



THE MONEY CIRCLE

THEME TWO: SIGNIFICANCE OF LEARNING, EARNING AND SPENDING ON PERSONAL FINANCIAL WELL-BEING

LESSON TITLE:

Theme 2, Lesson 1: Learn to Earn

Lesson Description:

In this lesson, students will evaluate the significance of career and education/training choices in relation to earning potential. Students will research a future job and determine the qualifications, skills and knowledge needed to obtain the job. Students will weigh the costs and benefits of a potential job/career path and learn about income levels of specific careers.

Grade Level: 9-12

Key Concepts: Human resources, labor, labor force, job/career, cost/benefit analysis, income

Objectives: Students will be able to:

1. Explain the importance of advanced education or training in relation to employment options.
2. Interpret income level charts relative to specific industries.
3. Formulate the job qualifications needed for a specific job/career.
4. Evaluate the costs and benefits of job choices.

Time Required: Two 50- to 60-minute sessions

Materials:

- Handout 1; one per student
- Handout 1 Answer Key
- Handout 2; cut apart into individual cards
- Visual 1
- Visual 2
- Handout 3; one per student
- Handout 4; one per student
- Assessment Scoring Guide; copy for teacher

Procedures:

DAY 1

1. Ask students how many currently have or previously had a part-time job. Tell students to count any jobs they have had in their lifetime in which they earned money or a wage. (Answers will vary.) Count the number and write the ratio of those who said yes compared to the total number of students. (Example: 16/25 of the class have or previously had jobs.)

2. Tell students that those with jobs are examples of human resources performing labor.

Define human resources as workers who make goods and provide services and labor as the human effort directed toward producing goods and services.

3. Continue the discussion by asking how many students have had two jobs. Count and write that ratio next to the first ratio. Ask how many have had three or more jobs. Count and write that ratio. Compare ratios and discuss why the ratios might vary. (Answers could include: needing money for specific reasons/goals, proximity to employment opportunities, etc.)
4. Ask if any students applied for jobs but were not hired. Tell them that they are also included in the labor force, which is defined as the people in a nation who are 16 and over and are employed actively or looking for work.
5. Distribute a copy of Handout 1 to each student.
6. Explain that the handout includes statistical data from the Bureau of Labor Statistics and the Census Bureau about the average number of jobs held by individuals and median earnings in reference to educational attainment, or level of education completed. Ask students to work in

pairs to review the tables in Handout 1 and respond to the questions included.

7. Review the answers to Handout 1 using the Handout 1 Answer Key.
8. Distribute the Industry Cards from Handout 2, one card per student.
9. Tell students that each card represents all the jobs related to a particular business or industry. (Example: A drug store might include a manager, pharmacist and cashier.)
10. Ask students to divide into groups of three or four and to rank each of their Industry Cards in order of highest to lowest income.
11. Invite a few groups to share their results.
12. Show Visual 1 and allow groups to check the accuracy of their responses and to share how the actual rankings differ from their assumptions.

Teacher Note: The source for the above activity is a table entitled *Jobs in the U.S.: Average Hourly Pay, Total Employment from Employment Growth in America: Exploring Where Good Jobs Grow* working paper by Christopher H. Wheeler, http://www.stlouisfed.org/community/assets/pdf/job_growth_study.pdf. Using the original research, you can update the industries in the activity to represent industries in your community or industries that are of more interest to your students.

13. Show Visual 2 and ask one student to read the list of job qualifications. Invite the rest of the class to guess the job that it represents. (pharmacy technician)
14. Distribute a copy of Handout 3 to each student. Inform students that they will research their “ideal job/career” and identify the necessary qualifications, education, training, knowledge and skills required. Students may find the following websites useful in their research:
 - www.myskillsmyfuture.org
 - www.missouriconnections.org (log on as Guest and go to Occupations tab)
 - www.kansascareerpipeline.org (register to access)
15. Ask students to complete their list of job qualifications using the handout as homework. They must list at least seven but can include more (on the back if needed) and must include any necessary education or training. Caution students against sharing their ideal job/career choice with

others because others will guess this information in the next class.

