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Learn Why All Jobs Are Important

TRANSITION OBJECTIVE

Students will learn about employer expectations and recognize that every job is important.

RELEVANCE TO SUCCESSFUL TRANSITION

What is the common work ethic among young people today? All too often, we hear high school students say, "I'd never do that!" about a job that doesn't seem important to them. Students need to learn that everyone starts somewhere and that all honest jobs are worthwhile. There is more dignity in working at a menial labor job than alternatives such as welfare, unemployment and illegal activities.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A job that is good enough for me is . . .

❑ STEP 2: Convene Roundtable

"In a business, every job is important because _____."

❑ STEP 3: Advance Organizer

"Today you will learn why work is an important part of our lives and that all jobs are equally important, even when the salary is different."

support themselves." After three minutes, have students share their answers. Write them on the board (examples: work, win lottery, welfare). After going over the unlikely alternatives, ask for a show of hands for answers to the question, "How many of you will need to work for a living?"

Establish that most everyone will need to work. Go over the information on the handout **What Graduates Want!** Assign a section to each pair. They will have 10 minutes to read their sections and prepare to explain it to the class using the **Presentation Worksheet** as a guide. Pairs have two minutes to complete their presentation.


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CAREER MANAGEMENT: Unit 3 LESSON 1

What Graduates Want!

Employers have complaints about high school graduates listed below are three things they don't like and suggestions for graduates who want to be successful in jobs.



- 1. NEW GRADUATES WANT TOO MUCH MONEY**
These graduates do not realize that everyone starts at the bottom. It takes a few years of working and gaining experience to make higher wages.
Employers suggest that graduates find out about the real world. Many young people are looking for jobs. Employers are willing to pay good money to those with experience or who have made top grades in school or training. Make sure you make the grades and get experience if you want to make good money.
- 2. NEW GRADUATES DO NOT WANT TO START AT THE BOTTOM**
Many graduates think that entry level jobs are beneath them. This is a mistake. Most people start at the bottom. Very few young people can skip entry level jobs and begin with higher level positions. These positions require experience and training you can only get on the job.
Employers suggest that young people become willing to work their way up. This is only one step on your way to the job you want. Take the job and do your best. The harder you work, the faster you will move up. Remember, the entry level job does not need to be a job you will have for the rest of your life.
- 3. NEW GRADUATES ARE NOT WILLING TO WORK HARD**
Many graduates think they do not need to work hard on the job. They seem to think showing up to work entitles them to a pay check. Somehow, they have gotten the idea that they do not have to work hard for that check.
Employers tell us that they have many people waiting for jobs. If you are not willing to work hard, there is someone ready to replace you. To show an employer that you are a hard worker, point out how you worked hard for good grades in school and on a part time job. This shows that you are not afraid to work hard.

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CAREER MANAGEMENT: Unit 3 LESSON 1

Presentation Worksheet

What Graduates Want!



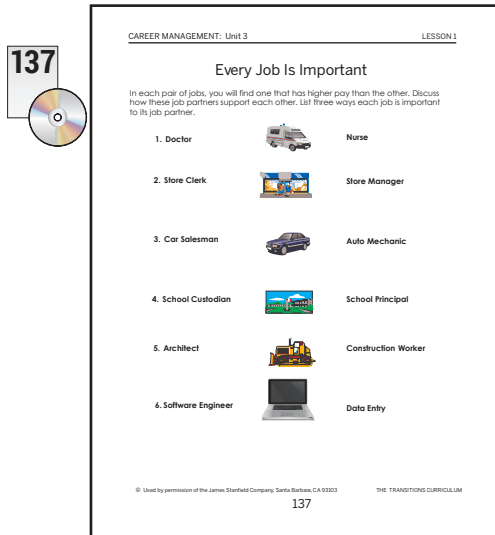
- Check the section your group read:
 - ☐ New Graduates Want Too Much Money
 - ☐ New Graduates Do Not Want to Start at the Bottom
 - ☐ New Graduates Are Not Willing to Work Hard
- What do graduates believe?
- What do employers say?
- Who does your group agree with and why?

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❑ STEP 4: Student Presentations

Have students work individually or in pairs to answer the question: "Name three ways adults can obtain the money they need to



□ STEP 5: Activity - Discuss Worksheet

Have students focus on the importance of every job. Begin by discussing the following example: "People who have high-paying positions or become bosses do not have a

job that is more important than the lowest paid person in the business. For example, without the janitor, a business would not run smoothly and the boss would eventually have complaints that the dirty building is keeping everyone from completing their work." Using the worksheet **Every Job Is Important**, have pairs follow the directions to find out how each job is important.

□ STEP 6: Evaluate Outcomes

No matter what job you have, it is important because "_____." (Refer to the "Teacher Instruction" section for specific information on student assessment.)

□ STEP 7: Connecting Activity

Have students name two jobs they see on the Internet, in a show or in a movie and explain why each job is important. Invite the principal to speak to the class about the different jobs on campus and why each is equally important to the school.

KEY WORDS

equal

important

wages

experience

dignity

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 133; **Quote**, page 134; **What Graduates Want!**, page 135; **Presentation Worksheet**, page 136; **Every Job Is Important**, page 137.
- Prepare to discuss handouts and student presentations.
- Prepare to discuss the importance of every job. Extend this lesson if needed.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing, Knowing How to Learn
- Personal Qualities: Sociability, Self-Management