

Oklahoma Labor Market Information

How is labor market information (LMI) obtained?

Labor market information is compiled from reports and from sample-based surveys using media, paper forms, and telephone interviews, both personal and automated.

The Economic Research and Analysis (ER&A) Division of the Oklahoma Employment Security Commission (OESC) and like units in state employment security agencies nationwide gather data on employment and wages in their state from employers covered by unemployment compensation. State employment security agencies and the U.S. Census Bureau also use surveys of employers and households to gather sample data about LMI components such as employment, earnings and hours, occupations by industry and labor force status.

Why is LMI needed?

LMI provides a foundation for analyzing the economic health of Oklahoma down to the local level. Oklahoma data are combined with data from the rest of the United States to build estimates of national employment and unemployment and the gross domestic product.

LMI tracks ever-changing state and national occupational employment patterns, identifying occupational opportunities that are many and that are few. It projects growth occupations and occupations bound to decline.

Source: <http://www.oesc.state.ok.us/lmi>

When is LMI used?

Employers turn to LMI when considering expansion or relocation or when revising wage scales. Retailers use LMI when developing marketing plans. Educational planners use LMI when developing curricula. Regional planners use LMI when enticing new businesses. Administrators of nonprofit organizations use LMI when applying for grants. Real estate appraisers use LMI when determining property values. Investors use LMI when evaluating potential risks. Politicians use LMI when formulating campaign strategies. Private citizens use LMI when conducting job searches. Career counselors guiding students incorporate LMI when assessing their career choices.

What lesson plans are available for:

- Oklahoma Labor Market Information?
Education and Salary —
Is There a Connection? Part I and
Education and Salary Part II
- Nontraditional Female/Male Occupations?
Our Pizza Shack
Traditional and Nontraditional
Roles
Gender Bias

Note: Lesson plans are included in this section.

Oklahoma Labor Market Information

Fastest-Growing Occupations and Largest Increase in Employment

The table below lists the occupations growing the fastest and having the largest numerical increase in employment by education and training category based on the 1998-2008 estimates.

Education/Training Category	Fastest-Growing Occupations	Occupations Having the Largest Numerical Category Increase in Employment
First-Professional Degree At least three years of full-time academic study beyond a bachelor's degree.	Health Practitioners, NEC	Physicians and Surgeons
	Chiropractors	Lawyers
	Veterinarians	Health Practitioners, NEC
	Physicians and Surgeons	Veterinarians
	Clergy	Chiropractors
Doctoral Degree At least three years of full-time academic study beyond a bachelor's degree.	Life Scientists, NEC	Postsecondary Teachers, NEC
	Computer Science Teachers, Post	Business Teachers, Postsecondary
	Health Specialties Teachers, Post	Education Teachers, Postsecondary
	Communications Teachers, Postsec.	Life Sciences Teachers, Postsec.
	Life Sciences Teachers, Postsec.	Life Sciences Teachers, Postsec.
Master's Degree One or two years of full-time academic study beyond a bachelor's degree.	Social Workers, Med/Psychiatric	Social Workers, Med/Psychiatric
	Physical Therapists	Counselors, Vocational/Education
	Speech Pathologists/Audiologists	Physical Therapists
	Operations Research Analysts	Speech Pathologists/Audiologists
	Urban and Regional Planners	Psychologists
Work Experience plus Bachelor's or Higher Degree Most occupations in this category are managerial. All usually require experience in a related nonmanagement position for which a bachelor's or higher degree is usually required.	Engineer/Nat Sci/Comp/Info Sys Mgrs	General Managers & Top Execs
	Medical/Health Service Managers	Managers & Administrators, NEC
	Management Analysts	Medical/Health Service Managers
	Human Resources Managers	Financial Managers
	Artists and Commercial Artists	Administrative Services Managers
Bachelor's Degree At least four years of full-time academic study beyond high school.	Computer Engineers	Teachers, Secondary School
	Systems Analysts	Systems Analysts
	Database Administrators	Computer Programmers
	Physician Assistants	Computer Scientists, NEC
	Computer Programmers	Teachers, Elementary School
Associate Degree At least two years of full-time academic study beyond high school.	Computer Support Specialists	Registered Nurses
	Dietetic Technicians	Computer Support Specialists
	Paralegals and Legal Assistants	Health Professionals/Parapro., NEC
	Physical Therapy Assistants/Aides	Paralegals and Legal Assistants
	Cardiology Technologists/Technicians	Med. Records/Health Info. Techns.

