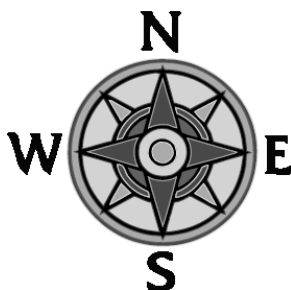


Delaware Career Compass Teacher's Guide

2007–2008



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We thank Dr. Manera Constantine and the Delaware Advisory Council on Career and Technical Education (DACCTE) for their continuing and enthusiastic support of the *Delaware Career Compass* and the *Delaware Career Compass Teacher's Guide*.

We also appreciate the advice and contributions of the members of the *Delaware Career Compass* Advisory Committee:

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Joanne Miro	Delaware Department of Education
Leann Hornung	St. Catherine of Siena
Roxie Smiley-Carter	Central Middle School
Calvin Cain	Newark High School
Amy Pleet	University of Delaware
Dom Pedante	New Castle County Vo-Tech
Suzanne Wilkinson	Thomas McKean High School
Joel Simon	Sussex Vo-Tech

Thanks also to members of *America's Career Resource Network* for sharing their state's creative ideas. Activities have been included from the following resources: *Career Outlook*, *Classroom Guide*, North Dakota; *Career Choices User's Guide*, North Carolina; *Minnesota Careers*, Minnesota; *Career Anchor*, *Teacher's Guide*, Rhode Island; and *On Your Mark*, *Teacher's Guide*, Texas.

Teachers! Share Your Expertise!

We encourage your contributions to the *Delaware Career Compass Teacher's Guide* – innovative, successful ways in which you use the *Delaware Career Compass* in your classroom! Mail or fax your lesson plan(s), using the *Teacher's Guide* format, to:

Career Compass Administration
Office of Occupational & Labor Market Information
19 W. Lea Blvd.
Wilmington, DE 19802

Public schools may use state mail: N-250

Thank you!



Letter to Teachers

Since 1989, the Delaware Department of Labor has produced and distributed the *Delaware Career Compass* to Delaware's 8th through 12th grade students. The *Compass* guides students through the four phases of career development as outlined by the National Career Development Guidelines.

The *Delaware Career Compass Teacher's Guide* was developed by the *Delaware Career Compass* Advisory Committee. This group of teachers and school counselors has designed supplemental activities to enhance the use of the *Compass* in your classroom. These activities are based upon their collective experience of classroom use of the *Compass*. This Committee meets annually to review the *Compass* and *Guide* and makes suggestions for improved service to Delaware students.

The *Teacher's Guide* format corresponds to the four stages of career development outlined in the *Compass* as Step 1 through 4: Self-Assessment, Exploring Careers, Making a Decision, and Action Plan. In the *Guide*, these Steps are organized into six Lesson Plans. You'll notice that Step #4 has been divided into three Lesson Plans to simplify use.

- Step #1: **"Who Am I?"**- Self-Assessment Lesson Plan
- Step #2: **"What's Out There?"**- Exploring Careers Lesson Plan
- Step #3: **"How Do I Decide ?"**- Decision Process Lesson Plan
- Step #4: **"How Do I Do It?"**- Taking Action
 - Section A: Educational Opportunities Lesson Plan
 - Section B: Postsecondary Opportunities Lesson Plan
 - Section C: Job Search Lesson Plan

Each Lesson Plan consists of: 1) an overview; 2) a list of the Delaware Department of Education State Standards (in the core areas of Language Arts, Economics, and Mathematics) addressed by the activities in the lesson; 3) teacher instructions with helpful hints and an activity answer key; and 4) a list of the student activities with the approximate completion time required for each activity. The activities each correspond to an article in the *Delaware Career Compass*, referenced by specific page numbers. (Note: If a student is expected to supply an original answer to an activity question, we have noted "self-answered" on the answer key.)

The *Delaware Career Compass* and its *Teacher's Guide* are valuable tools for Delaware students as they make their career plans. We would appreciate your overall comments and, in particular, suggestions for additional activities - ways in which you have used the *Delaware Career Compass* in your classroom. Please share them with us. It would also be very helpful if you complete the evaluation at the end of the *Teacher's Guide* and send it to:

Career Compass Administration
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Thank you!



