tools, Supplies, and Facilities

✓ Overhead or PowerPoint projector
✓ Visual(s) from accompanying master(s)
✓ Copies of test, lab sheet(s), and/or other items designed for duplication
✓ Materials listed on duplicated items
✓ Computers with Internet access
✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson (shown in bold italics):

➤ baccalaureate
➤ continuing education
➤ education
➤ formal education
➤ graduate degree
➤ level of education
➤ networking
➤ post-secondary

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Have students identify several jobs or careers in business that interest them. Select three that require varying levels of education. Ask students to describe the level of education needed for these jobs. Lead the discussion toward how students would obtain the needed education for each job. Students will use these jobs when completing the assignment sheets.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain the benefits of education.

Anticipated Problem: What are the benefits of education?

I. The process of training and developing knowledge is referred to as *education*.

   A. Education determines the level at which an individual enters a career. Individuals must view education as a lifelong process that produces long-term benefits. Some of the benefits of education include:

      1. Increased self-esteem—individuals who are educated possess a better image of themselves. They gain confidence as they are exposed to and learn new concepts.

      2. Ability to accept change—education allows individuals to adapt to the changes that constantly occur around them. Through being exposed to new ideas, they are better prepared to accept the changes created by technology.

      3. Ability to establish realistic goals—education enables individuals to identify obtainable goals. Educated people are also better prepared to develop the ways and means for obtaining goals.

      4. Ability to accept new ideas—education exposes students to new ideas and concepts. Learning about new subjects prepares students to accept people of different backgrounds. This is increasingly important in today's global economy.

Many techniques can be used to help students master this objective. Display VM–A to illustrate the benefits of education. Use class discussion to review the lesson. Summarize the content using the classroom writing surface, overheads, or PowerPoint presentation.

Objective 2: Describe the different levels of formal education.

Anticipated Problem: What are the five typical levels of formal education?

II. *Level of education* refers to the number of years and degrees of formal education completed by an individual. Some jobs require individuals with college degrees, while others require no specific level of education.

   A. The typical levels of education are:

      1. Less than high school—this includes individuals who attend high school but do not complete it. These individuals are typically limited to low-level jobs; however, their work is important to business.

2. High school—this level includes individuals who have completed high school but have not gone on for additional education. The jobs available for these individuals are usually at lower levels.
3. *Post-secondary*—this usually involves two years of education beyond high school. Community colleges and technical schools are examples of institutions that provide post-secondary education. The training provided might be specialized so that individuals are able to fill jobs that require considerable responsibility.
4. *Baccalaureate*—this level typically involves completing four years of college and receiving a baccalaureate degree. Colleges and universities provide this level of education. Jobs that require baccalaureate degrees are on the technical level.
5. *Graduate degree*—this level requires education beyond a four-year college degree. Jobs that require this level of education are highly technical and involve significant responsibilities.

Many techniques can be used to help students master this objective. Display VM–B to illustrate the typical levels of education. Use class discussion to review the lesson. Summarize the content using the classroom writing surface, overheads, or PowerPoint presentation.

Objective 3: Identify sources of education for a job.

Anticipated Problem: How and where is education obtained for a career?

III. There are a variety of educational sources available for a job in business.

A. **Formal education** is learning in a school setting. This includes education in high schools, community colleges, and universities.
B. **Continuing education** may be offered through a school or another organization. It covers topics that are of use to people doing a specific job.

Many techniques can be used to help students master this objective. Display VM–C to illustrate sources of education. Use class discussion to review the lesson. Summarize the content using the classroom writing surface, overheads, or PowerPoint presentation.

Objective 4: Explain continuing education and its importance.

Anticipated Problem: What is continuing education, and why is it important?

IV. Continuing education is the education an individual obtains throughout his or her lifetime. Success and advancement on the job are often directly related to the amount of continuing education an employee receives. Continuing education provides benefits to both employees and employers.

   A. Employee benefits include:
   1. Enabling workers to stay up-to-date—this is especially important in today's environment.
   2. Allowing employees to be cross-trained—cross-training is the ability of workers to carry out jobs outside of their normal responsibilities.

   B. Employer benefits are:
   1. Better-trained employees—these individuals are able to handle changes in technology.
   2. More productive employees—productivity leads to more efficient business operations.
   3. Worker satisfaction—employees who are rewarded by their work efforts are more productive.

