

Teacher Background:

Students are asked from kindergarten about what they want to be when they grow up. The focus of this project based unit is to allow students to understand the importance of investing in one's human capital and developing social and interpersonal skills to acquire their "top" job. In today's developed economies, human capital, or the skills you bring to the workplace, bring a premium wage. Skilled workers earn more, have better working environments, and are more likely to be employed. These skills can be obtained through formal higher education or through internships, certifications or apprenticeships.

The PACED Decision Making Model and research will be key components of this unit as students investigate careers of interest to them and interpret data as to job requirements, outlook forecast, and median salary.

Glossary:

- **Alternative:** One of many choices or courses of action that might be taken in a given situation.
- **Choice:** Decision made or course of action taken when faced with a set of alternatives.
- **Criteria:** A set of standards to consider when choosing among alternatives.
- **Human Capital:** The health, education, experience, training, skills and values of people. Also known as human resources.
- **Human Resources:** People who do mental and/or physical work to produce goods and services.
- **Income:** Payments earned by households for selling or renting their productive resources. May include salaries, wages, interest and dividends.
- **Opportunity Cost:** The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.
- **PACED Decision Making Model:** A decision-making process designed to help people solve problems in a rational, systematic way. It includes the following steps: State the Problem, List Alternatives, Identify Criteria, Evaluate Alternatives, and Make a Decision.
- **Specialist:** A person who produces a narrower range of goods and services than he consumes.
- **Wage:** Payments for labor services that are directly tied to time worked, or to the number of units of output produced.

Resources:

- Be Pro Be Proud: <http://www.beprobeproud.org/>
- Big Future: The College Board: <https://bigfuture.collegeboard.org/majors-careers>
- BLS.Gov: <http://www.bls.gov/k12/>
- Interest Inventory: <http://www.ohe.state.mn.us/sPages/interestAssessment.cfm>
- Your Free Career Test: <http://www.yourfreecareertest.com/>
- Career One Stop: <http://www.acinet.org/>
- Careers Cluster Activity: <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>
- Jobs Made Real: <http://www.jobsmadereal.com/>
- My Future.Com: Figuring Out what is Next: <http://www.myfuture.com/>
- Real-Life Arkansas: <https://www.workforce.arkansas.gov/Real-Life/>
- Skills to Pay the Bills: <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- 100 Best Jobs: <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>

Essential Question:

What do I see myself doing ten years from now? Where will I work? What skills will I use? How will I dress for work? How much money will I earn? What do I need to know now to prepare me for my dream job?

Springboard Activity:

It won't be long until you are working full time. Most Americans are in the full time labor force by age 25. A recent 2022 Gallup poll indicated that the average expected retirement age is 66. That's a long time to work! It's important to choose well when considering a future career. What's important to you: Income? Hours? Job Title? Fun? Interests? Opportunities for Promotions?

Suggested Outline of Project Based Unit:

1. Have students complete a career interest inventory.
2. Using the results from the career interest inventory, challenge students to identify three jobs to consider researching.
3. Introduce students to the Bureau of Labor and Statistics website at <http://www.bls.gov/k12/> and Career One Stop <http://www.acinet.org/>. Distribute the Career Exploration Sheet to guide their research.
4. There are many ways to make decisions, but economics promotes the idea of informed decision making using the PACED Decision Making Model.
 - a. Identify the Problem. (Which career is best for me?)
 - b. List the Alternatives. (auto service technician, dental hygienist, electrician)
 - c. Identify the Criteria. (What is important to me? The job outlook? The income? The future opportunities? The education requirement? The job flexibility? The work/family balance?)
 - d. Evaluate each Criteria against each Alternative. (Rank order each alternative against the selected criteria. For example, a 3 fully meets the criteria, a 2 somewhat meets the criteria, and a 1 minimally meets the criteria. The alternative that receives the highest number of points is the indication of the best decision for you based on your criteria.)
 - e. Decide. (The decision will be the alternative with the most benefits.)
5. Using this Model, have students use the research data to complete the PACED Decision Making Model. This will help students determine the career on which they will base their project.
6. Soft Skills: The Livebinder has a number of soft skills activities including skits, games and engaging activities.

Career Exploration Research Guide

Career	Education Requirement	Job Outlook	Median Income in Arkansas	Work Experience Requirement

Source: _____

Source: _____

Career Exploration Research Guide

Career	Education Requirement	Job Outlook	Median Income in Arkansas	Work Experience Requirement
Automotive Service Technician	Postsecondary nondegree award	1% (little or no change)	\$46,880 per year \$22.54 per hour	none
Dental Hygienist	Associate's Degree	9% (faster than average)	\$77,810 per year \$37.41 per hour	none
Electrician	High school diploma or equivalent	7% (as fast as average)	\$60,040 per year \$28.87 per hour	Complete apprenticeship

Source:

Automotive Service Technician: <https://www.bls.gov/ooh/installation-maintenance-and-repair/automotive-service-technicians-and-mechanics.htm>

Dental Hygienist: <https://www.bls.gov/ooh/healthcare/dental-hygienists.htm>

Electrician: <https://www.bls.gov/ooh/construction-and-extraction/electricians.htm>

PACED Decision-Making Model

1. **Problem:** State the **PROBLEM**
2. **Alternatives:** List the **ALTERNATIVES**
3. **Criteria:** Establish **CRITERIA** that are important for the decision
4. **Evaluate:** **EVALUATE** each alternative to see how it meets each of the criteria
5. **Decide:** make an informed **DECISION!**

State the Problem: _____

Alternatives (Choices)	Criteria (What's Important to Me?)				Total

Top 10 Skills Employers



Look For In An Employee:

1. Strong Communication Skills
2. Analytical and Research Skills
3. Computer Skills
4. Adaptability and Flexibility
5. Problem Solving and Creativity
6. Teamwork
7. Planning
8. Decision Making
9. Organization
10. Leadership



Source: Portland Community College, "10 Top Skills That Employers Are Looking for In Employees (2017 Edition)

<http://climb.pcc.edu/blog/10-top-skills-that-employers-are-looking-for-in-employees-2017-edition>

Assessment: TESS 3d: Using Assessment in Learning

Directions: Select one of the following to showcase your learning. Each option must be supported by source citations. Be prepared to share your final product with the class.

<p>Create an infographic spotlighting the career you have researched.</p>	<p>Create a PowerPoint or Prezi about your dream job. The PowerPoint must have a minimum of 6 slides.</p>	<p>Interview someone currently working in the career you are interested in pursuing. Write an essay showcasing your findings.</p>
<p>Create a brochure spotlighting the career you are interested in pursuing.</p>	<p>Create a 1-2 minute video spotlighting the career researched.</p>	<p>Create a Career Wanted “Want Ad” for the job researched.</p>

Project Elements:	Yes	No	N/A
Content:			
Career Clearly Identified			
Education Requirement Clearly Defined			
Median Income Clearly Defined			
Work Experience Requirement Clearly Defined			
Soft Skills Requirement Clearly Defined			
Grammar and Punctuation Correct			
Sources Cited			
Use of Technology Appropriate			
Presentation:			
Holds attention of audience with use of direct eye content			
Uses a clear voice and clearly projects voice			
Demonstrates full knowledge of content			
Presents information in a logical sequence			

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