DAY 2

16. Review homework assignment directions from Day 1.
17. Ask students to share their thoughts on which skills/qualifications would be helpful to have for multiple jobs or careers. (Answers will vary, but could include good customer service skills, teamwork, and multi-tasking.)
18. Divide the class into small groups of three to four. Ask each student to share their list of qualifications for their ideal job (Handout 3) with their group and to have others in their group guess their ideal job. Encourage groups to add additional skills or qualifications for each job if warranted.
19. Ask student groups to highlight the education and training components of their jobs during their discussion and to note any similarities and differences between their lists of skills and qualifications.
20. Distribute a copy of Handout 4 to each student and ask them to evaluate the costs and benefits of pursuing their ideal career using the handout. Define costs as things that are unfavorable and benefits as things that are favorable when making a decision.
21. Provide an example of costs and benefits of a decision students can relate to.

Teacher Note: An example could be deciding whether to attend college near home. Potential costs could be less independence for the student and frequent visits from parents, whereas potential benefits could be lower tuition than out-of-state schools and the ability to do their laundry at home rather than at school.

Closure:

22. Ask students the following questions:
 - What are human resources? (Workers who make goods and provide services.)
 - How does labor differ from labor force? (Labor is the human effort directed toward producing goods and services; labor force is the people in a nation who are 16 and over and are employed actively or looking for work.)

- How are education and training related to employment options and income? (Education and training can help to develop skills and qualifications needed for specific jobs, and according to BLS data, those with more education tend to have higher income.)

Assessment:

- 23.** Ask students to work in their same cooperative groups to prepare a one-page career newsletter on the topic of their ideal jobs, with short articles on each of their careers that include qualifications, education needed, websites for other students to use for researching these jobs, salary potential, etc. The Assessment Scoring Guide is available to help evaluate student/group performance.

Extension Activity:

- 24.** Using a smart board or projector and screen, introduce students to the Reality Check for their personal finance needs at <http://www.jumpstart.org/reality-check.html> to determine how much they must earn a month to support their desired lifestyle. If a computer lab is available, allow students to complete the form individually. Invite students to discuss their results with the class and whether their expected standard of living matched their expected level of income.

Teacher Note: *The Jump\$tart activity is based on national averages.*

Alignment to Standards:

National Voluntary Economic Content Standards:

- Standard 2, Decision-making: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.
- Standard 13, Income: Income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

National Standards for Financial Literacy:

- Standard 1: Earning Income

Jump\$tart National Personal Finance Standards:

- Standard 1: Income and Careers

Common Core Standards:

Writing:

- Production and Distribution of Writing:
 - CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 - CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 - CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 - CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

EDUCATION AND INCOME DATA (PAGE 1 OF 2)

TABLE 1. NUMBER OF JOBS HELD BY EDUCATION AND ETHNICITY

Characteristic	PERCENT DISTRIBUTION BY NUMBER OF JOBS HELD							Mean number of jobs held
	Total	0 or 1 job	2 to 4 jobs	5 to 7 jobs	8 to 10 jobs	11 to 14 jobs	15 or more jobs	
Total	100.0	1.1	10.1	19.3	20.8	22.5	26.3	11.3
Less than a high school diploma	100.0	2.8	9.9	15.0	16.9	24.9	30.5	11.9
High school graduates, no college ¹	100.0	1.0	13.2	23.1	20.2	19.1	23.4	10.6
Some college or associate degree	100.0	0.6	9.8	19.3	19.2	22.7	28.4	11.7
Bachelor's degree and higher ²	100.0	0.7	6.2	16.1	24.5	25.9	26.6	11.7
Men	100.0	0.8	10.0	18.4	20.7	21.8	28.4	11.6
Less than a high school diploma	100.0	0.7	7.4	11.6	16.0	26.1	38.2	13.3
High school graduates, no college ¹	100.0	1.0	12.6	21.0	20.4	18.4	26.6	11.0
Some college or associate degree	100.0	0.6	10.4	20.6	17.3	18.1	33.1	12.0
Bachelor's degree and higher ²	100.0	0.6	7.2	16.8	25.8	27.1	22.6	11.2
Women	100.0	1.4	10.2	20.2	21.0	23.2	24.1	11.0
Less than a high school diploma	100.0	5.8	13.5	19.6	18.2	23.1	19.7	9.9
High school graduates, no college ¹	100.0	1.0	13.8	25.5	20.1	19.8	19.8	10.1
Some college or associate degree	100.0	0.6	9.3	18.3	20.7	26.5	24.6	11.4
Bachelor's degree and higher ²	100.0	0.8	5.2	15.4	23.4	24.7	30.5	12.2
White non-Hispanic	100.0	0.8	9.8	19.5	20.4	22.9	26.5	11.4
Less than a high school diploma	100.0	2.3	7.6	13.4	15.3	27.3	34.1	12.6
High school graduates, no college ¹	100.0	0.6	13.3	24.1	20.2	18.8	23.1	10.5
Some college or associate degree	100.0	0.5	10.5	19.4	17.9	23.0	28.7	11.7
Bachelor's degree and higher ²	100.0	0.8	6.0	16.3	24.0	26.3	26.6	11.7
Black non-Hispanic	100.0	2.0	10.8	18.4	21.5	21.1	26.2	11.0
Less than a high school diploma	100.0	3.7	14.7	17.5	21.1	18.0	25.0	10.3
High school graduates, no college ¹	100.0	2.6	12.3	20.2	20.2	19.6	25.1	10.6
Some college or associate degree	100.0	1.0	7.2	18.2	21.1	23.1	29.4	11.9
Bachelor's degree and higher ²	100.0	0.0	8.5	15.1	25.9	25.1	25.5	11.5
Hispanic or Latino	100.0	1.4	11.3	20.1	22.8	20.0	24.5	10.9
Less than a high school diploma	100.0	1.9	14.7	19.7	18.3	21.0	24.4	10.8
High school graduates, no college ¹	100.0	1.7	11.6	20.3	22.1	20.7	23.6	10.6
Some college or associate degree	100.0	0.3	9.5	20.6	26.1	19.8	23.7	11.2
Bachelor's degree and higher ²	100.0	1.7	6.7	19.0	27.9	15.9	28.8	11.3