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Lesson Plan

Step #1: "Who Am I?" - Self Assessment

Overview

This lesson helps students identify who they are as a person: their learning styles, their work style preference, their personality type, and their interests. Self-assessment is the important first step and the foundation of an overall career path.

State Standards

Language Arts 1-4

Objectives

At the end of this lesson, students will be able to:

1. describe their own learning styles
2. analyze their strengths and weaknesses according to workplace skills
3. determine their likes and dislikes
4. differentiate between personality types and work styles
5. understand their own personality type and how it relates to their career interests
6. determine how their interests fall within the career clusters
7. summarize and articulate what they have learned about themselves

Teacher Instructions

Teachers can use the *Delaware Career Compass* Step #1 readings and activities, as well as extension questions and supplemental activities provided on student handouts to allow students to assess their learning styles, work styles, personalities, and career interests.

Answer Key:

Activity 3.2

1. This activity will help identify an individual's likes and dislikes or in other words, their interests. It will give ideas on what work will best suit an individual.
2. Self-answered.
3. There are three interest areas:
 - a. Hands-On Person- involves working with tools and machines, are curious about how things work and like to build, operate, maintain, and repair equipment.
 - b. People Person- enjoys being with others and exercising people skills such as caring, helping, advising, persuading, and cooperating.
 - c. Information Person- has the ability to find, classify, organize, and explain information in ways that help others understand it.
4. More jobs listed on pages 7-9 of the *Delaware Career Compass*.
 - a. Hands-On: mechanic, carpenter, electrician, and welder.
 - b. People: teacher, counselor, social worker, and funeral director.
 - c. Information: accountant, banker, realtor, and bookkeeper.

**Student Activities**

Using the *Delaware Career Compass*, students will complete the seven activities for “Who Am I?”, including:

Activity 1: What is My Learning Style? (Time required: approximately 25 minutes)

Activity 2: What Skills Do I Need? (Time required: approximately 25 minutes)

Activity 3: What are My Personal Interests? (Time required: approximately 25 minutes)

Activity 4: Work Styles (Time required: approximately 15 minutes)

Activity 5: What is My Personality Type? (Time required: approximately 15 minutes)

Activity 6: What are My Career Interests? (Time required: approximately 25 minutes)

Activity 7: What I Know About Myself (Time required: approximately 20 minutes)



**Activity 1:
What Is My Learning Style?**

Name: _____

Date: _____

Period: _____

Activity 1.1

Complete "What Is My Learning Style?" on page 4.

Activity 1.2

Find someone in your class who has a different learning style than you. Discuss the following:

1. How do each of you learn best? What is your learning style?
2. How do you study for tests? Is it the same? Different?
3. Discuss ways that your learning style might influence what you do in your spare time.
4. Discuss reasons why it is important to know your learning style when you choose a career.

Activity 1.3

Write a paragraph that tells what you've learned about *learning styles*. Consider the following questions and statements when you write:

1. Describe your personal learning style.
2. How can being aware of your learning style benefit you? Give an example.
3. Why might it be important for you to know a friend's learning style?
4. Give an example of how knowing your learning style could benefit you in a work environment.
5. Give an example of how knowing a co-worker's learning style might benefit you in a work environment.

Activity 1.4

Explore two careers that match your learning style. What are they and do they interest you? Why or why not?

Career 1

Career 2



**Activity 3:
What Are My Personal Interests?**

Name: _____

Date: _____

Period: _____

Activity 3.1

Complete “What Are My Personal Interests?” on page 6.

Activity 3.2

Answer the following questions in complete sentences:

1. What did this exercise help you realize?

2. In what area did you find the best match? Do you agree or disagree with the results? Why or why not?

3. What are the main differences between the three areas of interest?

4. Can you infer what type of occupations would correspond with each area of interest? In other words, what type of job might each type of person have?

Hands-on person: _____

People person: _____

Information person: _____



**Activity 4:
Work Styles**

Name: _____

Date: _____

Period: _____

Activity 4.1

Read about the different work styles listed on pages 7 - 9.

Activity 4.2

List the three work styles that you think best describe you.

- 1. _____
- 2. _____
- 3. _____

Activity 4.3

List three occupations from each work style you chose in Activity 4.2 that you would like to learn more about.

