

# Jobs and Money Lesson 5 (final): Globalization and the Career Trajectories

**SUBMITTED BY:** K@WHS Summer 2011 Instructor

**SUBJECT(S):** Personal Finance

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

This lesson is the final part of the unit on Jobs and Money. In this lesson, students are asked to come up with a projected profession-income plan. They will decide on a possible career that takes into account what they've learned about globalization and how technology is changing the kinds of jobs that exist. Since it is a projected plan, they should be encouraged to be as imaginative and creative as they can be.

## ≡ NBEA STANDARD(S):

- Personal Finance, III. Managing Finances and Budgeting

## ≡ RELATED ARTICLES:

- ["You're Fired! Now What?"](#)
- ["Who Knew the Job of a Prosecutor Looks Nothing Like "Law & Order?"](#)
- ["The Value of a Summer Job"](#)
- ["The Migration Crisis and the Future for the European Union"](#)
- ["The Greatest Risks Facing Our World Economy"](#)
- ["The College Investment: Will It Pay Off?"](#)
- ["Sam Cox Spends Her Sunday Mornings with High-Tech Mummies"](#)
- ["Inside Accounting: 'There's Room among the Pencil Pushers for Creative Types Like Me'"](#)

- “Educator Toolkit: The Future of Work”
- “Educator Toolkit: Becoming Global Citizens”
- “China, the World Stage and Your Role as a Global Citizen”
- “CEO Katlyn Grasso Connects Young Women with Executive Role Models”

**Common Core Standard(s):**

Reading Informational Text–RI.9-10.1.; RI.9-10.2.

Speaking and Listening–SL.9-10.1. 1

**Purpose:**

The purpose will be to use what they have learned about different kinds of jobs, the changing and more globalized job market, how wages are linked to jobs, service and education, to come up with a projected income plan for the first 20 or so years of their careers.

**Other Resources/Materials:**

Board, butcher paper.

**Activity:**

This lesson has six parts: Introduction; Guided Reading; Class Discussion; Small Group Work; Class Discussion; Student Shout-outs.

*Introduction (5 min)*

- Introduce the different kinds of job markets around the world and talk about [globalization](#). What does that mean? (See WGY video definition.)
- How does it affect job market and the changes that have come into being? Think about how the energy sector is changing rapidly and the importance of international experience for jobs in this sector. The teacher can reference some of the discussion from the first lesson in the Unit about the changing job market.
- Ask students to quickly jot down 12-15 international jobs they can imagine.

*Guided Reading (5 min)*

Ask students to silently read the WGYG article about “Inside Accounting.”

*Class Discussion (5 min)*

As a class, go over the main points of the article together.

- What does the author do? What’s her job title?
- How many hours does King work?
- How do you think she gets paid? Think about what her earned income is. What other kinds of income do you think she receives? (Bonuses, investment income, etc.)
- What is King’s career trajectory? How did it change and evolve over time?
- How has the accounting profession adapted to globalization and the demands of the new job market?

*Small Group Work (5 min)*

From the good 20 or so jobs written down, ask them to get into small groups and think about how the following factors: number of hours worked; job environment; the kinds of income that come with these jobs; career trajectory (in other words, what is the long-term potential of this job?).

*Class Discussion (10 min)*

Ask the students to share what they came up with in their groups about the jobs proposed before. Divide these jobs into three categories: Jobs they would love to do; Jobs they wouldn’t mind ending up in; Jobs they would not want to do.

In the last two minutes, think as a group about what patterns emerge from this exercise. What kinds of jobs seem to be popular? Which ones are not? Why is this?

*Student Presentations (10 min)*

*Preparing to Present*

- Ask students to come up with the jobs they would like to do based on the discussion and how they see their careers playing out (give about 5 minutes for this).
- They can also think about working for the first 10 years, considering career trajectory, and then thinking about how they can also have passive income or portfolio income.

- Ask them to think about how they can make their money “work” for them when they are doing other kinds of jobs.

### *Students Present*

Then ask some of them to come up in front and present their plans.

(40 min)

### **Tying It All Together:**

In this lesson, students bring together the last four lessons into a culminating lesson where they think about income, the job market and how it’s evolving. They imagine a career and the income that may be associated with it.

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