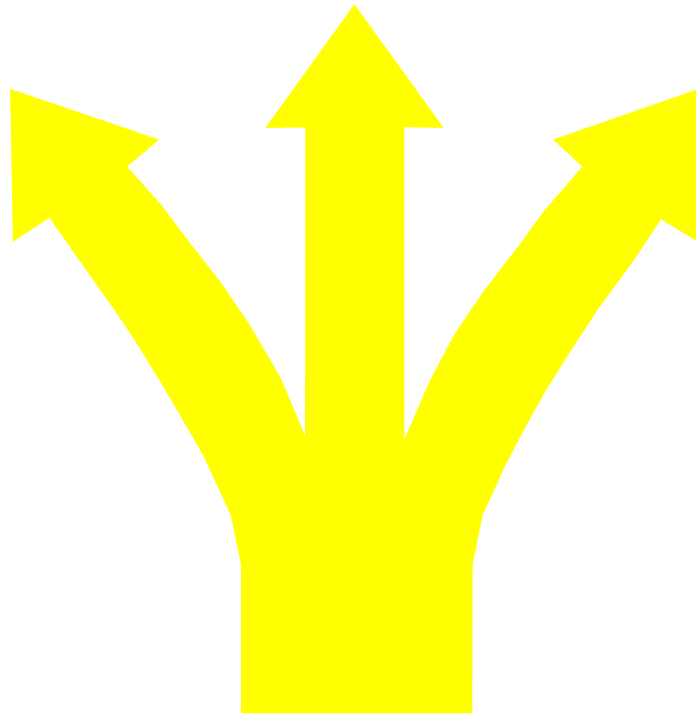


Activities



Which Path Are You Going To Choose?

Workforce Demands of the 21st Century

Learning Objective:

To inform students, parents, educators, guidance counselors and administrators about the career opportunities and skill requirements needed for the 21st Century.

Activity:

Show Video (Run Time: 7 Minutes)

Video Tape Overview and Content Notes

- **Northeast Pennsylvania has developed from an industrial area to a technical area.**

- **Companies highlighted in the video:**
 - Fairchild (formerly Intersil)**
 - High tech microchip manufacturing company
 - Skills desired:
 - "Learn how to learn"
 - Background in math and science
 - ALLTEL**
 - State-of-the-art information technology company
 - Skills desired:
 - Associates degree
 - Programming skills
 - Epix**
 - Internet Service Provider
 - Skills desired:
 - Creativity and drive

Trion

- Manufacturing company
- Skills desired:
 - Training in the trade areas

➤ **Skills Desired in Today's Workforce**

- Ability to work in teams
- Written and verbal communication skills
- Basic math skills
- Reading comprehension
- Computer literacy
- Ability to "Think outside the box"
- Problem solving skills
- Ability to adapt to changing work environment
- Familiar with latest software

➤ **Jobs of the Future**

- Animation Specialist
- Webmaster
- Software Trainer
- Pharmacy Technician
- Computer Scientist
- Information Architect
- Technical Writer
- Machinist

Sample Discussion Questions:

1. What skills are employers looking for today? Why are these skills important to the companies featured in the video? (Also refer to *Basic Workplace Skills; Ten In-Demand Job Skills...page 27 & 25*)
2. How have these skills changed from past years? (Refer to *Job Skill Level Changes...page 24*)
3. Is a 4-year degree essential for obtaining a good paying job? Give examples to support your position. (Refer to *Facts to Consider, 16 Career Clusters...page 23 & 17*)
4. List 10 other top companies in the NEPA.

5. How are students learning these skills in the classroom?
6. What career preparation is necessary for these jobs?
7. Do you know someone locally that is employed in one of the Jobs of the Future?

More information can be accessed at the following sites:

www.wilkes-barre.org - Greater Wilkes-Barre Chamber's Web Site.
Top company information.

www.gvjoblink.com - a free, database-driven job search/Internship resource for technology-based employment opportunities in Northeastern Pennsylvania.

PA Career Standards:

13.1.8.C, D, E 13.1.11.E, F
13.3.8.B, C, F

<p style="text-align: center;">SENIOR PROJECT IDEA CATEGORY: CAREER RESEARCH</p>
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GOAL: To inform young people about the career opportunities that are available and growing in the Greater Wilkes-Barre area.

TITLE: How To Get Connected With A Career In Your Own Backyard.

OBJECTIVE: Explore a variety of careers (at least 4) in Northeastern Pennsylvania through the use of the Greater Wilkes-Barre Chamber of Business and Industry's homepage.