EDUCATION AND INCOME DATA (PAGE 2 OF 2)

TABLE 2. ANNUAL EARNINGS BY LEVEL OF EDUCATION AND WORK STATUS

Characteristic	Population aged 25-64	Median earnings
TOTAL	159,814,440	\$27,455
EDUCATION		
None-8th grade	7,815,325	\$10,271
9th-12th grade	12,972,423	\$10,996
High school graduate	45,408,258	\$21,569
Some college	33,405,090	\$27,361
Associate's degree	13,299,842	\$32,602
Bachelor's degree	30,138,179	\$42,783
Master's degree	11,825,602	\$53,716
Professional degree	3,152,004	\$79,977
Doctorate degree	1,752,717	\$73,575
GENDER		
Male	79,365,902	\$36,422
Female	80,448,538	\$20,050

Source: Census Bureau, <http://www.census.gov/prod/2011pubs/acs-14.pdf>

1. Based on the information in Table 1, have men or women held more jobs on average?
2. Which ethnic group has held 15 or more jobs at less than a high school diploma and at what percentage?
3. How many jobs on average did the total population hold?
4. According to Table 2, which gender earns less on average?
5. What is the difference between median earnings for those with a doctorate degree compared to those with a high school diploma?
6. How can the information in Table 2 help you to better prepare for your future?

EDUCATION AND INCOME DATA ANSWER KEY

1. Based on the information in Table 1, have men or women held more jobs on average?
A: Men
2. Which ethnic group has held 15 or more jobs at less than a high school diploma and at what percentage?
A: White non-Hispanic, 34.1%
3. How many jobs on average did the total population hold?
A: 11.3
4. According to Table 2, which gender earns less on average?
A: Women
5. What is the difference between median earnings for those with a doctorate degree compared to those with a high school diploma?
A: \$52,006
6. How can the information in Table 2 help you to better prepare for your future?
A: Answers will vary, possible answer could be a decision to stay in school and pursue advanced education for higher earning potential.

INDUSTRY CARDS (PAGE 1 OF 5)

METAL MINING

**ENGINEERING AND
ARCHITECTURE**

COMPUTER PROCESSING

DENTIST OFFICES

LEGAL SERVICES

ADVERTISING

INDUSTRY CARDS (PAGE 2 OF 5)

REAL ESTATE

**ACCOUNTING AND
AUDITING**

INSURANCE

BANKING

**COLLEGES AND
UNIVERSITIES**

DRUG STORES

INDUSTRY CARDS (PAGE 3 OF 5)

**PRINTING AND
PUBLISHING**

**ENTERTAINMENT AND
RECREATION SERVICES**

**ELEMENTARY AND
SECONDARY SCHOOLS**

TRUCKING SERVICES

OPTOMETRIST OFFICES

LIBRARIES

INDUSTRY CARDS (PAGE 4 OF 5)

FURNITURE STORES

NURSING

**DETECTIVE AND
PROTECTIVE SERVICES**

**HOTEL AND MOTEL
SERVICES**

AUTOMOTIVE REPAIR

DEPARTMENT STORES

INDUSTRY CARDS (PAGE 5 OF 5)

SOCIAL SERVICES

**EATING AND DRINKING
SERVICES**

GROCERY STORES

WHICH INDUSTRIES EARN THE HIGHEST INCOME?