Oklahoma Labor Market Information

Fastest-Growing Occupations and Largest Increase in Employment

Education/Training Category	Fastest-Growing Occupations	Occupations Having the Largest Numerical Category Increase in Employment
Postsecondary Vocational-Technical Training Postsecondary occupational programs lead to a certificate or other award but not a degree.	Data Processing Equip. Repairs	Licensed Practical/Voc. Nurses
	Central Office/PBX Installers/Rprs.	Automotive Mechns./Service Techns.
	Surgical Technologists	Hairdressers/Hairstylists/Cosmtgts.
	Emergency Med. Techns./Paramds.	Emergency Med. Techns./Paramds.
	Travel Agents	Data Processing Equipment Rprs.
Work Experience in a Related Occupation These occupations usually require skills and training acquired in a related occupation. They do not require a degree. Many are supervisory.	Private Detectives/Investigators	Marketing/Sales Supervisors
	Lawn Service Managers	Office/Admin. Support Supvrs./Mgrs.
	Locomotive Engineers	Service Supvrs./Mgrs. Super, NEC
	Instructors, Adult (Non-VocEd)	Food Service and Lodging Managers
	New Accounts Clerk, Banking	First Line Supervs: Prod./Operating
Long-Term, On-the-Job Training Requires more than 12 months of on-the-job training or combined work experience and formal classroom instruction, such as apprenticeships and employer-sponsored training. Individuals undergoing training typically are considered employed in the occupation.	Desktop Publishing Specialists	Maintenance Repairers, Gen. Util.
	Telephone/Cable TV Instlrs./Rprs.	Welders and Cutters
	Mobile Home Repairers	Cooks, Restaurant
	Actors/Directors/Producers	Telephone/Cable TV Instlrs./Rprs.
	Athletes/Coaches/Umpires/Rel.	Machinists
Moderate-Term, On-the-Job Training One to 12 months of combined on-the-job experience and informal training.	Medical Assistants	Machine Operators/Tenders, NEC
	Social/Human Service Assistants	Telmktrs/Door Sales/Related Wrkrs.
	Telmktrs./Door Sales/Related Wrkrs.	Sales and Related Workers, NEC
	Camera Oprs., TV/Motion Pic./Video	Medical Assistants
	Sales Agents, Business Services	Sales Rprs., Mfg., and Wholesale
Short-Term, On-the-Job Training A short demonstration of job duties or one month or less of on-the-job experience or instruction.	Home Health Aides	Retail Salespersons
	Investigators, Clerical	Cashiers
	Meat/Poultry/Fish Cutters, Hand	Office Clerks, General
	Hand Packers and Packagers	Nursing Aides/Orderlies/Attends.
	Personal/Home Care Aides	Home Health Aides

Source: <http://www.oesc.state.ok.us/lmi/proj/et2.htm>

Education and Salary — Is There a Connection? Part I

Activity

This activity will help the students describe the importance of academic and occupational skills in the world of work.

Related Subjects

Math
Instructional Technology
Information Literacy
Language Arts

National Career Development Guidelines

Competency IV
Knowledge of the benefits of educational achievement.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-12
Research and Comparison

Activities

- Divide class into teams of four to six students.
- Ask each team to use the *Oklahoma Career Search* software to find the salary and employment outlook and the Oklahoma Labor Market Information Occupational List for the following areas:
 - At least three jobs that require no more schooling.
 - At least three jobs for which you must graduate from high school.
 - At least five jobs for which vocational-technical or two-year training is required.
 - At least two jobs for which a college education is required.
 - At least five jobs for which more than a college degree is required.