ACTIVITY: Select at least one career from the area's Major Service Sector Employers and at least one career from the area's Major Manufacturing/Distributors Employers.

Conduct a minimum of 4 interviews with locally employed people consisting of at least 2 face-to-face personal interviews. Other types of interviews include telephone, email, fax, letter, survey, and questionnaire.

Job Shadow 2 persons (equivalent to at least 2 work days).

Develop a Job Description for at least one chosen career.

Invite at least 2 locally employed people into your school to talk about their careers.

RESEARCH: **Research** information on local jobs in a career area using the Greater Wilkes-Barre Chamber's homepage and various local resources.
Identify educational requirements for 4 chosen careers.
Identify the skill requirements for 4 chosen careers.
Identify local training opportunities for 4 chosen careers.
Learn more about what employers are looking for in employees.
Identify general job tasks and responsibilities for 4 chosen careers.
Identify work environment and conditions for 4 chosen careers.
Identify potential earnings for 4 chosen careers.

SUGGESTED DISCUSSION **Explain** how these given strategies affected your learning.

ACTIVITIES: **Explain** the strengths of the exercise.
Explain what you are learning in school and how it relates to the 4 chosen careers.
Explain the common skills that each of the 4 careers requires.
After doing the research, do you think you would like to work in one of the 4 chosen careers?
What skills do you have and what careers might match these?

RESOURCES: 1) The Future is Now/Skills for the 21st Century Video (available in your school's library)
2) www.wilkes-barre.org (click on Chamber Directory for Company Information)

- 3) gvjoblink.com
- 4) www.pacareerlink.state.pa.us
- 5) Guide to Business Education Connections (If your school does not have a copy, call Jane Ashton/Director of Workforce Development at the Greater Wilkes-Barre Chamber of Business and Industry @ 823-2101, ext. 116)
- 6) Wyoming Valley Training Needs Survey
- 7) Pennsylvania Occupational Wages (Scranton-Wilkes-Barre-Hazleton MSA)
- 8) Contact your school's Guidance Counselor for advice.

**PLEASE CHECK WITH YOUR SCHOOL REPRESENTATIVE
FOR FURTHER REQUIREMENTS AND APPROVAL.**

PA Career Standards:

13.1.8.A, C, D, E, F	13.1.11.A, D, E, F
13.2.8.F	13.2.11.F
13.3.8.A, G	13.3.11.A



For additional Senior Project Ideas, please call Jane Ashton, Director of Workforce Development at the Chamber @ 823-2101, ext. 116 or jashton@wilkes-barre.org.

Career Counseling and Job Selection

Learning Objective:

Teach students to make better career decisions by analyzing all of the components that make up a job, including tasks, environment, educational/skill requirements and salary.

Activity:

Group or individual activity. Either provide job descriptions or have students research 3 jobs in which they are interested. Review job descriptions and fill in the information after each heading. At the end of the activity, each student should be able to give reasons why they would or would not want to apply for this job based on their own personal interests, values and abilities (e.g., if the job requires a lot of overnight traveling and long hours, and you are an individual who prefers to stay at home or has a family, then you would probably not want to apply for this job).

Job Title: _____

1. General Job Tasks: _____

Suggested Discussion Questions: What are the daily tasks and responsibilities expected of an employee in this job? Does the job require you to work with people, data, machines or ideas?

2. Work Environment/Conditions: _____

Suggested Discussion Questions: What are the hours? Is this a daytime, evening, or weekend job? Will you be working inside or outdoors? Is travel a part of the job? Will you be expected to work overtime? Is the work environment clean or dirty? Where is the job located? Is it close to home or 30 miles away? What is the physical structure and layout of the workplace? Is it bright and well lit? Air-conditioned? Is

it noisy or crowded? Is it a manufacturing, retail, office, or clinical setting? Is this a large, mid or small sized company? Is this a family-owned business or part of a larger corporation? Are there separate offices or do employees share office or work space with others? Is the equipment needed to complete one's job technologically up-to-date? Will you be in a supervisory or supervisee capacity? Will you be part of a team or expected to work independently? How much autonomy or decision-making ability will you have? Is it a fast-paced or slower-paced working environment? Will you be expected to perform under pressure or meet deadlines? What is the social and cultural climate of the workplace? Are people friendly and cooperative? What is the management style of those in authority? How will your performance be evaluated? What is the salary and benefits?

3. Education or Training Necessary: _____

Suggested Discussion Questions: What are the entry-level or minimum requirements needed to apply for the job? Are there any additional or "preferred" requirements?