   C. Continuing education sources include:
   1. Workshops and seminars—provided by trade organizations and community colleges.
   2. Local, state, and national meetings—presented by professional organizations and associations. Such meetings also provide excellent networking possibilities. **Networking** is the interaction of workers who hold similar jobs but for different organizations.
   3. Reading of journals, newsletters, and magazines—these publications often contain the latest information on job-related topics.

Many techniques can be used to help students master this objective. Display VM–D to illustrate benefits of continuing education. Use class discussion to review the lesson. Summarize the content using the classroom writing surface, overheads, or PowerPoint presentation. Using the Internet, have students access the Web sites and complete LS–A.

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary. Ask the school guidance counselor to visit the class. Have the counselor talk about college education, admission requirements, costs, and financial assistance. Have students write to appropriate schools, companies, and organizations to request information on the topic. For example, a student might write to a university requesting admission requirements, course catalog, financial aid information, etc. After receiving the information, have them give a verbal report to the class. Have the students access the Occupational Outlook Handbook Web site and research the careers they discussed in the Interest Approach. Students can complete a scavenger hunt to determine the education for various careers. Students can research schools, careers, and education on your state's department of employment security Web site. Career Cruising, if available, is another source of information.

■ **Application.** Application can involve the following student activity:

♦ Use LS–A (Information Hunt) and access the Occupational Outlook Handbook Web site. Use the list of careers generated from the Interest Approach. Students can determine the education necessary for different jobs. If you want to do a more in-depth project, you could increase the number of items to locate or the number of occupations.

■ **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. d
2. a
3. b
4. c
5. e

Part Two: Fill-in-the-Blank

1. employers; employees
2. baccalaureate
3. continuing
4. education

Part Three: Short Answer

1. a. increased self-esteem
   b. ability to accept change
   c. ability to establish realistic goals
   d. ability to accept new ideas
2. Students can list any three of the following answers:
   a. less than high school
   b. high school
   c. post-secondary
   d. baccalaureate
   e. graduate degree
3. Students can list any two of the following answers:
   a. workshops and seminars
   b. local, state, and national professional meetings
   c. journals, newsletters, and magazines

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▶ ## Part One: Matching

Instructions: **Match the term with the correct definition.**

    a. baccalaureate   d. networking
    b. post-secondary education   e. formal education
    c. continuing education

_____1. The interaction of workers holding similar jobs in different organizations.

_____2. The level of education that results in a four-year college degree.

_____3. The level of education that goes beyond high school for two years.

_____4. The education an individual obtains throughout his or her lifetime.

_____5. Learning in a school setting.

▶ ## Part Two: Fill-in-the-Blank

Instructions: **Complete the following statements.**

1. Continuing education is beneficial to both _____ and _____.

2. The _____ level of education involves completing four years of college.

3. Success and job advancement are often related to the amount of _____ education an individual receives.

4. The process of training and developing knowledge is referred to as _____.

Instructions: **Complete the following.**

1. List four benefits of education.

2. Identify three levels of education.

3. List two sources of continuing education.

Obtaining Education for a Job

Overview

Each Business Education student will generate ideas and formulate questions using a graphic organizer, recognize criteria for determining credible sources, research and collect information on his or her topic, and organize the information gathered from the research as preparation for writing a paragraph report:

- ♦ *Narrowing the Focus using a Graphic Organizer:* Generate questions relevant to assignment; utilize answers to student-generated questions to narrow the focus; determine appropriate topic.

- ♦ *Finding/Collecting Information:* Demonstrate appropriate use of organizational systems; demonstrate application of criteria for source selection by using only required source.

- ♦ *Organization and Content:* Organize information on organizer; use accurate and relevant information; provide supporting details.

Business Education students should be able to relate the importance of lifelong learning to career success at various levels of education. The importance of education is important in meeting the National Standards for Business Education.

Procedures

1. In order to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas, students should experience sufficient learning opportunities to develop the following skills:

   - ♦ Survey, with appropriate guidance, a subject and select a topic.
   - ♦ Identify steps that need to be taken to present an idea or solve a problem using multiple sources.
   - ♦ Choose a variety of sources to gain new information or solve a problem.
   - ♦ Research the identified information using the Internet Web site given.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. The student will be familiar with graphic organizers and their use (e.g., Venn Diagram, webbing, rough outline).