- Ask the teams to determine what comparisons can be made from their findings. Is there a relationship between earnings and education or between the employment outlook and salary?
- Have the teams make a chart or graph of their findings, including what (or “how much”) each additional year of schooling is worth in salary. (Students can use other resources such as the *Occupational Outlook Handbook*.)

Evaluation

Students will be evaluated on the completeness of their research, accuracy, and clarity of the comparison chart, accuracy and clarity of what each year of education is worth, and team participation.

Materials/Supplies

Computer, *Oklahoma Career Search* software, *Occupational Outlook Handbook*, Oklahoma Labor Market Information, graph/chart paper or poster board, calculators, pen/pencil, markers

Additional Resources

Oklahoma Career Search software is available from the Oklahoma Department of Career and Technology Education, 800-654-4502, or can be ordered on-line at www.okcareertech.org/cimc.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

Education and Salary — Part II

Activity

The purpose of this activity is for students to research the cost involved to further one's education within a faster-growing occupation.

Related Subject

Math

National Career Development Guidelines

Competency IX
Skills to make decisions.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-12
Self-Evaluation, Research

Activities

- Students will chose bachelor's degree, associate degree, and technology center for further education.
- Students will find the cost of attending the college, university, or technology center of their choice for one year. This is assuming the student takes 15 hours each semester to make a total of 30 hours.
- Research housing cost at the school and make estimates where data is not available.
- Discussion points:
 - Compare/contrast the costs of various educational options.
 - Is the cost of education higher or lower than expected?

Degree/ Certificate	Cost of Tuition for One Year (30 hours)	Fees	Housing (Room)	Dining Hall
Bachelor's				
Associate				
Technology Center				

Evaluation

Students will be evaluated on identifying and calculating educational costs, and discussing their results.

Materials/Supplies

Computer, *Oklahoma Career Search* software and/or Internet sites:
Oklahoma Higher Education
<http://okhighered.org> Locate college costs under the heading: Colleges and Universities. To reach the Internet sites, use the map of Oklahoma colleges and universities. College cost can be listed under Student Housing
• Expected Cost • Bursar.
Eastern Oklahoma State College provides an excellent breakout for tuition and fees.
www.eosc.cc.ok.us/cost/cost.html

**A Comprehensive Guidance Plan
will allow a school district to:**

**Help each student come to a better
understanding of their own needs,
interests, and abilities.**

Resource: Adapted from Career Development Activities, Mid-High / High School CS1102. Order by calling 1-800-654-4502.

Nontraditional Female Occupations

Below is a list of the 25 nontraditional female occupations with the most annual average job openings based on the 1998-2008 estimates. Nontraditional female occupations are those for which 25 percent or less of the total employed population is female.

Occupation Title	Average Annual Openings (1998-2008)	Percent of Women in Occupation (1990)
Chief executives and general administrators, public administration	1,540	23.59
Truck drivers	1,210	6.17
Auctioneers	560	9.84
Freight, stock, and material handlers, n.e.c.	520	10.95
Guards and police, except public service	500	13.66
Sales representatives, mining, manufacturing, and wholesale	480	17.66
Groundskeepers and gardeners, except farm	460	7.06
Welders and cutters	390	2.87
Sales workers, hardware and building supplies	367	24.60
Automobile mechanics, except apprentices	340	1.51
Supervisors, production occupations	330	18.71
Mail carriers, postal service	300	23.58
Carpenters, except apprentices	300	1.55
Physicians	270	17.71
Machinists, except apprentices	260	5.30
Supervisors, mechanics and repairers	240	6.55
Miscellaneous plant and system operators	230	8.33
Engineers, n.e.c.	200	8.13
Vehicle washers and equipment cleaners	180	12.48
Supervisors, construction n.e.c.	180	2.45
Telephone installers and repairers	179	12.64
Athletes	170	18.68
Sales workers, parts	150	12.20
Helpers, mechanics, and repairers	150	12.78
Miscellaneous material moving equipment operators	140	6.16

Source: <http://www.oesc.state.ok.us/lmi/proj/nonwom.htm>

Nontraditional Male Occupations

Below is a list of the 25 nontraditional male occupations with the most annual average job openings based on the 1998-2008 estimates. Nontraditional male occupations are those for which 25 percent or less of the total employed population is male.

