

Section 2: Identifying an Occupation That Fits

What Do You Want To Do?

Objectives:

To have students research and report on different occupations by performing commercials about them.

To generate discussion about various occupations, salaries, job duties and openings.

Materials needed:

Students can use costumes and props.

Procedure:

Have students complete either the SKILLS or O*NET Interest Profiler, to identify which careers rated at the top for them. Then, have students split into groups to develop informational commercials about chosen occupations that they researched using MCIS.

- Discussion:
1. What are the work conditions relating to the occupations?
 2. What type of education and training is required for each occupation?
 3. How does the salaries for these occupations compare to each other?
 4. How do the work activities of the occupations compare with each other?
 5. What is the job outlook for this occupation?

Time needed:

This activity could easily cover from three to five class periods. The amount of time, of course, will also depend on the class size.

Section 2: Identifying an Occupation That Fits

Occupation Check-Up

Objective:

To have students research an occupation in detail to determine if it is a good fit for them.

Materials needed:

Computers so students can log on to MCIS.

Procedure:

Instruct students to select an occupation that scored high on their profile or one they would like to explore. Have the students use MCIS (log on to www.SmartAboutCollege.org) to research these occupations. Have a few of them report to the class if time allows. Be sure the students know to research items such as salary, job availability in Montana (if they want to stay here) or on a national level. Also, most importantly, is this a job they would like to pursue as a career?

Discussion:

Ask for feedback from students in the class about occupations presented by their peers. This should draw out some comments from others in the group.

Time needed:

This activity could be done in one class period or stretched out over a couple of classes.

Section 2: Identifying an Occupation That Fits

Check Out The Real World

Objective:

Help students take a journey through the real world in order to become more realistic about the type of lifestyle they will be able to support through their future careers.

Materials needed:

"Monthly Budget" and "Monthly Expenses" worksheets, computers to access MCIS Reality Check.

Procedure:

Instruct students to log into MCIS from the Smart About College Web site, go to the Reality Check link, and select Occupation Direct. Students should choose an occupation to research for this exercise. As the students follow the steps in Reality Check, have them complete the "Monthly Budget" and "Monthly Expenses" sheets. Also, if time allows have them follow the same process using the family options. This increases awareness of the differences in finances when supporting a family.

Discussion:

Have each student report to the class on their experience with budgeting and expenses. Ask them to explain what they learned in this process. Question them about any changes they may make in their career plans based on their findings.

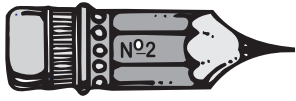
Time needed:

One or two class periods.

Section 2: Identifying an Occupation That Fits

Monthly Budget

Name:



Occupation:

Reminder: Always use a pencil when accounting, so changes and adjustments can be easily made.

Gross Monthly Income

\$ A

Payroll Deductions (30% of gross monthly income: $.30 \times A = B$)

\$ B

Net Monthly Income ($A - B = C$)

\$ C

➤ TURN TO PAGE 2 TO FIGURE OUT MONTHLY EXPENSES ◀

Total Monthly Expenses (from page 2)

\$ D

Preliminary Monthly Balance ($C - D = E$)

If your monthly balance is a negative figure, go back to monthly expense and adjust them until your balance is \$0 or more.

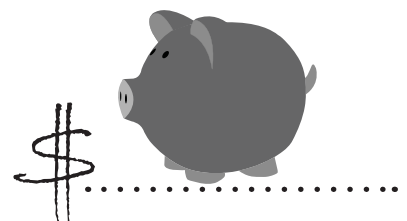
\$ E

Final Monthly Balance

(Is your total monthly balance still \$0 or more?
If not, you'll have to give up something else. When and if there's a positive balance, put it in your bank account.)

\$ F

Bank Account



Section 2: Identifying an Occupation That Fits

Monthly Expenses Name:



Occupation:

Reminder: Always use a pencil when accounting, so changes and adjustments can be easily made.

Housing	Monthly rent OR mortgage payment.	\$
Vehicle	Monthly payment (total for all vehicles), OR other transportation costs.	\$
Vehicle Maintenance	20% of vehicle cost (previous line) should cover gas, insurance, registration, and repairs for each vehicle you own.	\$
Bills	Electricity, heat, telephone, cable, etc. (30% of monthly housing cost).	\$
Groceries	Not less than \$250	\$
Clothing	Include coats, boots, shoes, and work and leisure clothes for all seasons and divide by 12.	\$
Miscellaneous	Pharmacy, haircut, dry cleaning, household items, pet care.	\$
Entertainment	Movies, video games, eating out, etc. (add the cost of all weekly activities and multiply by 4).	\$ x 4
Other Items	Boat, snowmobile, computer, horse, cabin OR cottage...	\$

Total Monthly Expenses:

\$ **D**