4. The class will utilize the Internet to access the Web site.

5. Each student will be familiar with research materials, organizational systems, and available technology.

6. After selecting a topic, each student is to compile and record the research on the graphic organizer.

7. Graphic organizers will be summarized and the three reasons compiled to formulate a paragraph.

8. Graphic organizers are to be submitted in hard copy.

9. Information that has been gathered (organizer, printouts, etc.) should be available to the teacher in hard copy.

10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Time Requirements

Two to three class periods

Resources

♦ Writing materials
♦ Organizational systems
♦ Technology for research and writing
♦ Graphic organizer selected for recording research information
♦ Locating, Organizing, and Using Information Scoring Rubric

Student's Name _____

Locating, Organizing, and Using Information

♦ Exceeds standard (11–12 total points)

♦ Meets standard (8–10 total points)

♦ Approaches standard (5–7 total points)

♦ Begins standard (3–4 total points)

	Narrowing the Focus using a Graphic Organizer	Finding/Collecting Information	Organization and Content
4	• Consistently generates three or more reasons relevant to assignment. • Consistently utilizes answers to student-generated organizer to narrow the topic. • Determines appropriate topic.	• Consistently demonstrates appropriate use of organizational systems. • Consistently demonstrates application of criteria for source selection by using only appropriate sources. • Consistently demonstrates use of technology to complete organizer.	• Consistently organizes information on organizer. • Consistently uses accurate and relevant information. • Consistently provides supporting details.
3	• Usually generates two reasons relevant to assignment. • Usually utilizes answers to student-generated organizer to narrow the topic. • Determines appropriate topic.	• Usually demonstrates appropriate use of organizational systems. • Usually demonstrates application of criteria for source selection by using only appropriate sources. • Usually demonstrates use of technology to complete organizer.	• Usually organizes information on organizer. • Usually uses accurate and relevant information. • Usually provides supporting details.

	Narrowing the Focus using a Graphic Organizer	Finding/Collecting Information	Organization and Content
2	• Occasionally generates one reason relevant to assignment. • Occasionally utilizes answers to student-generated organizer to narrow the topic. • May or may not determine appropriate topic.	• Occasionally demonstrates appropriate use of organizational systems. • Occasionally demonstrates application of criteria for source selection by using only appropriate sources. • Occasionally demonstrates use of technology to complete organizer.	• Occasionally organizes information on organizer. • Occasionally uses accurate and relevant information. • Occasionally provides supporting details.
1	• Never generates any reasons relevant to assignment. • Seldom/never utilizes answers to student-generated organizer to narrow the topic. • Cannot determine appropriate topic.	• Seldom/never demonstrates appropriate use of organizational systems. • Seldom demonstrates application of criteria for source selection by using only appropriate sources. • Seldom/never demonstrates use of technology to complete organizer.	• Seldom/never organizes information on organizer. • Seldom/never uses accurate and relevant information. • Seldom/never provides supporting details.
Score			

BENEFITS OF EDUCATION

♦ Increased self-esteem

♦ Ability to accept change

♦ Ability to establish realistic goals

♦ Ability to accept new ideas

TYPICAL LEVELS OF EDUCATION

◆ Less than high school

◆ High school

◆ Post-secondary

◆ Baccalaureate

◆ Graduate degree

SOURCES OF EDUCATION

♦ Formal education

♦ Continuing education

CONTINUING EDUCATION

◆ Employee benefits

◆ Employer benefits

◆ Workshops and seminars

◆ Local, state, and national meetings

◆ Reading of journals, newsletters, and magazines

Information Hunt

Purpose

The lab sheet is to be used to help gather information about the education needed for different jobs.

Objectives

1. Utilize the Internet to access the Web site.

2. Evaluate the information that is found on the Occupational Outlook Handbook Web site.

3. To compile information about the education required to get and to keep a job.

4. Discover the need for education in different occupations.

Materials

♦ computer with Internet access

♦ copies of lab sheet

♦ writing utensil

Procedure

1. Have students turn on the computer and access the Internet.

2. They should then go to the Web site for the Occupational Outlook Handbook 2006–2007.

3. Instruct the class to complete the lab sheet.

4. It should be determined if additional training or education is needed for each occupation selected.

Name _____

Information Hunt

Access the Occupational Outlook Handbook online. The Web site is <http://www.bls.gov/oco/>.

Use the three careers you selected at the beginning of the lesson to complete the worksheet.

Careers Selected:

1.

2.

3.

Education or Training Required (yes or no) (what is needed):

1.

2.

3.

Continuing Education Required (yes or no) (what type):

1.

2.

3.