Occupation Title	Average Annual Openings (1998-2008)	Percent of Male in Occupation (1990)
Cashiers	2,590	19.95
General office clerks	1,970	14.52
Waiters and waitresses	1,760	16.61
Sales workers, apparel	1,213	19.30
Registered nurses	1,070	6.92
Nursing aides, orderlies, and attendants	900	11.92
Kitchen workers, food preparation	750	21.96
Teachers, elementary school	670	20.88
Secretaries	670	0.79
Health aides, except nursing	650	18.82
Receptionists	610	3.22
Management related occupations, n.e.c.	590	22.30
Licensed practical nurses	590	6.56
Bookkeepers, accounting, and auditing clerks	430	9.53
Maids and housemen	390	14.39
Bank tellers	330	8.73
Food counter, fountain and related occupations	300	23.44
Early childhood teacher's assistants	280	2.16
Teacher's aides	230	9.56
Teachers, prekindergarten and kindergarten	270	1.85
Dental assistants	200	2.35
Family child care providers	200	2.66
Hairdressers and cosmetologists	160	7.88
File clerks	160	11.55
Teachers, special education	150	19.17

Source: <http://www.oesc.state.ok.us/lmi/proj/nonmal.htm>

Our Pizza Shack

Activity

This activity will help students to develop an awareness of different occupations and describe how people are capable of performing many different types of work.

Related Subjects

Social Studies
Language Arts

National Career Development Guidelines

Competency XI
Awareness of the different occupations and changing male/female roles

Suggested Oklahoma P.A.S.S. Concept

Elementary
Simulation, Discussion

Activities

- Construct several toppings from the colored paper (onions, pepperoni, cheeses, sausage, etc.).
- Construct some large “empty” pizzas.
- Have some students order pizzas.
- Have the other students construct the pizzas in an assembly line.
- If there is “mass confusion,” suggest that they select a manager.
- Rotate managers, customers, and pizza maker duties.
- Lead a discussion about the activity. Ask these and other questions:
 - **Were there any jobs that only the girls could do? Were there any jobs that only the boys could do?**
 - Was it fun to work in the restaurant?

- Which job did you like best?
- What was hard about the job you did?
- What would happen if a person didn’t do his or her job?
- Why did we need a manager?

Evaluation

Evaluation will be based on a brief summary of the discussion explaining what was learned from the activity.

Materials/Supplies

Colored construction paper, colored pens/markers, scissors, several tables arranged to make an “assembly line”

A Comprehensive Guidance Plan will allow a school district to:

Focus on the importance of education and career training as preparation for a satisfying life.

Resource: Career Development Activities, Elementary CS1100. Order by calling 1-800-654-4502.

Traditional and Nontraditional Roles

Activity

Students will examine educational requirements of careers for male and female roles as part of this activity.

Related Subjects

Information Literacy
Art

National Career Development Guidelines

Competency XI
Knowledge of different occupations and changing male/female roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-8
Research

Activities

- Discuss traditional and nontraditional roles.
- Have the students divide a piece of paper in half. Title one side “Male Roles” and the other side “Female Roles.” (Note: Refer to “Nontraditional Female/Male Occupations” handout in this section.)
- Ask the students to write down as many jobs or roles as they can think of in each category.
- Post the lists on the chalkboard.
- Have each of the male students in class select one of the female jobs/roles to research. Have each of the female students research one of the male positions. They should list at least three facts about each job/role, including educational requirements.
- Ask the students to cut out pictures from magazines that relate to the job/role they researched and

place on a poster board. Have the students write their research facts under the pictures.