4. Other Qualifications: _____

Suggested Discussion Questions: Minimum number of years of job experience, additional certifications or licenses?

5. Earnings: _____

Suggested Discussion Questions: What is the salary? Benefits? Are you paid weekly, monthly or bi-monthly? What does the retirement plan consist of? Is there an opportunity for advancement? Can employees receive raises, bonuses, or work overtime? Are there any other "perks" that go along with the job?

PA Career Standards:

13.1.8.A, D 13.1.11.D

Everyone Can't be a Superstar

Learning Objective:

Expand student's knowledge of the variety of career opportunities in the world by identifying occupations that directly or indirectly support a particular career or occupation.

Presentation Suggestions:

Most grade school and high school student's repertoire of careers in the world is limited to what they hear about at home or what they see on television. Unfortunately, too many students base their career decisions on whatever that popular fad happens to be. As students mature and expand their career knowledge base, they begin to discover the multitude of opportunities available to them; most of them are occupations they have never heard of before. And it is through this process that students can begin to dispel some popular career myths such as "there is only one perfect job or career for me," or "If I can't be a doctor, my life is over because that was the only thing I wanted to do."

Activity:

Using the examples below, ask students to try to identify all of the related or supportive jobs and occupations that make up the popular career profiled. Students may work individually or in groups.

Behind every television star, there's a:

make-up artist	hairdresser	personal secretary
stunt person	photographer	answering service
wardrobe consultant	manager	accountant
agent	writer	caterer

Every neurosurgeon needs a:

general physician	dietician	physical therapist
anesthetist	pharmacist	speech pathologist
hospital administrator	secretary	occupational therapist
head nurse	x-ray technician	social worker or counselor

Professional athletes use a:

coach	agent	statistician
equipment manager	sportscaster	photographer
doctor	referee/umpire	sportswriter
physical therapist	scoreboard operator	time keeper

If you can't be a rock musician, maybe you can be a:

disc jockey	sound editor	concert coordinator
recording technician	record producer	lighting director
piano tuner	song writer	costume designer
album cover designer	cutting designer	dancer

Suggested Discussion Questions:

1. What are the skill requirements of each job?
2. What are the educational requirements?

Alternate Activities:

1. Interview a local professional in one of these occupations.
2. Ask a local professional to speak to your classroom about his/her career.

Resources:

"16 Career Clusters" ...page 17
Occupational Outlook Handbook

PA Career Standards:

13.1.8.A 13.1.11.A

Northeastern Pennsylvania's Job Skill Level Changes

Learning Objective:

Students will learn about the changes in job skill requirements from the 1800's to the present through reviewing Northeastern PA's economic history.

Presentation Suggestions:

Lackawanna and Luzerne counties were in the heart of the Northern Anthracite Coal Field, which stretched 55 miles from Forest City in Susquehanna County to Shickshinny. From the 1880's to 1930, the coal industry was king. Massive coal breakers dominated the sky in every community in the valley, and freight, as well as passenger rail line, such as the Laurel Line, were highly active. Subsurface coal mining continued into the mid 1900's but the depression, coupled with the development of alternative fuel sources, forced most of the traditional, larger companies to cease operation. Subsurface coal mining in our area essentially ended with the Knox Mine Disaster of 1959.

Other manufacturing industries expanded around coal mining in the late 1800's. These included the manufacturing of silk thread, machine-made lace, railroad locomotives, stoves, heavy machinery, buttons, and clothing companies. The Scranton Silk Company was founded in 1872. The textile industry flourished in our area until the late 1980's.

Today, industrial and office parks, healthcare facilities, and colleges and universities have developed in our area. High tech companies, diversified (warehousing) and service industries have replaced the coal mining industry.

Source: *Lackawanna County History* www.lackawannacounty.org

H. Hollister, M.D., *History of the Lackawanna Valley* by, Sixth Edition, 1903.

Additional Resource: Luzerne County Historical Society, www.luzernecountyhistory.org.

Activity:

Trace Northeastern PA's economic history from coal to manufacturing (primarily textile) through service and warehousing economy indicating emerging industries today. (Students may draw a timeline, make a poster, write a report, or create a PowerPoint presentation.) Give examples of jobs or occupations required for each type of industry.

