Access Your Potential®
Financial Literacy

Exploring Jobs: Past, Present, and Future

A lesson on income and careers for grades 3–5
Lesson description

In this lesson, students will learn that jobs have changed from the past and are expected to change in the future. The lesson begins with students viewing historic photos and naming the jobs they see. In small groups, students then consider scenarios about how jobs might change in the future due to a variety of factors. Students learn that the demand for jobs can change and are encouraged to consider job outlooks before deciding on a career path.

Objectives

Students will be able to:

• Give examples of jobs which have become obsolete
• Describe factors which influence demand for jobs
• Predict the demand for a job in the future given a specific scenario

Lesson at-a-glance

<table>
<thead>
<tr>
<th>Section</th>
<th>Purpose</th>
<th>Approximate time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce the presenter and the topic of the lesson</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity: Jobs of the past</td>
<td>Students view historic photographs to determine what job is being done</td>
<td>15–20 minutes</td>
</tr>
<tr>
<td>Activity: Jobs of the future</td>
<td>Students work in groups to consider the impact a given scenario could have on demand for jobs in the future</td>
<td>15–20 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>Students are encouraged to consider how demand for jobs could influence their future career</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Total time 45–55 minutes
Prepare

Materials: *Arrive prepared.*
- Jobs of the past handout—one copy per student
- Jobs of the future handout—one copy cut into scenario cards
- Exploring Jobs: Past, Present, and Future post assessment—one for each student (OPTIONAL)

Background: *Understand the topic.*
Changes in technology, demographics, and other factors have led many jobs to decrease in demand or disappear completely over time. Consider the plight of log drivers who used to help float freshly cut logs down a river to plants where they would be processed. Nowadays this job is nearly obsolete since fresh cut logs are lifted onto large trucks and driven away. In this case, technology caused the change in the demand for people to do this job. Not all changes cause a decrease in job demand. Some cause an increase or will create all new jobs in the future.

In this lesson, students will be challenged to consider jobs of the past and future. They will think about a variety of factors which impact demand for jobs. Be sure to encourage students to think creatively and avoid limiting student ideas.

Vocabulary: *Use grade-appropriate definitions.*
- **Demand**: The number of people needed to perform a specific job.
- **Income**: The amount of money a person receives in exchange for performing a job.
- **Job**: Work that a person does regularly in order to earn money.
- **Job outlook**: A projected rate of growth or decline in employment in an occupation over the next 10 years.

Delivery: *Decide on the format.*
This lesson can be conducted with an entire class or in small groups. For each activity, there are several facilitation options provided. Be sure to review the options in advance and determine which one will work best given the setting, number of facilitators, etc. In some cases, the facilitation option you select will influence the number of handouts needed.

Differentiation: *Be aware of your audience.*
When conducting a lesson on income and careers, it is important to consider the students and their experiences. Be prepared to acknowledge the range of experiences and backgrounds. Touch base with your classroom teacher in advance to inquire about the student population you will encounter. Below are several examples of situations you may encounter.

- Some students may have parents/guardians who have lost jobs due to changes in demand. Be sensitive to these situations.
- Keep in mind where your students live and adjust examples in the lesson, as needed. For example, students in a rural area might have an easier time considering the impact of technology on agricultural careers than those in an urban area.
Tips for PwC facilitators: Make the most of your time in the classroom.

Before facilitating this lesson for the first time, consider the following:

- Read through the entire lesson in advance.
- Touch base with the classroom teacher to make sure you know when to arrive, the process for entering the building, the room setup, photo release protocol, and any available technology. For example:
  - Where should you park? Where should you enter the building? Will find your own way to the classroom or will someone meet you?
  - What is the room set up (individual desks, tables and chairs, etc.)? Will you have access to a whiteboard?
  - Are you allowed to take photos during the lesson? Remember, you are required to get specific written consent from parents/guardians before taking photos of minors. How will you handle the students whose parents/guardians have not given consent?
  - If you opt to use the post-assessments, should students take it using paper and pencil or online with school-provided devices? Will the teacher want to collect the assessments and forward the results, or should you collect them?
- If you will be presenting with another facilitator or team, consider each person’s strengths when deciding who will lead various sections of the lessons, how students will be organized during the lessons, and who is responsible for preparing the materials.
- Remember that adults in most high schools are addressed formally using their title (Mr./Mrs./Ms.). Plan to address the teacher and any of your colleagues in this manner, even if you would normally call each other by first names.