- Lead a class discussion on how most occupations can be done by both men and women.
- Next, divide the class into teams. Mix the teams so that they include both males and females.
- Have the students brainstorm and record as many difficulties as they can think of for a woman working in a traditionally male position and for a man working in a traditionally female position.
- Ask the teams to compare and discuss findings with the other teams.

Evaluation

Students will be evaluated on their research, posters, team participation, and participation in class discussion.

Materials/Supplies

Research materials, magazines, poster board, paper, pen/pencil, scissors, glue, art supplies

A Comprehensive Guidance Plan will allow a school district to:

Prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education and to also be employable.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

Gender Bias

Activity

The student will identify rights found in the Constitution, including its amendments.

Related Subject

Social Studies

National Career Development

Guidelines

Competency XI

Understanding the continuous changes in male/female roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 9-12

Research

Activities

- Students will explore differences in work between women and men.
- Distribute the “Female/Male Job Checklist” in this section to the students.
- Using the “Female/Male Job Checklist,” have students identify the jobs that are defined as “women’s work” and “men’s work.”
- Ask students to make additions to the checklist if they wish. These additions may be careers that the students have identified as being interested in and/or careers predominant in their hometown, etc.
- Have students place a checkmark by occupations on the “Female/Male Checklist” that are listed on the “Nontraditional Female/Male Occupations” handout.
- Have students discuss the results and implications. Use the following questions as a guide:

- How did the number of jobs labeled “men’s work” compare to those labeled “women’s work?”
- Do the men’s jobs generally have more or less status or power than the women’s jobs?
- Do the women’s jobs tend to require more or less education than the men’s jobs?
- Can distinctions be made according to the kind of work being done by men and women (working with people, data, or mechanical things)?
- Do employers value physical appearances as more important in men’s jobs or women’s jobs? Why or why not?

Evaluation

Students will have identified which jobs on the list are traditionally male or female and have discussed some reasons why this may be true.

Materials/Supplies

“Female/Male Job Checklist,” pen/pencil

Resource: Career Development Activities, Mid-High / High School CS1102. Order by calling 1-800-654-4502.

Female/Male Job Checklist

Name _____

For the following occupations, check whether you believe it is a man’s occupation, woman’s occupation, or both.

JOB	M	F	B	JOB	M	F	B
Construction Worker				Plumber			
Flight Attendant				Librarian			
Social Worker				Recreation Director			
Secretary				Bank Teller			
Elementary Teacher				Dietician			
Hair Stylist				Nurse Aide			
Model				Security Guard			
Elderly Person’s Companion				Cab Driver			
Store Clerk				Day Care Center Worker			
Veterinarian				Police Officer			
Physical Education Teacher				Bookkeeper			
Short Order Cook				Custodian			
Photographer				Lawyer			
Nurse				Gardener			
Dental Assistant				Radio Announcer			
Artist				Forest Ranger			
News Reporter				Homemaker			
Telephone Operator				Postal Worker			
Physical Therapist				Accountant			
Scientist				Musician			
Babysitter				English Teacher			
Newspaper Editor				Occupational Therapist			
Hotel/Motel Housekeeper				Farmer			
Cashier				Truck Driver			
Auto Technician				Landscaper			
Factory Worker				Tailor			
Pilot				Carpenter			
Professional Athlete				Dairy Producer			
Meat/Grain Inspector				Medical Doctor			
Computer Programmer				Architect			

On Your Own . . .

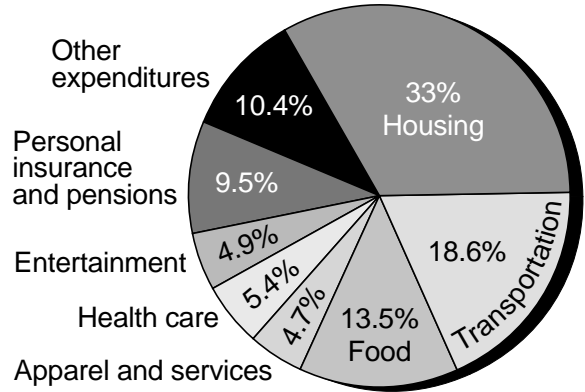
Can You Support Your Lifestyle?