- | | |
|-----------|-----------|
| 1a. _____ | 2a. _____ |
| 1b. _____ | 2b. _____ |
| 1c. _____ | 2c. _____ |
| 3a. _____ | |
| 3b. _____ | |
| 3c. _____ | |

Activity 4.4

Which of the nine occupations above would you like to research first? Write a short paragraph explaining why you chose that occupation.

Supplemental Activity

Research all nine of the occupations you listed in Activity 4.3 OR
Research these nine careers and give a three-sentence description of each.

- | | | |
|-------------|--------------------------|-----------------------|
| • Pilot | • Guidance Counselor | • Registered Nurse |
| • Paralegal | • Human Resource Manager | • Meteorologist |
| • Machinist | • Graphic Designer | • Electrical Engineer |



**Activity 5:
What Is My Personality Type?**

Name: _____

Date: _____

Period: _____

Activity 5.1

In order to determine your Holland Personality Code, read pages 10 and 11, and review the six personality types (realistic, investigative, artistic, social, enterprising, and conventional). Determine which three types are most like you and put them in order of first, second, and third (first being the most like you, second somewhat like you, and third a little like you, keeping in mind they are still your top three).

Activity 5.2

Construct your "Holland Code" by combining the corresponding letter of your first, second, and third personality type. For example, if you are of the realistic type the most, enterprising a little less, and social even less, but it's still like you, then your code would be RES. You will use this personality code in choosing occupations to match your career interests.

Your Holland Code _____ _____ _____

Supplemental Activity

Pick one of the following people and determine his or her personality based on Dr. John Holland's theory. Explain why you think he or she fits this personality type based on their individual characteristics.

- Bill Gates – founder of Microsoft
- JK Rowling – author
- John Madden – T.V. sportscaster
- Joseph R. Biden Jr. – Senator from Delaware
- Jennifer Lopez – singer/actor
- Lance Armstrong – bicyclist



**Activity 6:
What Are My Career Interests?**

Name: _____

Date: _____

Period: _____

Activity 6.1

Complete the “What Are My Career Interests?” exercise on pages 12 and 13.

Activity 6.2

Write the Titles of the three Career Clusters that scored the highest.

(Find these Titles in the Delaware Career Matrix on pages 19-37.)

1. _____

2. _____

3. _____

Activity 6.3

List six occupations, two from each of the three Career Clusters you identified above, that you would like to learn more about. (Use the Delaware Career Matrix.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Supplemental Activity

Research any three occupations you have chosen in Activity 6.3.



**Activity 7:
What I Know About Myself**

Name: _____

Date: _____

Period: _____

Activity 7.1

Complete "What I Know About Myself" on page 14.

Activity 7.2

Get into groups of two or three. Share with each other what you know about yourself from the exercises in Step #1. Compare and contrast your results.

Supplemental Activity

Now that you have completed Step #1, write a paragraph that summarizes what you have learned about yourself and how that knowledge will help you make a good career choice.



Lesson Plan

Step #2: “What’s Out There?”- Exploring the World of Work

Overview

This section looks at Delaware’s labor market and some of the occupations that offer the best wages and long term job opportunities. When finished with Step #2, students will have a wealth of occupational and labor market information upon which to base their career decision.

State Standards

Language Arts 1-4, Economics 1, Mathematics 3

Objectives

At the end of this lesson, students will be able to:

1. provide an overview of Delaware’s labor market
2. identify three job descriptions, number of job openings, and mean annual wages
3. read charts and interpret labor market information
4. identify the importance of education and the related economic benefits

Teacher Instructions

1. Students should read pages 15 through 18.
2. To ensure understanding of the Career Matrix on pages 19-37, you may need to guide students through each element of information in the matrix for a particular job. Make sure to emphasize the connection between Career Clusters, Career Pathways, and class choices.
3. Using the work sheets for Activity 10, students should research characteristics of three different occupations. Students should respond to the questions; the final question might serve as a one-paragraph assignment for homework or in-class writing.
4. In Activity 11, students use a sample to develop their own budget starting with the gross monthly pay for an occupation they select from the matrix.
 - a. Note that wages are given as annual wages, which students will have to convert to monthly figures.
 - b. Next, students can apply the percentages in the sample budget for each expenditure category.
 - c. Then, using the chart for different locations on page 39, generate a discussion about how they will have to budget their money.
 - d. Students may use this activity with any hourly income they are currently earning. Discuss how to use the necessary conversions. Once the students have calculated the Gross Monthly Pay, they enter it on page 38 in the top blank of the table and create their budget.