Suggested Discussion Questions:

1. What types of employees were needed for each economic phase? (Refer to the *Job Skill Level Changes (1950-2000)* Page 24.
2. What skills were required of these employees? How and why did these skills change in the 1990's and 21st century?
3. How do changing economic times relate to the number of unskilled vs. skilled workers in our labor force? Why does the percentage of Professional workers seem to remain constant?
4. What do you think Northeastern PA's next phase of economic growth be? What will the percentage of unskilled, skilled, and professional workers be in the future? Give examples to support your opinions or predictions.

Important Skills in the Workplace

Learning Objectives:

Enable students to begin to develop self-awareness about their strengths and abilities. Introduce students to the concepts of basic workplace skills, knowledge and employability skills. Help students identify the top ten skills employers are looking for in today's employees and how they are utilized in the workplace.

Presentation Suggestion:

As everyone who has held a job eventually learns, your future career prospects depend on the skills you have to offer an employer. And those workers with skills that are in demand are the ones who get the job.

The skills you should develop depend upon your interests, abilities and aptitudes, resources and career goals. But, with uncertain economic times ahead, it's important to look at the skills that will be useful in advancing your career.

Pass out a copy of the "*Important Skills in the Workplace*" fact sheet. Page 27. Define each skill and give a practical example of how it is used in the workplace (refer to definitions in "*Ten In-Demand Job Skills*"). Page 25.

Activity:

1. Using the fact sheet, ask students to compare and contrast "workplace skills," "employability skills," and "workplace knowledge." Why are they important?

2. Divide students up into teams and have each team define a skill, give a practical example of how that skill is used in the workplace, and provide three examples of jobs that primarily utilize that skill.
3. Have students select a job posting from the following local Job Site at www.gvjoblink.com or go to the Greater Wilkes-Barre Chamber's web site at www.wilkes-barre.org and click on Chamber Directory. You can search local companies by entering a category type or by entering the company name. Click on the company web site link and once on the homepage find the company's employment section. You can also use the **Find a Job/Post a Job** section of the Chamber's web site by clicking on Living Here and then by clicking on Find a Job/Post a Job. Try to identify all the skills that a potential employee would need to possess in order to perform that job (e.g., a receptionist requires human relations and information management skills).
4. Using the fact sheet, ask students to pick 5-10 skills they feel they possess and put them in rank order of "strongest" to "least strong." (Students may also use a chart or line graph to rate their abilities based on a scale of 1-5). (Note: This is a higher level activity that may be more suited for high school students.)
5. Ask student to pick at least 3 jobs or occupations that best utilize the skills they possess (using the results of activity 4).
6. In groups or individually, ask students to pretend they are going to apply for a summer job (either listed at gvjoblink.com or from the want ads of their local paper). Have students write a brief one-page cover letter, or resume, highlighting the skills they possess that would make them ideal candidates for this position.

PA Career Standards:

- | | |
|-------------------|-----------------|
| 13.1.8.A | 13.1.11.A, F |
| 13.2.8.E, F, G | 13.2.11.E |
| 13.3.8.A, C, E, F | 13.3.11.A, B, E |

16 Career Clusters

Learning Objective:

Expand student's knowledge of various occupations as categorized around 16 broad career clusters. Increase students' understanding of careers and occupations through Internet research.

Suggested Presentation:

The U.S. Department of Education has established 16 broad Career Clusters that reflect a new direction for education. Each cluster consists of all entry-level through professional-level occupations in a broad industry area. Each cluster includes both the academic and technical skills and knowledge needed for further education and careers. Clusters provide an ideal organizing tool for students to identify their interests and goals for the future.

The 16 clusters and sample occupations for each are:

Agricultural & Natural Resources	Arts, A/V Technology & Communications
Food Scientist	Actor
Environmental Engineer	Video Producer
Agriculture Teacher	Journalist
Animal Scientist	Audio Engineer
Biochemist	Telecommunications Technologist
Veterinarian Assistant	Printing/Graphics Technologist
Business and Administration	Architecture and Construction
Human Resource Administrator	Contractor
Administrative Specialist	Architect
Financial Analyst	Electrician
International Trade Manager	Heavy Equipment Operator
Entrepreneur	Carpenter
Accountant	Plumber
Education and Training	Finance
Teacher	Stock Broker
Principal	Banker
School Counselor	Insurance Agent
College Professor	Financial Planner
Corporate Trainer	Loan Officer
Coach	Tax Examiner

Health Science

Pediatrician
 Physical Therapist
 Radiologic Technologist
 Occupational Therapist
 Medical Assistant
 Hospital Administrator

Hospitality and Tourism

Lodging Manager
 Chef
 Travel and Tourism Manager
 Food Service Manager
 Restaurant Manager
 Leisure and Entertainment Manager