It is never too soon to learn about budgets and how to make one work for you. This is an opportunity for you to practice stretching your paycheck. Are you ready?

This pie chart will give you an idea of how you may spend your paycheck. For example, 33 percent of your check may go to housing.

First, do you know the answers to these questions?

- \$ How much does it cost to operate a car including gas, oil, and insurance?
- \$ How much should you allow each month for housing and utility costs?
- \$ What amount should you estimate for clothing, entertainment and health?



Let's take a look at an actual salary.

In Oklahoma, the yearly salary of a computer support specialist is \$27,934.40 or \$537.20 a week or \$13.43 an hour. WOW! How difficult could it be to spend that much money? Not very difficult at all.

Before you even receive your paycheck, approximately 30 percent will automatically be taken out as state and federal taxes and FICA (social security) deductions. This leaves you with 70 percent of your paycheck to cover the following expenses.



	Yearly	Monthly	Weekly
Housing	\$5,955.84	\$494.32	\$124.08
Car	\$3,357.12	\$279.76	\$69.94
Food	\$2,436.48	\$203.04	\$50.76
Clothes	\$848.16	\$70.68	\$17.67
Health	\$974.40	\$81.12	\$20.30
Entertainment	\$884.16	\$73.68	\$18.42
Personal Insurance and Retirement	\$1,714.56	\$142.88	\$35.72
Other Expenditures	\$1,876.90	\$156.40	\$39.10

Career Activity File — Counseling Tools K-12

On Your Own . . . Can You Support Your Lifestyle?

Now that you know where your money will go, you may want to give your budget items some additional thought:

Housing — Whether you rent an apartment or buy a home, approximately 28 percent of your paycheck will be spent on rent or a house payment. Another five percent will go for utility bills.

Car — If you own a vehicle, you should plan to spend money on gas and car repairs as well as the car payment.

Food — Food costs usually include eating at home and eating out.

Clothes — If you want to wear the latest trends, check your available cash first.

Health — You must have money to cover accidents or illness. You never know when they will happen.

Entertainment — How many times can you go to the movie, go to a concert, or go on a vacation?

Personal Insurance and Retirement — Is this something you will start working on now, or will you wait until later on?

Other Expenditures — Personal care items, house maintenance items, and other miscellaneous expenses show up here.

How do you know the amount of money you will need each month?

The answer is easy. Math. Yes, math! A little bit of simple math will help you budget for an apartment, a car, a pizza or two, and even a little fun.

Figure your monthly expenses:

To calculate how much of your monthly paycheck goes into each category, multiply your take-home pay by the percentage of the category. Use this formula to get your take-home pay.

$$\frac{\text{Monthly income (hourly wage } \times \text{ weekly hours)}}{\text{Monthly income (hourly wage } \times \text{ weekly hours)}} \times \frac{.70}{\text{Taxes (-30\% of paycheck)}} = \frac{\text{Take-home pay}}{\text{Take-home pay}}$$

<i>(Take-home pay)</i>			
_____	X	_____ .33	= _____ Housing
_____	X	_____ .186	= _____ Car
_____	X	_____ .135	= _____ Food
_____	X	_____ .047	= _____ Clothes
_____	X	_____ .054	= _____ Health
_____	X	_____ .049	= _____ Entertainment
_____	X	_____ .095	= _____ Personal Insurance and Retirement
_____	X	_____ .104	= _____ Other Expenditures

As you can tell, you will need quite a bit of money to live just a basic lifestyle. This is where additional education beyond high school can really pay off. The more education you have, particularly in math and science, the better job you will be able to find and enjoy. Attraction to a career is often due to the lifestyle of the worker. Good luck in making your career choices.

Tax authorities have tables for verifying precise tax figures withheld. Distribution of total annual expenditures by major category provided by Consumer Expenditure Survey, 1998, BLS.