Answer Key

Activity 8.2

1. Answers may include any of the following:
 - Jobs will be available with only on-the-job training but the pay will usually be lower
 - Ability to compare earnings to others in your field
 - Find out more details about wages than just the average wage
 - Compare benefits
 - Compare occupational wages across industries
2. Answers may include the following:
 - www.bls.gov
 - www.oolmi.net
 - <http://online.onetcenter.org>

Activity 8.3

1. Airline Pilot, copilot or flight engineer - \$94,299
2. Retail Salespersons - good if you like it and can live on a low salary or you want to use it as a stepping stone to a management position or owning your own restaurant.
3. No. Because there are very few Forensic Science Technicians in the state, the growth percentage over 10 years is large but the absolute numbers are small. (40 to 60)
4. Retail Salespersons
5. Bill and Account collectors
6. 410. It is also one of the fastest growing occupations because Delaware has a great need for health care workers due to the aging population.
7. \$13,811. Wages increase with experience.
8. \$48,235

Activity 8.4

1. Self-answered

Activity 9.1

1. They prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured.
2. 40
3. 910
4. \$58,947
5. Work experience in a related occupation
6. Reading, listening, writing, speaking, mathematics, thinking, and learning.
7. A technical writer writes materials such as equipment manuals, appendices, or operating and maintenance instructions. Writers and Authors originate and prepare written material, such as scripts, stories, advertisements, and other material.
8. 10 for both
9. 110/230
10. \$55,827/\$50,482
11. Artistic and Investigative
12. Yes! To be a Technical Writer one must be investigative in order to understand how things operate so that this information can be explained clearly in a manual. One must also be artistic in order to translate mechanical drawings into words and pictures.
13. Prepare, season and cook soups, meats, vegetables, desserts and other foodstuffs in restaurants.
14. 110
15. \$22,714
16. On-the-job training
17. Realistic, Enterprising, and Artistic
18. Reading, listening, speaking, and learning



19. Computer Support Specialists
20. Computer and Information Systems Managers
21. Computer Software Engineers, Systems Software
22. Computer Support Specialists
23. – 26. Self-answered

Activity 10.1

Self-answered

Activity 10.2

1. \$2.29
2. \$818
3. \$3,424
4. San Francisco
5. Compare each of the figures.

Discussion Question: The data are taken from the Council for Community and Economic Research, fourth quarter of 2005.

Student Activities

Activity 8: Labor Market Information

(Time required: approximately 50 minutes)

Labor Market Information begins on page 16. Have students read this page and use it as a motivator to learn more using the *Delaware Career Matrix* in Activity 9. Use the charts on pages 17 and 18 to answer questions in Activity 8. Stay in School is on page 40. Use these charts to generate discussion.

Activity 9: Delaware Data and Career Matrix Scavenger Hunt

(Time required: approximately 50 minutes)

Activity 10: Occupational Research

(Time required: approximately 60 minutes)

Activity 11: Your Monthly Budget

(Time required: approximately 45 minutes)



**Activity 8:
Labor Market Information**

Name: _____

Date: _____

Period: _____

Activity 8.1

Read about Labor Market Information (LMI) and Delaware's Labor Market on pages 15 through 18 and be prepared to discuss.

Activity 8.2

Using Page 16, answer the following questions:

1. Give three examples of how your knowledge of labor market information could benefit you in your job search.

Example 1:

Example 2:

Example 3:

2. Find two websites that can provide you with valuable information about the labor market.

Website 1:

Website 2:

Activity 8.3

Using pages 17 and 18, answer the following questions:

1. If you want to make a very high annual wage in a fast-growing occupation, what would be a good choice? What is the average annual wage for the occupation you chose?
2. If you want to enter the profession that has the most total annual openings, what field should you go into? Why might this be a good choice for you, or why not?

