



# BUILDING FUTURES IN MANITOBA

## TEACHING UNIT

General Topic:	<b>Getting and Earning Money</b>
Unit Title:	<b>Exploring Jobs and Careers</b>
Grade Level:	Grade 8
Recommended Curriculum Area:	Language Arts



The Building Futures Project is sponsored across Canada by IG Wealth Management. CFEF extends our appreciation to IG Wealth Management for their generous support.

# GETTING AND EARNING MONEY

Exploring Jobs and Careers

Learning Level 2

GRADE

8

## Possible Curriculum Integration Points

### Grade 8 Language Arts Recommended

#### Outcomes

- **Express Ideas** – Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions.
- **Consider Others' Ideas** – Compare own and others' insights and viewpoints.
- **Experiment with Language and Form** – Expand self-expression in oral, written, and visual forms.
- **Set Goals** – Use appropriate terminology to discuss developing abilities in personal language learning and use.
- **Develop Understanding** – Recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding.
- **Explain Opinions** – Summarize and represent personal viewpoints in clear and meaningful ways.
- **Extend Understanding** – Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.
- **Create Original Texts** – Create original texts such as cartoon sequences, dialogues, short stories, letters, and video presentations to communicate and demonstrate understanding of forms and techniques.
- **Use Personal Knowledge** – Examine personal knowledge of, and experiences related to, a topic to determine information needs.
- **Contribute to Group Inquiry** – Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.
- **Identify Personal and Peer Knowledge** – Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.
- **Assess Sources** – Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.
- **Record Information** – Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.
- **Generate Ideas** – Consider form and audience when generating ideas and focusing a topic.
- **Work in Groups** – Present group conclusions or findings to classmates.

## Relevant Economic Outcomes

- How people get paid for work – e.g. wages, salaries, contracts, gross vs. net pay, types of deductions, etc.
- Benefits that may be possible for people to earn from work
- Factors affecting how much money people can get from employment
- Ways people can increase their ability to earn money
- Occupations that are of personal interest
- Education and training needed for occupations of interest
- Compare life goals requiring money with others that do not
- A balanced life means considering things other than money that are important

## Background Information

Students need to be aware of the different kinds of jobs and careers that exist. For example, if a building goes up in their community, there are various kinds of jobs that were needed for that building to be constructed. If there is a bank at the corner there are different jobs there. At this age, students need to start to think about what career path they might follow. They also need to think about the kinds of things that they may like to have in the future, and would be important in their lives. Some of these things relate to having money and others relate to lifestyle and quality of life.

## Overview of the Unit

The students will learn the different ways that people get paid for work. They will also come to understand the difference between wages, salaries, and contracts. In addition, they will investigate the kinds of careers and jobs that exist in their community or city. The class will discover that deductions cause a change in the amount of a person's gross pay and net pay. During a computer class activity, they will have a chance to look at various job descriptions and make their own personal choices about possible future careers. They will complete a worksheet to be handed in for marking. The students will develop an awareness that not all things in life require money. After watching a music video, "The Best Things in Life Are Free," they will complete a persuasive writing assignment stating their opinion on the topic.

## Estimated Time Frame: 4 periods – 60 minutes each

### Suggested Implementation Strategy

#### Period 1      60 minutes

- **Before the class begins**, write the following SIX headings on slips of paper, WAGES, WAGES, SALARIES, SALARIES, CONTRACTS, and CONTRACTS. Cut them up, and place them into any hat that is available - e.g., chef's hat, construction helmet, cowboy hat, or policeman's hat.
- Divide the class into 6 groups and let each group pick a slip of paper out of the hat.
- Ask each group to take a few minutes to THINK-PAIR-SHARE what their word means in relation to a job. Dictionaries should be available if needed.
- Take up their answers, making sure they understand the meanings of these terms.
  - Wages: Payment for labor or services to a worker, especially remuneration on an hourly, daily, or weekly basis or by the piece.
  - Salary: A fixed amount of money or compensation paid to an employee by an employer in return for work performed.
  - Contract: An agreement between two or more parties, especially one that is written and enforceable by law.
- Now ask the groups to think of the jobs in their community where the workers get paid in this way and make a list.
- Give examples for each one - e.g., wages – office worker; salary – teacher; contract – snow removal.
- Allow 10 minutes for the class to come up with a list.
- Once the time is up, ask the groups to share their lists orally with the class.
- Choose one of the examples and tell the class that this person's gross pay is \$800 a week but their net pay is \$500. What is the difference between gross and net pay? (deductions)
- Tell the class what the difference is if they don't answer that "deductions" are taken from the pay.
- Direct the groups to one of the following websites to find out what kinds of deductions are made from a person's gross earnings.
  - [http://wiki.answers.com/Q/What\\_are\\_some\\_examples\\_of\\_payroll\\_deduction](http://wiki.answers.com/Q/What_are_some_examples_of_payroll_deduction)
  - <http://www.gov.mb.ca/labour/standards/doc,deductions,factsheet.html>
- End the class by having them share their findings. Using chart paper, compile a list of deductions they identify themselves.