Educator insights: Adapt this lesson for your classroom.

PwC is pleased to offer these lessons for use by classroom teachers to support or augment their financial education efforts. Please recognize that the materials were designed for employees to use as facilitators when visiting a class. Therefore, some sections (such as the introduction) may be unnecessary. Feel free to adapt the materials in whatever way makes the most sense for your classroom including the optional extension activities at the end of the lesson.

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Teach

Opening (5 minutes)

- Thank the teacher and introduce yourself to the class. Explain to the students that PwC is a professional services firm that is committed to providing all students with financial literacy education through its program, Access Your Potential®. In simple terms, explain what you do at PwC and how it relates to what the students will be learning during the lesson.
- Let students know that you are there to help them learn more about jobs and earning an income.
- Challenge students to brainstorm a list of at least ten jobs people might have. List the ones students name on the board or a piece of chart paper.
• Ask students **why people have jobs.** In other words, why would someone go to work to do one of the jobs listed?
• Remind students that **people perform jobs in exchange for money**—called income. People work in order to earn money which then pays for the things they need and want.

**Activity: Jobs of the past (15–30 minutes)**

**Set up**

• Explain that the types of jobs people do has not always been the same. Over time, **some jobs**—like **some animals**—**become endangered or even extinct.**
• Ask for a volunteer to explain what is meant by the terms “**endangered**” and “**extinct.**” Reinforce that they mean “at risk of no longer existing” and “no longer exists.”
• Direct students to identify animals which are endangered or extinct. Examples of endangered animals might include chimpanzees, elephants, and snow leopards, while dinosaurs, mammoths, and the dodo bird are examples of species which are now extinct.
• Challenge students to describe why some animal species have become endangered or extinct. Answers might include loss of habitat, changes in the environment, or overhunting/overfishing.

**Implementation**

• Inform students that they will be working in small groups to **examine photographs of people doing jobs in the past.**
• Direct students to **form small groups** with students seated nearby. Each group should have three or four students.
• Distribute a copy of the **Jobs of the past handout** to each group. Direct each group to **come up with a job title and description for at least two of the photographs shown.**
• Allow several minutes for students to **review the photographs, discuss their ideas, and write their answers.** Let students know that you will be asking them to share their responses with the rest of the class.
• Call on groups to **briefly share one of their answers.** As students share, let them know the real jobs that are shown.
  — **1: Lamplighter:** These individuals were responsible for lighting the gas street lamps each evening and putting them out once the sun came up.
    ○ **Note:** While this job is largely obsolete, there are still some gas lights in use (for example in London) and people are **still employed to light them each evening.**
  — **2: Typesetter:** People with this job would physically “set the type” for books, newspapers, and other printed materials by picking out each letter and arranging them in order. Today this work is done using computers.
  — **3: Switchboard operator:** Calls were handled by a switchboard operator who would physically connect people’s calls using plugs and cables.
— 4: **Ice cutter**: Ice would be cut from lakes and other bodies of water in order to keep items cold. Students may recognize this as the job done by Kristoff in Disney’s *Frozen*.

— 5: **Bowling pin setter**: When the pins were knocked over, the setter would put them back in their place for the next bowler.

— 6: **Milk delivery person or milkman**: Milk was ordered and delivered to people’s homes.
  - Note: This job was nearly extinct in the United States, but milk delivery has become **more popular in some areas**.

**Conclusion**

- Tell students that the number of people needed to perform specific jobs changes over time. This is similar to how animals become endangered or extinct. Certain conditions change which make the jobs unnecessary.

- Direct students to consider the six jobs shown on the **Jobs of the past handout**. In their small groups, ask them to briefly brainstorm reasons the jobs they described became less necessary. Call on several volunteers to share their ideas.

