

Comparing Job Offers: Should I Stay or Should I Go?

SUBMITTED BY: Lisa Bender

SUBJECT(S): Career Development, Personal Finance

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In this lesson, students will analyze and evaluate a variety of factors that are often used to compare job offers, including the cost-of-living index.

≡ NBEA STANDARD(S):

- Personal Finance, I. Personal Decision Making
- Personal Finance, II. Earning and Reporting Income
- Career Development, IV. Career Strategy

≡ RELATED ARTICLES:

- [“Where Are You Working this Summer?”](#)
- [“CEO Katlyn Grasso Connects Young Women with Executive Role Models”](#)

TOPIC/COMPETENCY: Employment and Income: Cost of Living Index (including MIT Living Wage Calculator and other Internet Resources)

CEE National Standard:

I Earning Income, Standard 1 and 2, Grade 12 Benchmark

Jump\$tart National Standard:

Employment & Income, Standard 2. E: Calculate the future income needed to maintain a current standard of living Grade 12 Benchmark

Common Core State Standard:

CCSS.ELA-LITERACY.W.9-10.6

CCSS.ELA-LITERACY.W.910.7

LESSON TITLE: “Should I Stay or Should I Go?”

CONTENT STATEMENT: Statistics from our U.S economy in the 21st Century suggest that we have definitely moved on from a workplace where people chose to stay with one employer for 30+ years to one that is much more transitional. According to a study from the U.S. Census Bureau, nearly 20 percent of Americans who moved between 2012 and 2013 did so for a job.

LEARNING OBJECTIVE: Analyze and evaluate a variety of factors that are often used to compare job offers

ESTIMATED TIME: 50 minutes classtime; 50+/- minute assessment at home

MATERIALS NEEDED: Internet access for instructor and students; Projector; [Guided Notes](#) worksheet for this lesson; [Assessment Instructions](#) for the student

KEY VOCABULARY/TERMS: [Consumer Price Index](#); Cost of Living Index; Lateral Move

WHY THIS MATTERS TO YOU NOW: As you prepare to enter the job market in the next few years, consider this statistic: Millennials (people ages 18-34) on average change jobs every 3-4 years. Being able to compare job offers accurately is a critical skill and one that you would be wise to learn early in your life.

Activities: 5 minutes.

- Motivational hook / activity – Create interest in the material; Answer the question: “Why do I need or want to learn this material?”

To spark interest in this topic, have students play the game “Quizizz.” www.quizizz.com is the website if you want to search for the public quizziz on this topic. OR the instructor can find this game directly at <http://tinyurl.com/nfsm2k>

- Students will need access to a personal device such as a cell phone or a tablet or a PC computer/laptop to play.
 - The instructor will need to begin the Quizizz by getting a “join code” and then launch the game. Students will enter the join code on their device after they have logged on to www.quizizz.com and add their name before you can start the game.
 - The public name for the Quizizz directly related to this lesson is “Income & Employment – Job Offers”
 - There are 6 questions for this “hook” activity to start your class

Quizizz allows students to play the game at their own speed, and then see how they placed amongst their peers at the end of the game.

- **Comprehension – 15 minutes**

- Lecture and Discussion about Income & Employment, Benefits, and Cost of Living Index.
- Students will complete Guided Notes – See worksheet that accompanies this lesson
- Important topics to cover in L&D include:
 - Ways people get paid: wages, salary, benefit packages, bonuses
 - Typical employee benefits may include: health insurance, sick leave, paid vacation days, life insurance, overtime pay if wage earner
 - Additional employee benefits that a company may choose to provide: Flex-Time Work Schedule, gym membership discounts, on-site daycare, retirement savings match, etc...
 - Cost of Living definition: CoLI is often defined as the average cost to purchase basic necessities such as housing, food, etc...
 - How is CoLI expressed as a number? 100 is the baseline number for an average cost of living in the U.S. If CoLI figures found on a reliable website show a city/county/state with an overall CoLI number over 100, then that location is said to cost more to live there (i.e. Boston,

MA has a CoLI of 163, which means it costs 63% higher overall to live there).

- What are other factors besides income and benefits could an individual consider if comparing two job offers? Location, distance from family, quality of school system, crime rate for area, seasonal temperatures/weather, etc...
- What resources are available to compare the Cost of Living Index for a current place of residence (city, county) and Cost of Living Index for new place of residence (city, county)? Have students write these URL addresses in their Guided Notes – they will use them later.

1. MIT Living Wage Calculator , <http://livingwage.mit.edu/>
2. CNN Cost of Living Calculator
<http://money.cnn.com/calculator/pf/cost-of-living/>
3. Sperling's Best Places in U.S.
<http://www.bestplaces.net/find/>

• **Practicing – 10 minutes**

Activities for students to practice what they are learning – 15 minutes

- Each student should have access to a computer (Or a teacher can demonstrate in a one-computer classroom with a projector if necessary)
- Instruct students to use their Guided Notes and visit each of the three websites recommended as resources to compare job offers.
- Provide time and guidance for students to become familiar with how to navigate each site and what types of information each site offers.
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- **Assessment – 15 minutes+** Begin in a computer lab and complete at home –
 - Create a ThingLink Web 2.0 product that shows how you have compared two different job offers
 - Thinglink is a FREE Web 2.0 Tool that can be used on a Tablet or PC computing device. It requires one main picture (we suggest using any Map of the U.S. for this lesson).
 - The instructor should create a Free Thinglink account that all students will use. You may use your school email address to sign up and register a “safe”

- password such as “please” or “the name of your school or mascot” so that everyone will have access to the same account.
- Working individually or in pairs, students will upload one picture and add live links to the image to tell more of their story
 - Administer the “Comparing Two Job Offers Assessment” – see Assessment Instructions sheet that accompanies this lesson
 - Grade this assessment by giving up to 20% for meeting the deadline ; 50% for content required; 10% for grammar/spelling; 20% for saving, uploading & or sharing their ThingLink product using the instructions you give them (i.e. send the link to the finished product to your email; upload the link to your classroom Learning Management.
 - Here is a link to an example Thinglink product to show your students for this project: <https://goo.gl/P8p2Km>

Apply/Going Further/Homework –

- To extend their knowledge of careers further, invite students to read these articles:
 - [Declining Employee Loyalty: A Casualty of the New Workplace](#) – from Knowledge@Wharton Library
 - [Should you move for a job? When relocation makes sense – and when it doesn't](#)