Human Services

Social Worker
 Psychologist
 Child Care Worker
 Substance Abuse Specialist
 Employment Specialist
 Psychotherapist

Information Technology

Software Engineer
 Network Administrator
 Web Designer/Developer
 Database Manager
 Technical Writer
 Multimedia Producer

Law and Public Safety

Attorney
 Fire Fighter
 Police Officer
 Judge
 Paramedic
 Paralegal

Manufacturing

Machinist
 Manufacturing Engineer
 Automated Process Technician
 Production Engineer/Technician
 Welding Technician
 Quality Technician

Government and Public Administration

Legislator
 City Manager
 Policy/Budget Analyst
 Recreation/Parks Director
 State/Federal Agency Director
 Urban/Regional Planner

Retail/Wholesale Sales and Service

Sales Associate
 Interior Designer
 Marketing Director
 Buyer
 Real Estate Broker
 Customer Service Representative

Scientific Research/Engineering

Chemical Engineer
 Mathematician
 Bio Technologist
 Electrical Engineer
 Biologist
 Oceanographer

Transportation, Distribution & Logistics

Pilot
 Automotive Technician
 Logistics Manager
 Flight Attendant
 Warehouse Manager
 Truck Driver

Source: Office of Vocational and Adult Education at the U.S. Department of Education web site: www.ed.gov/offices/OVAE/

Activities:

1. Ask students to give examples of occupations within each career cluster. Do they personally know anyone who works in that occupation?
2. Ask students to select at least one career cluster, according to their interests, then research at least 3-5 occupations within that cluster and report on each to the class. Include such information as what a person does in that occupation, where they work, the educational requirements of getting into that occupation, the positives and negatives associated with that occupation, salary, future job growth, etc.
3. Selecting one of the occupations from Activity 2, ask students to develop an individualized career plan that would enable them to successfully reach that career goal.

Alternative Activities:

1. Ask students to write a report about a famous person (visit the Greater Wilkes-Barre Chamber's web site at www.wilkes-barre.org for information on Famous Firsts. Click on Living Here, Click on Famous Firsts), historical or contemporary, which exemplifies one of the 16 career clusters. Include information about that individual's occupation, their career path, what challenges they faced along the way, what accomplishments they achieved, and what they are doing today (if still living). Would they like to be that person? Why or why not?
2. Teachers may adapt the above activity to their particular classroom subject (e.g., Ask students in a chemistry class to research Madam Curie; Martin Luther King in Social Studies class, Maya Angelou in English class). Select unusual historical or current figures, individuals who had unusual or multiple occupations, or individuals in occupations non-traditional to gender or ethnicity.

PA Career Standards:

13.1.8.A, F 13.1.11.A, B, F

Ten Other Great Activities to Help Students Choose a Career

1. Sponsor field trips or site visits to an area business, industry, health care facility, or social service agency.
2. Assign class projects where students "shadow" or interview a businessperson employed in an area of interest.
3. Have students research local careers by examining the want ad section of the newspaper or at gvjoblink.com or www.pacareerlink.state.pa.us. You can also access information on job opportunities by visiting the Chamber's **Find a Job/Post a Job** section of the web site (www.wilkes-barre.org) by clicking on Living Here and then by clicking on Find a Job/Post a Job. Conduct an exercise using information gathered from different job ads. (Example: Have students write four job descriptions and do reports on what types of skills are involved in the jobs).
4. Ask each student to identify their top three careers that they have considered. Research the careers, identifying five positive and five negative aspects of each career.
5. Identify a product made in our area. Identify all the jobs involved in converting this product from raw material to finished good.
6. Ask students to watch one of the local news shows and to identify one or two career fields (other than Reporter) associated with producing the news show. Have students research those careers, or conduct a site visit to the TV studio to learn more about these fields.
7. Have students write for free career brochures available from professional associations, such as the Tooling & Machining

Association (Note: Directories of professional associations are available from most public and college libraries)

8. Ask students to write or give a report about a famous professional in the subject area you teach (example: English, Chemistry, Biology, Art); choose a professional who is a minority or non-traditional to gender in that particular field (Example: Students in a chemistry class could research Madam Curie).
9. Have students list 5 personal examples of their strengths, interests, wants, and values and see how they match with five careers or jobs they are considering.
10. Play match-up games in which students are asked to choose the correct types of educational requirements or training for various occupations.

Selected from: Summer Institute '93 Resource Handbook for Teachers and Counselors, Partnership for Academic and Career Education Consortium, SC, June 1993.