- Challenge students to find the common theme for why each of these jobs became endangered or extinct. Explain to students that each was influenced by technology.
  - **Lamplighters**: Street lights became electronic and automatic.
  - **Typesetter**: Electronic printmaking equipment and graphic design software were invented.
  - **Switchboard operator**: People became able to dial phone numbers to connect calls themselves.
  - **Ice cutter**: Electric refrigerators replaced ice boxes.
  - **Bowling pin setter**: Mechanical pin setters were invented.
  - **Milk delivery person**: Milk could be kept longer in electric refrigerators. Pasteurization technology led to a longer “shelf life” for milk, and grocery stores became more popular.

**Activity: Jobs of the future** (15–20 minutes)

**Set up**

- Explain that **technology and other factors can have a large impact on how many people are needed to do a specific job**. The need for people to perform a specific job is called **demand**. Some jobs are in greater demand than others.

- Let students know that they will continue working in the **same small groups** on a new activity.

- Share that each group will be given a scenario and asked to think of a job that might be created in the future as a result and/or how demand for an existing job might change.

**Implementation**

- Distribute a scenario from the **Jobs of the future handout** to each group.

- Allow time for students to **read and discuss the scenario and develop a response**. If students need assistance, consider using one of the scenarios as an example and do it together as a whole class.

**Facilitation option:**

If time and group dynamics allow, challenge students to create a short skit or act out how the change would impact a person doing the job described in the scenario card.
Conclusion

• Invite groups to share their scenarios and responses. Encourage discussion using questions such as:
  — Do you think this scenario could actually happen?
  — Do you think a change like this would be good or bad or both? Why?
  — How would you feel if you had this job now and were thinking about the future?

• Share with students that people regularly consider information about jobs—such as the scenarios they just read along with lots of other data—in order to determine the outlook for various jobs. A job outlook predicts whether more or less people will be needed to perform a job in the future. The U.S. government does much of this work and shares it online.

• Challenge students to consider how knowing a job’s outlook might influence their future career decisions.

Facilitation options:

There are several ways to debrief with this activity. Pick the one that works best for your situation.

• Call on individual students to share their answers one question at a time.
• Direct students to form small groups and compare and contrast their answers.
Closing (5–10 minutes)

• Reinforce that people work in order to earn an income. If individuals choose a job or career with a poor job outlook, their ability to earn an income may decrease in the future.

• Remind students that they can find out information about jobs online through tools such as the U.S. Bureau of Labor Statistics’ Occupational Outlook Handbook (bls.gov/ooh). However, they should be mindful that some jobs of the future may not even exist yet.

• (OPTIONAL) Distribute a copy of Exploring Jobs: Past, Present, and Future post assessment to each student. Direct students to answer the questions. Inform them that they do not need to put their name on the assessment unless the teacher wishes to keep a copy for grading purposes.

• Thank students and the teacher for letting you come and talk to the class about jobs and earning an income. Encourage students to think about their future jobs if they have not already done so and wish them the best of luck in whatever path they choose.

Extend

Teacher-led follow up ideas

Bulleted list of ways the educator can extend the lesson once the facilitator leaves. Each list will include a mention of a corresponding module from the Digital Classroom, such as:

• Use the Learn to Earn module in the beginner level of the Earn Your Future® Digital Classroom (https://app.pwcfdnearyourfuture.org/) to help students learn even more about income and careers. This resource made possible by the PwC Charitable Foundation, Inc., is designed for students in grades 3–12 and can be delivered in multiple formats (classroom, small group, or individually) and has accompanying educator resource guides to assist in delivery. Students can engage with financial literacy concepts through innovative self-paced modules featuring custom videos, animations, and interactive activities. A free teacher login is required to access the modules.

• Invite students to examine and compare the outlook for a variety of jobs using the Bureau of Labor Statistics’ Occupational Outlook Handbook at https://www.bls.gov/ooh/.

• Challenge students to consider a job or career they are interested in pursuing and how it might be impacted in the future. What factors could lead to more or fewer people being needed to do the job?

• Invite a panel of adults to talk about jobs in their field have changed or are likely to change in the future. Encourage them to cite specific examples of factors which have influenced changes in demand.
Standards correlation

This lesson is correlated to the National Standards for Financial Literacy from the Council for Economic Education available at [http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/](http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/). Standards are classified as primary or secondary. Primary standards are addressed directly and thoroughly. Secondary standards are addressed indirectly or partially.