Lesson plans on “Lifestyles” and “Budgets” for elementary through high school level follow this activity.

Big Spender

Activity

Students will use mathematical strategies to solve problems that relate to other curriculum areas and the real world.

Related Subject

Math

National Career Development Guidelines

Competency IX
Understanding how to make decisions.

Suggested Oklahoma P.A.S.S. Concept

Elementary
Self-Evaluation and Problem Solving

Activities

- Have the class decide on a total budget figure for the week, based on weekly allowances, earnings, etc.
- Ask each student to write three plans of how he/she could spend that amount of money.

Examples might include:
 - A budget written during the first week of school.
 - A budget written three weeks before Christmas.
 - A budget written during summer vacation.
- Students may volunteer to present their budget to the rest of the class.
- Discuss students' feelings regarding budgets. Why are they important?

Evaluation

Evaluate students on their accurate completion of three budgets.

Materials/Supplies

Pens/pencil, paper, catalogs or newspaper flyers for prices

A Comprehensive Guidance Plan will allow a school district to:

Increase the student's abilities to explore and gather occupational information and make intelligent decisions concerning a life career.

Resource: Career Development Activities, Elementary CS1100. Order by calling 1-800-654-4502.

The Cost of Work

Activity

This activity will compare different lifestyles/roles with the costs involved to achieve them. Students will determine the lifestyles they wish to explore, develop budgets, and explore career possibilities to attain their lifestyles.

Related Subjects

Math
Social Studies
Instructional Technology
Information Literacy

National Career Development Guidelines

Competency X
Knowledge of the interrelationship of life roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 6-8
Self-Evaluation

Activities

- Distribute the “Lifestyles” worksheet to the students. Ask them to answer the questions as completely as possible as this is the basis of the activity.
- Have students create a budget based upon the lifestyles they outlined on the worksheet. They can use the budget handout or create their own. They should be realistic in their figures.
- After they have completed their budgets, ask the students to think about careers they are interested in that would afford them the lifestyles they desire. For example, if they want to live in a home with

a payment of \$2,500 a month, drive a BMW, and vacation twice a year, they will need a high-paying career. They should consider careers that fit their interests and abilities as well as their budget. Have them create a list of three to four careers to research.

- Ask the students to figure the cost involved in the careers they select. Have them use *Oklahoma Career Search* software to help determine requirements, such as training and education, for the chosen careers. Their cost estimates should include such things as cost of training/education as well as the time needed to complete the training/education.
- Have students compare their career choices and list the pros and cons of each choice. For example, a high-paying career as a doctor requires many years of education, and the early years often require many more than 40 work hours a week, leaving little time for outside activities. On the other hand, a computer technician position might not pay as much but requires fewer years of training and has better work hours. Ask the students to determine which career paths would best fit the lifestyles/roles they wish to have in the future. Then ask them to write brief summaries, giving the reasons for their career choices.

Evaluation

Students will be evaluated on the completeness of their “Lifestyles” worksheet, budgets, identification of pros and cons, and their summaries.

Materials/Supplies

Computer, *Oklahoma Career Search* software, “Lifestyles” worksheet, “Budget” handout, list of Web sites with salary information, pen/pencil, paper

Additional Resources

Oklahoma Career Search software is available from the Oklahoma Department of Career and Technology Education, 800-654-4502, or can be ordered on-line at www.okcareertech.org/cimc

The “Budget” worksheet is just a sample budget. Explain to the students they need to add or delete items that do not fit into the lifestyles they selected earlier in the activity.

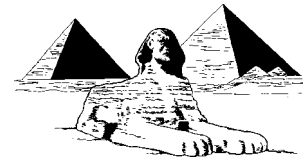
A Comprehensive Guidance Plan will allow a school district to:

Make career education such a vital part of the on-going school activities that the student can relate classroom activity to later participation in the world of work and the obligations of citizenship.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

Lifestyles

Think about the type of lifestyle you would like to have in 10 years. Answer the following questions to help you determine what you will need to do to achieve that lifestyle.