**Activity 8.3** – continued

Name: _____

3. Forensic Science Technicians is one of the fastest-growing occupations. Does that mean that there will be lots of opportunities in this field?
4. Which occupation had the most workers in 2004?
5. Which job is expected to have a projected employment of 4,730 in 2014?
6. How many total annual openings are projected for Registered Nurses? Is this occupation also listed in the chart of Delaware's Fastest Growing Occupations? Why do you think that is?
7. What is the entry wage for Waiters and Waitresses? Why is that amount lower than the average annual wage?
8. What is the average annual wage for Aircraft Mechanics & Service Technicians?

Activity 8.4

Jump to page 40 and study the charts. Answer the following question and then share your thoughts.

1. How might this information affect your occupational choice?

Break into small groups and discuss.

Write your group's thoughts below and then report them to the class.



**Activity 9:
Delaware Data & Career Matrix
Scavenger Hunt**

Name: _____

Date: _____

Period: _____

Activity 9.1

Using page 23, answer the following questions Architecture & Construction:

1. What do Cost Estimators do?
2. How many openings are there for these jobs in Delaware each year?
3. How many people were employed in these jobs in 2004?
4. What is the 2006 average annual wage?
5. What training is needed for this position?
6. List the Basic Worker Skills that are most necessary for Cost Estimators.

Using pages 23 and 24, answer the following questions about Arts, Audiovisual Technology & Communications:

7. What are the differences between a Technical Writer and Writers and Authors?
8. What are the expected 2004 - 2014 annual openings for these occupations in Delaware?
9. How many people were employed in these jobs in 2004?
10. What was the mean annual wage for each in 2006?
11. What is interest code AI?
12. Does the Interest Code AI indicate a well-matched personality for Technical Writers? Why or why not?

Using page 29, answer the following questions about Hospitality & Tourism:

13. What does a Restaurant Cook do?
14. How many annual openings are expected from 2004 - 2014?



15. What was the 2006 mean annual wage?
16. What training is needed for this job?
17. What does the Interest Code REA indicate?
18. Which Basic Worker Skills are most needed for this position?

Using pages 31 and 32, answer the following questions about Information Technology:

19. Which occupation had the most Delaware employment in 2004?
20. Which occupation earned the highest 2006 mean annual wage?
21. Which occupation requires all 8 Basic Worker Skills?
22. Which occupation does not require a Bachelor's Degree or higher?

Choose any Career Cluster that interests you and answer the following questions:

23. Which Career Cluster did you choose? Why?
24. Name the occupation in this cluster that interests you the most? Why does it interest you?
25. List three things you know about this occupation by looking at the career matrix.
 - 1.
 - 2.
 - 3.
26. Is your personality (Interest Code) a good match for this occupation? Do you think you would be "happy" getting up 5 days a week to do this kind of work? Explain.



**Activity 10:
Occupational Research &
Cost of Living**

Name: _____

Date: _____

Period: _____

Activity 10.1

Using all that you have learned about yourself and the labor market, research 3 occupations that interest you.

Occupation #1 _____

1. What is the job title for the first occupation that you chose? Describe the duties.
2. How many openings are there for this occupation in Delaware each year?
3. How many people were employed in this occupation in Delaware in 2004?
4. What was the average annual wage in 2006?
5. What training/education is needed for this position?
6. Name all the basic skills needed for this occupation that have an importance level of 50% or more.

Occupation #2 _____

7. What is the job title for the second occupation that you chose? Describe the duties.
8. What are the annual openings (2004-2014) for this occupation in Delaware each year?
9. What training/education is needed for this occupation?
10. What does the Interest Code indicate about the type of personality necessary for this occupation?

**Occupation #3** _____

11. What is the job title for the third occupation you have chosen? Describe the duties.

12. What are the annual openings (2004-2014) for this occupation in Delaware?

13. What worker skills are necessary for this career?

14. Are these skills a good match for you? Explain.

15. What does the Interest Code indicate about the personality necessary for this occupation?

Summary

Which one of the three jobs you studied best matches your interests and abilities? Why?



Activity 10.2

Look at page 39 and answer the questions below:

1. What is the average price for a half gallon of milk in Wilmington?
2. What is the average monthly rent for an apartment in Wilmington?
3. How much is the average monthly rent for an apartment in Manhattan, NY?
4. Which city on the West Coast would you say has the highest cost of living? Why?
5. Generally, how does the cost of living compare among different areas in Delaware? Why do you think this is?