**Period 2**      **60 minutes**

- Handout the Careers and Jobs worksheets.
- Begin the class by asking the class if they know what job they are hoping to have in the future. Then watching the following music video about possible careers:  
<https://www.youtube.com/watch?v=MdvTIQzsaYI>
- Using computers, the class will access the following websites to learn about what skills an employer is looking for in an employee, and investigate possible jobs and careers that they might be interested in pursuing in the future. The students will read about and research careers that might interest them, while completing the Careers and Jobs worksheets. This will be handed in at the end of the period. The links are:
  - <https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have>
  - <https://www.thebalancecareers.com/employment-skills-listed-by-job-2062389>

**Period 3**      **60 minutes**

- **Before the class begins**, photocopy a class set of the Goals worksheets.
- Begin the class by asking the students to think of a successful person they know. The teacher can record them on the board.
- Then ask the following questions.
  - What makes this person successful?
  - Did they have to have a lot of money to be considered successful?
  - Did they know what they wanted to do ahead of time?
  - Did they have a plan or a goal?
- Next the teacher will write the following quotes on the board:
  - GOALS THAT ARE NOT WRITTEN DOWN ARE JUST WISHES. Anonymous
  - YOU'LL NEVER ACHIEVE YOUR DREAMS IF THEY DON'T BECOME GOALS. Anonymous
- Tell the class that the rest of the period they will be completing their own lists of goals. Hand out the worksheets: "Creating your own list of Goals."

**Period 4**

**60 minutes**

- Ask the class to look at their Goals lists that were created last class.
- Get the students thinking by asking the question, “How many of the items on your list require money?”
- Ask the class if they have heard of Frank Sinatra. Show the following music video:  
<https://www.youtube.com/watch?v=JzWeUkrah4s>
  - o Brainstorm entertainment ideas that do not require money.
- Hand out a copy of the Persuasive Writing Rubric to each student.
- Tell the class that it will be used to assess the writing assignment that they are going to be given.
- Ask the students to complete a persuasive writing assignment, stating their opinion on the following topic:  
Are the best things in life free? Yes, No, or both?
- Allow the rest of the period for them to begin working on their assignment, and, if necessary, it will be finished for homework.

## **Possible Evaluations**

1. Group work abilities and cooperation can be tracked.
2. The Worksheets can be marked.
3. The Goals list can be checked.
4. The Persuasive Writing assignment can be assessed using the Rubric.

## **Follow-up Activities**

1. Conduct an interview with a person in the community about their job.
2. Visit another website - How to Teach Children About Choosing an Occupation  
<https://www.thebalancecareers.com/helping-your-children-make-career-choices-525407>

## **Modifications or Suggestions for Different Learners**

1. Group activities give a variety of learners an opportunity to contribute to the discovery process. When an activity involves using a computer, different learners can be partnered with other students to help them.

## **Handouts**

1. Careers and Jobs Worksheet
2. Creating your own list of Goals – adapted from  
[http://www.saskschools.ca/curr\\_content/skills21/goals/2goallist.htm](http://www.saskschools.ca/curr_content/skills21/goals/2goallist.htm)
3. Persuasive Writing Rubric

## **Resources**

1. <https://www.youtube.com/watch?v=MdvTIQzsaYI>
2. <https://www.youtube.com/watch?v=JzWeUkrah4s>

CAREERS AND JOBS THAT INTEREST ME      NAME \_\_\_\_\_

JOB DESCRIPTION	APTITUDES, INTERESTS NEEDED FOR THE JOB	EDUCATION NECESSARY
1.		
2.		
3.		
4.		
5.		



**Creating your own list of Goals**

Here are some ideas to get you thinking about your future.

- Trips I would enjoy taking
- Jobs I would love to do
- Things I would like to own
- People I would like to share my life with
- I would love to create....
- I would like to have the following skills....
- I would like to tell my grandchildren about the time I went...
- I want to try something crazy like.....
- When I look back on my life I want to be able to say I....
- I want to try eating...
- Fear is not a Factor for me because I want to...
- I'll never be too old to learn....