Where would you like to live (if in the United States, which state; if abroad, which country)?

What type of housing would you like (apartment, condo, single-family home, large estate, acreage, houseboat, etc.)?



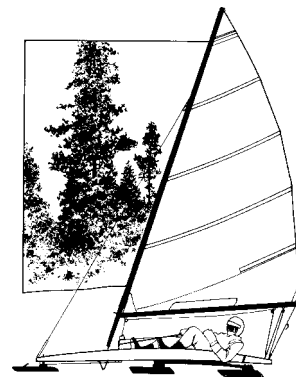
Do you want to live alone, with roommates, with a spouse, etc.?

Would you prefer to work at home or outside your home?



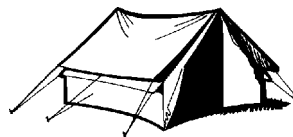
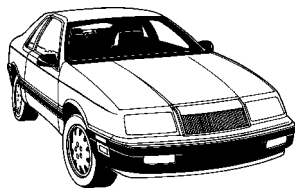
How many hours a week do you plan to work outside the home?

What activities (sports, leisure activities, hobbies, community service, physical activity, travel, etc.) would you like to do in your spare time? Please list.



How often would you like to participate in these activities?

What type of vehicle would you like to drive?



Budget Worksheet

Income

Salary:

Other income (list):

Expenses

Savings:

Rent or mortgage:

Utilities:

Groceries:

Insurance (medical, life, etc.):

Health/medical expenses:

Clothing:

Transportation (include car payments, gas, insurance, upkeep):

Entertainment:

Outstanding debts (student loans, other loans, debts):

Child care:

Spending money:

Miscellaneous expenses (list):

Other (list):

Patterns of Life

Activity

The purpose of this activity is for students to research and discuss advantages and disadvantages of various lifestyles.

Related Subject

Math
Health

National Career Development Guidelines

Competency X
Understanding the interrelationship of life roles.

Suggested Oklahoma P.A.S.S. Concept Grades 9-12 Self-Evaluation and Communication

Activities

- Students will identify the rewards and difficulties of different lifestyles as they relate to possible career choices.
- Distribute the “Lifestyle Patterns” handout.
- Have students form groups of four.
- Assign each group selected lifestyles to work with. (Example: Group A: Patterns 1, 4 and 7; Group B: Patterns 2, 5, and 8; Group C: Patterns 3, 6, and 9. If there are four groups, each group can do two lifestyles, etc.)
- Ask each group to brainstorm and record the advantages and disadvantages for one lifestyle at a time.
- Have students draw a line vertically down the center of a large piece of paper and write ADVANTAGES in one column and DISADVANTAGES in the other column.

- Ask students to share their ideas with the rest of the group by responding to the following questions:
 - Which lifestyles seem most appropriate or appealing to you?
 - How much time and energy has been set aside for being a parent?
 - How does this fit into your decision about lifestyles?
 - What kind of planning is needed if both parents continue to work while rearing a family?
 - If you plan for one parent to stay home when children are young, how can the stay-at-home parent keep up with his/her field in preparation to re-enter the workforce?
 - How does one of the careers you are considering relate to these patterns?

Evaluation

Students will be evaluated on group participation.

Materials/Supplies

“Lifestyle Patterns” handout, pen/pencil, large paper

Resource: Career Development Activities, Mid-High / High School CS1102. Order by calling 1-800-654-4502.

Lifestyle Patterns

All patterns assume completion of high school. These lifestyles are sequenced chronologically from left to right.

1. Marriage/childrearing/hobbies and community service.
2. Marriage/childrearing/education/employment.
3. Marriage and employment/education and childrearing/employment when last child starts school.
4. Education/marriage/childrearing/no employment.
5. Education/marriage/childrearing/employment when children leave home.
6. Education/marriage and employment/childrearing and part-time employment.
7. Education/marriage and employment/childrearing (household help) and employment.
8. Education/marriage/no children/employment.
9. Education/single lifestyle/employment.