



# Transition

T E N N E S S E E

## GET INVOLVED ACTIVITY PLAN

**Path:** I Want to Go to Work

**Course:** How Do I Explore My Work Options?

**Lesson:** Labor Markets and Types of Employment

**Learning Target:** Students will be able to identify the similarities and differences between the types of employment while using labor market information to explore their work options.

**Pre-ETS Connection:** Job Exploration

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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[Pathways to Employment: A Guide to Work Experience](#)

[Career Awareness and Exploration Online Resources](#)

[Developing a Paid or Non-Paid Internship](#)

[Quality Work-Based Learning: Requirements for Work-Based Learning \(WBL\) Experiences](#)

## Materials

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- Computers or tablets if completing activity with technology
- Printed resources as needed (Fact Sheet, Resource List, Graphic Organizers, Job Exploration Recording Form)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

1. What are the differences between part-time and full-time employment?
2. What factors could help you determine if working part-time or full-time is best for you?
3. Why is it important to learn about the labor market in your local community?
4. What ways can labor market information help you make decisions about your job options?
5. How can labor market trends affect your job options?

## Play the Game

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- Instruct students to play the game found on the Get Involved page
- Students can play the game independently, work in small groups, or play as a class



## School-Based Activity

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### Discuss:

- Instruct students to go over the fact sheet independently, with a partner, or as a group. After reviewing the fact sheet, use the Think About questions to prompt discussion about labor markets and types of employment, including how they can impact their job search process.

### Explain:

- Emphasize that the labor market provides important and ever-changing information about job opportunities in their local communities. Being knowledgeable about the labor market can help them to make informed decisions about job options they want to explore. It is important that students who are exploring job options understand how to choose types of jobs that fit with their interests and goals. By taking time to explore types of employment, students can learn about opportunities that emphasize their personal preferences, interests, needs, and strengths. This strengthened understanding can set students up to be successful in securing job opportunities as they transition into employment.
  - Students will create a graphic organizer comparing and contrasting two job options they are exploring
  - First, students can practice filling out a Venn Diagram with the Graphic Organizer Activity on the website
  - Next, students will make a customized graphic organizer by opening the [Graphic Organizer Activity Sheet](#) and listing two types of employment options they are currently exploring
  - Students will either use the Venn Diagram or T-Chart to compare and contrast two of their own employment options
  - Students will use local labor market information to fill in the similarities and differences between the two options
  - To extend the activity, students can trade their completed organizers with a peer and discuss the information they have found
  - Ask students to think about how knowing the similarities and differences of their two job options helps them identify what would best suit them
  - Prompt students to discuss how knowing more about the labor market and types of employment are important when exploring their job options

## Community-Based Extension

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Students will select a career cluster of interest and job within their local community that they would like to explore. Next, students will gather labor market information about that position using [O\\*Net OnLine](#). After selecting the job and gathering the labor market information, students will select an experience-based activity. This activity should involve getting to interact with an employee in their community who has experience with the job the student has selected to explore.

- Download the [Job Exploration Recording Form](#)
- Guide students to select a career cluster that interests them. Students may use information from a self-assessment or use this website to learn more about the clusters
  - o <https://www.tn.gov/education/career-and-technical-education/career-clusters.html>



- Assist students in identifying a job in their local community that they would like to explore
- Guide students to use O\*Net OnLine to locate labor market information about the position they have chosen
  - Click Here: [O\\*Net OnLine](#)
  - Student will select a career cluster that interests them
  - Student will select an occupation from the list
  - Use this information to answer the questions on the Job Exploration Recording Form
- Assist students in planning for the activity they have chosen to complete to further explore this job option within their own community
  - Example: You schedule a career speaker to come to the school to talk to a group of students, and you could complete this activity as a class
  - Example: You assist a student in setting up a time for an informational interview or workplace tour where they can ask their questions and gather information about the job
- During or after the experience-based activity, the student will answer the questions about the job
- Guide students to answer the reflection questions

## Differentiate

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- Read the content out loud to the students
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with the teacher to ensure any needed vocabulary is inputted into the students' Augmented and Alternative Communication (AAC) devices