**Check off any goals that apply to you, then add your own personal goals.**

<p style="text-align: center;"><b>TRAVEL</b></p> <input type="checkbox"/> Visit Lego World in Denmark <input type="checkbox"/> See the Grand Canyon <input type="checkbox"/> See the polar bears in Churchill, Manitoba <input type="checkbox"/> See an active volcano in Hawaii. <input type="checkbox"/> See the Athabasca Sand Dunes	<input type="checkbox"/> Do an "Anne of Green Gables" tour of Prince Edward Island <input type="checkbox"/> Drink something with an umbrella in it, on a Caribbean beach. <input type="checkbox"/> Ride a gondola in Venice, Italy <input type="checkbox"/> Go to Las Vegas with \$1,000 in gambling money <input type="checkbox"/> Go to Disney Land	<input type="checkbox"/> Visit Ottawa on Canada Day <input type="checkbox"/> Take the ferry to Vancouver Island <input type="checkbox"/> Go on an Alaskan cruise <input type="checkbox"/> Visit Grace Land <input type="checkbox"/> Swim in the Atlantic Ocean <input type="checkbox"/> Go on an Alaskan cruise	<p style="text-align: center;"><b>ADD YOUR OWN</b></p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>								
<p style="text-align: center;"><b>SKILLS</b></p> <input type="checkbox"/> Speak a new language <input type="checkbox"/> Create a web page <input type="checkbox"/> Paint a picture <input type="checkbox"/> Learn to kayak <input type="checkbox"/> Go horseback riding <input type="checkbox"/> Build a log cabin	<input type="checkbox"/> Type 40 words per minute <input type="checkbox"/> Go down-hill skiing <input type="checkbox"/> Run a marathon <input type="checkbox"/> Write a song <input type="checkbox"/> Learn to dance the Samba <input type="checkbox"/> Learn to survive in the bush	<input type="checkbox"/> Be in a play <input type="checkbox"/> Take a public speaking course <input type="checkbox"/> Take First Aid and CPR <input type="checkbox"/> Trap a cougar <input type="checkbox"/> Publish a short story <input type="checkbox"/> Make my own wine	<p style="text-align: center;"><b>ADD YOUR OWN</b></p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>								

<p><b>EDUCATION</b></p> <p><input type="checkbox"/> Take an on-line course</p> <p><input type="checkbox"/> Complete my grade 10</p> <p><input type="checkbox"/> Complete my grade 11</p> <p><input type="checkbox"/> Complete my grade 12</p> <p><input type="checkbox"/> Get a university degree</p>	<p><input type="checkbox"/> Take an apprenticeship course</p> <p><input type="checkbox"/> Become a journey man</p> <p><input type="checkbox"/> Share my knowledge with my children</p> <p><input type="checkbox"/> Take a course just for the fun of it</p>	<p><input type="checkbox"/> Teach myself a new skill through internet research</p> <p><input type="checkbox"/> Get my firearm safety</p> <p><input type="checkbox"/> Get my boating license</p> <p><input type="checkbox"/> Teach or volunteer in a class</p>	<p><b>ADD YOUR OWN</b></p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										
<p><b>FUN</b></p> <p><input type="checkbox"/> Have a food fight</p> <p><input type="checkbox"/> Be in a parade</p> <p><input type="checkbox"/> Be on a game show</p> <p><input type="checkbox"/> Make a funny video</p> <p><input type="checkbox"/> Sing at Karaoke</p>	<p><input type="checkbox"/> Go hot air ballooning</p> <p><input type="checkbox"/> Go sky diving</p> <p><input type="checkbox"/> Go bungee jumping</p> <p><input type="checkbox"/> Go white water rafting</p> <p><input type="checkbox"/> Go submarining</p> <p><input type="checkbox"/> Run a dog team</p>	<p><input type="checkbox"/> Go on a shopping spree</p> <p><input type="checkbox"/> Go scuba diving</p> <p><input type="checkbox"/> Watch a movie as it is being filmed</p> <p><input type="checkbox"/> Go on ghost hunt</p> <p><input type="checkbox"/> Invent a game</p>	<p><b>ADD YOUR OWN</b></p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										
<p><b>THINGS I WANT</b></p> <p><input type="checkbox"/> Jet ski</p> <p><input type="checkbox"/> Hot tub</p> <p><input type="checkbox"/> Houseboat</p> <p><input type="checkbox"/> Racing skidoo</p>	<p><input type="checkbox"/> A new 4x4 truck</p> <p><input type="checkbox"/> My own cabin</p> <p><input type="checkbox"/> A beautiful piece of artwork</p> <p><input type="checkbox"/> A butler</p> <p><input type="checkbox"/> Own my own home</p>	<p><input type="checkbox"/> Motorbike</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Satellite Phone</p> <p><input type="checkbox"/> Pony</p> <p><input type="checkbox"/> Swimming pool</p> <p><input type="checkbox"/> Airplane</p>	<p><b>ADD YOUR OWN</b></p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										

<p><b>CAREER</b></p> <p><input type="checkbox"/> Run my own business</p> <p><input type="checkbox"/> Work with the public</p> <p><input type="checkbox"/> Work in research</p> <p><input type="checkbox"/> Run heavy duty equipment</p>	<p><input type="checkbox"/> Work in the mine</p> <p><input type="checkbox"/> Become a teacher</p> <p><input type="checkbox"/> Take over the family business</p> <p><input type="checkbox"/> Work in a dangerous career like fire fighting</p> <p><input type="checkbox"/> Work in my home as a full time parent</p>	<p><input type="checkbox"/> Run in an election</p> <p><input type="checkbox"/> Work in a career that is outdoors</p> <p><input type="checkbox"/> Train others in safety</p> <p><input type="checkbox"/> Work out of my home on the computer</p> <p><input type="checkbox"/> Become a contractor</p>	<p><b>ADD YOUR OWN</b></p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																																								
<p><b>More Goals</b></p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										

**6 Trait Writing Model: Persuasive Writing Rubric**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs improvement
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Adding Personality (Voice)</b>	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.