In order of highest to lowest

	INDUSTRY	AVG. HOURLY WAGE (\$)		INDUSTRY	AVG. HOURLY WAGE (\$)
1	Metal Mining	38.61	16	Motor Vehicle Dealers	19.10
2	Computer Processing	29.70	17	Construction	18.55
3	Legal Services	29.02	18	Sanitation Services	18.09
4	Engineering and Architecture	26.04	19	Entertainment and Receptions Services	17.65
5	Dentist Services	24.99	20	Trucking Services	17.37
6	Advertising	24.85	21	Libraries	16.85
7	Real Estate	23.28	22	Furniture Stores	16.49
8	Insurance	22.86	23	Detective and Protective Services	15.53
9	Colleges and Universities	22.58	24	Automotive Repair	15.38
10	Accounting and Auditing	21.72	25	Nursing	14.63
11	Banking	20.62	26	Hotel and Motel Services	13.81
12	Drug Stores	20.21	27	Department Stores	13.58
13	Printing and Publishing	20.04	28	Social Services	13.41
14	Elementary and Secondary Schools	19.93	29	Grocery Stores	13.16
15	Optometrist Offices	19.27	30	Eating and Drinking Services	12.06

JOB QUALIFICATIONS SAMPLE

- *Excellent customer service skills*
- *Works well with others/team*
- *Detail oriented and organized*
- *Reliable and able to work with minimal supervision*
- *Ability to multitask in a high pressure environment*
- *Must have high school diploma or GED*
- *Pass drug test and physical exam*
- *Should have at least one year of related experience*
- *Basic computer skills, including fundamental knowledge of Windows software*
- *Be licensed and/or registered with the State Board of Pharmacy and be in good standing*
- *Ability to communicate, perform and comprehend pharmacy operations*

QUALIFICATIONS FOR MY IDEAL JOB

Directions: Write a list of knowledge, skills and qualifications for your ideal job above. Be sure to include qualifications that reflect the education/training needed and skills required for all aspects of the job based on your research. You may use the websites listed below or other job/career websites you find.

- www.myskillsmyfuture.org
- www.missouriconnections.org (log on as Guest and go to Occupations tab)
- www.kansascareerpipeline.org (register to access)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

IDEAL JOB CHOICE COST/BENEFIT ANALYSIS

Directions: Think about the job researched and the information gained about this particular job. If you were to pursue employment in this field, what would be your costs and what would be your benefits of working in a job of this nature?

COSTS

BENEFITS

Ex: May not be available in my preferred city/region

Ex: Available in multiple cities/regions

Analyze your job choice based on your listing of the Costs and Benefits. Do you think this would be a good job choice for you and your future goals?

Explain your response:

LEARN TO EARN ASSESSMENT SCORING GUIDE

CATEGORY	15	10	5
QUALIFICATIONS	For each job/career path the qualifications are well-defined for job entry.	For several jobs/career paths the qualifications are defined.	Newsletter contains minimal information on the qualifications for the jobs/career paths. Information is too vague.
EDUCATION/TRAINING	Newsletter adequately describes the education/training needed for each job/career path.	Education/training information is included but lacks detail for some career paths.	Education/training information is not in enough detail to help students understand requirements.
SALARY	Concise salary information is included and easily referenced.	General salary information is included.	Salary information was incomplete and/or not current. The method of reporting was not reader-friendly.
ADDITIONAL REFERENCES	Newsletter includes resources for students to research more details for jobs/career paths.	Newsletter mentions resources, but the print materials are not readily available to others.	Newsletter does not list current resources and those that are listed are not available locally.
COOPERATIVE GROUP CONTRIBUTION	Student contributed to the group willingly and completed his/her assignment on time and met expectations.	Student contributed to the group, but the work was not in a useful format or was late.	Student was not an active participant in the activity and his/her contribution was lacking substance requiring others to edit/redo.
TOTAL POINTS			