<table>
<thead>
<tr>
<th>Primary</th>
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<tbody>
<tr>
<td>Earning Income:</td>
</tr>
<tr>
<td>• People have many different types of jobs from which to choose. Different jobs require people to have different skills.</td>
</tr>
<tr>
<td>• People earn an income when they are hired by an employer to work at a job.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Secondary</th>
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</thead>
<tbody>
<tr>
<td>Earning Income:</td>
</tr>
<tr>
<td>• People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</td>
</tr>
</tbody>
</table>
Exploring Jobs: Past, Present, and Future

Jobs of the past handout

**Directions:** Look at the photos below. What job do you think is being performed? What would you call this job?

1. [Image of a historical photo]
2. [Image of a historical photo]
3. [Image of a historical photo]
4. [Image of a historical photo]
5. [Image of a historical photo]
6. [Image of a historical photo]
### Jobs of the future handout

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in medicine and a variety of other factors mean that people are living to be older than they did in the past. Because of this, the number of older people in the country is expected to increase. What jobs do you think will be in greater demand because of this change?</td>
<td>Have you ever seen a self-driving car? If you haven’t seen one yet, just wait. Some people predict that in the future nobody will need to drive their own vehicles. What new jobs do you think might be created as a result? What jobs might go away?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 3</th>
<th>Scenario 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about things your older family members or friends’ parents or grandparents needed help to learn when they were younger, but you can learn on your own with the help of technology. Has this put anyone out of a job? If so, who? Is technology a good substitute for a teacher?</td>
<td>How does your family get its groceries? Do you go to the store or have it delivered? Does your food get ordered online or do you walk through the aisles and pick your own? Do you scan your own groceries or have someone do it for you? Make a list of jobs you think have changed because of changes in grocery shopping.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 5</th>
<th>Scenario 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private companies are creating spaceships that could take people on trips into outer space. What jobs could this create?</td>
<td>Robots are becoming more popular and less expensive. What types of jobs might robots perform in the future? Think about the things you would trust a robot to do for you and those things you still want a human to do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 7</th>
<th>Scenario 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever heard of “green” jobs? Workers in these jobs focus on the environment. Do you think demand for green jobs will increase or decrease in the future? Why?</td>
<td>What do you think about this statement: “3D printed food is going to change what we eat, big time.” Will it? If so, how might that change demand for jobs?</td>
</tr>
</tbody>
</table>
Exploring Jobs: Past, Present, and Future

Post-assessment

Section 1: Please select the correct answer for each of the following questions.

1. If the demand for a job is going up, what does that mean?
   a. People are getting paid more money for doing the job.
   b. The job is harder to do than other ones.
   c. You need more education to do the job.
   d. There will likely be more of those jobs in the future.

2. The primary reason people work and do a job is to earn ________________.
   a. education
   b. income
   c. respect
   d. credibility

3. The job ________ helps people know if demand for a job is likely to increase or decrease.
   a. outlook
   b. analysis
   c. opportunity cost
   d. scenario

4. New technology has the potential to _______ demand for a specific job.
   a. increase
   b. decrease
   c. either increase or decrease

Section 2: Please choose the number on the scale that best indicates how strongly you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand how jobs change over time.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>I feel confident making decisions about my future career plans.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>I am interested in learning more about planning for my future career.</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Section 3: Circle your grade level.
K 1 2 3 4 5 6 7 8 9 10 11 12
Exploring Jobs: Past, Present, and Future

Post-assessment | Answer key

Section 1: Please select the correct answer for each of the following questions.

1. If the demand for a job is going up, what does that mean?
   a. People are getting paid more money for doing the job.
   b. The job is harder to do than other ones.
   c. You need more education to do the job.
   d. **There will likely be more of those jobs in the future.**

2. The primary reason people work and do a job is to earn ________________.
   a. education
   b. **income**
   c. respect
   d. credibility

3. The job __________ helps people know if demand for a job is likely to increase or decrease.
   a. **outlook**
   b. analysis
   c. opportunity cost
   d. scenario

4. New technology has the potential to ______ demand for a specific job.
   a. increase
   b. decrease
   c. **either increase or decrease**