

Lesson Title:	Alaska's Oil, Gas, and Mining Priority Occupations and Me
Summary:	<p>Students will research occupations that correspond to the three categories of Alaska's Priority Occupations (occupations with different predicted levels of labor shortage). Students will select three occupations from each category to investigate further.</p> <p>Lesson is suitable for grades 7-12.</p>
Timeframe:	Two one-hour class periods.
Standards and/or benchmarks addressed:	<p><u>Alaska Curriculum Standards K-12: Employability</u></p> <p>B. A student should be able to identify career interests and plan for career options.</p> <ol style="list-style-type: none"> 1) identify and appreciate personal interests, aptitudes, abilities, and priorities; 2) identify possible career options, considering both employment and self employment, and understand how changes in the workplace affect career choice; 3) use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options; 4) identify education and/or training needed for career options and advancement, and develop a career plan; and 5) identify resources available to support education and training related to career possibilities.
Lesson objectives:	<p>Students will know the difference between <u>shortage</u>, <u>concern</u>, and <u>available</u> priority occupations.</p> <p>Students will be able to gather information about occupations, including: employment outlook, education and training requirements, salary, benefits, and job description.</p> <p>Students will be able to interpret the data they have found to form an opinion about different possible occupations in Alaska's oil, gas, and mining industries.</p>
Lesson Description:	<p>Teacher Activities:</p> <p><i>Anticipatory Set:</i> Anecdotal discussion of a person who has spent a great deal of time becoming qualified for an occupation, but is unable to find a job in their field due to a shortage of jobs and/or an overabundance of applicants.</p> <p>Distribute handout "Alaska's Oil, Gas, and Mining Priority Occupations." Explain the categories and how they relate to the likelihood of securing gainful employment in occupations in the different categories. Have students underline or highlight three occupations from each category that they feel might be appealing to them.</p> <p>Next, have students log on to the AKCIS (Alaska Career Information System) website. In the <u>Occupations</u> section, locate the 9 occupations they have chosen and view the accompanying job description video.</p> <p>Instruct students to select one occupation from each category that they found most appealing based upon the video they have viewed.</p> <p>Distribute the handout "If I Became..." three copies per student. Demonstrate where to find the information for the questions in AKCIS by doing an example from their computer and projecting their computer display on a screen for the class. Assign the students to complete the "If I Became..." handout for the three occupations each student has selected. This handout as well as many others is available on the AKCIS website, is free for all use and can be modified in any way that suits educational needs.</p>

	<p>Facilitate discussion where each student provides the background information on the one occupation they feel most favorably towards.</p> <p>Student Activities: Students will select three occupations from each of the three categories indicated in the “Alaska’s Oil, Gas, and Mining Priority Occupations” handout. Students will use the AKCIS website to learn more about their selected occupations, and select one occupation from each category for an in-depth look. Students will use the AKCIS website to gather key data about their three chosen occupations of interest. Students will contribute to follow-up class discussion about their findings.</p>
Assessment/evaluation:	<p><u>Performance Task:</u> “If I Became...” handouts will be completed. <u>Discussion:</u> Students will contribute information to the follow-up class discussion.</p>
Materials, supplies, and equipment needed:	<ul style="list-style-type: none"> -Copies of handouts: “Alaska’s Oil, Gas, and Mining Priority Occupations” and “If I Became...” -Computers with internet connectivity. -Projector or SMART board to display teacher’s computer desktop for demonstration.
Additional possibilities and ideas:	<p>In lieu of a follow-up discussion, the teacher could demonstrate and assign a multimedia presentation for students to describe their most favored occupation from the oil, gas, and mining priority occupations. Possibilities include: creating a flyer or poster, creating a movie using software such as iMovie or QuickTime, or using an online multimedia creation website such as Glogster.edu.</p>