Discussion Question:

Explain why the cost of gasoline on this chart may or may not reflect the current cost of gasoline.



Activity 11: Your Monthly Budget

Name: _____

Date: _____

Period: _____

Activity 11.1

Read and review "Your Money" on page 38 and complete the budget activity.

1. Monthly Pay Computation:

Occupation selection: _____ Annual wage: _____

Convert to monthly wage:

Put your answer in the "Yours" column, next to Gross Monthly Pay.

2. Now calculate your taxes. Multiply the Gross Monthly Pay by the indicated percentages for each category of your taxes.
3. Add: Federal + State + Social Security + Health Insurance + Pension = Total Taxes
4. Subtract: Gross Monthly Pay – Total Taxes = Monthly Take-Home Pay (Net)
5. Now determine your expenses. After multiplying the expense percentages by the Net Take-Home Pay, add the expense categories to find the Total Expenses.
6. Compare Total Expenses to Monthly Take Home Pay and explain your findings.



Activity 11.2

Name: _____

Date: _____

Period: _____

Now, look at the chart "Your Dollars Across America" on page 39.

Pick a location where you might like to live. Add the expenses for an apartment, phone, and total energy - this will give you a pretty good idea of your housing costs for that location. Compare that cost for housing to the amount you have budgeted for housing based on your Gross Monthly Pay.

City: _____ **State:** _____

Amount you have to spend in your budget (from Activity 11.1)

Your Budget Amount:

Costs for the city you've chosen:

Apt./mo. \$ _____

Apt./mo. \$ _____

Total Energy/mo. \$ _____

Total Energy/mo. \$ _____

Explain in the space below how you might deal with any differences that you find.



Lesson Plan

Step #3: "How Do I Decide?"- Decision Process

Overview

This lesson will match self-assessment results with the occupations of interest and discuss job characteristics. Students will match chosen occupations to job characteristics. Then they will be asked to set some specific goals.

State Standards

Language Arts 1-4

Objectives

At the end of this lesson, students will be able to:

1. understand work values and how they relate to career planning
2. summarize findings from self-assessment activities
3. correlate self-assessment profile to job profile
4. distinguish between compatible and incompatible jobs
5. extend data and predict long-term goals

Teacher Instructions

Teachers can use Step #3 activities and extension questions to allow students to decide which occupations truly fit their personalities, capabilities, work values, and goals.

Student Activities

Activity 12: How Do I Decide? (Time required: approximately 120 minutes)



**Activity 12:
How Do I Decide?**

Name: _____

Date: _____

Period: _____

Activity 12.1

Read page 41. Work impacts your entire life so it is important to keep your work values in mind when making an occupational decision. Complete the Work Values Assessment below.

Directions: Put a check next to the items that best describe you. Be honest with yourself!

- 1. I wish I could help homeless people.
- 2. I like doing different, not routine, kinds of things.
- 3. It would be exciting to be famous.
- 4. Family birthday parties are important.
- 5. A high salary is more important than an interesting job.
- 6. I always stick up for my brother/sister or someone younger than me.
- 7. If my friend needed me, I would not worry about finishing my homework. I would help my friend.
- 8. I would like to go to new places all over the world.
- 9. It is important for me to try to do the right thing.
- 10. I like winning in sports.
- 11. I always want to have beautiful things around me.
- 12. I tend to always tell the truth.
- 13. It is important to me to be popular.
- 14. I would like to help elderly people or children.
- 15. I wish I could paint beautiful pictures.
- 16. Having a lot of money would make me happy.
- 17. People come to me for advice.
- 18. I like the fact that I am a responsible person.
- 19. If I had money, I would help other people.
- 20. Even if my friend makes different decisions, I always do what is right for me.
- 21. Independence is really important to me.
- 22. I admire people who have expensive cars and houses.
- 23. I tend to keep friendships for a long time.
- 24. I judge people's self-worth by how much money they have.
- 25. I would not be afraid to travel alone. I would even go around the world alone.
- 26. I would like to succeed in my own business and not work for anyone else.
- 27. I would like to associate with famous people.
- 28. I like being a leader.
- 29. I would like to be a famous writer because I like making up stories.
- 30. I choose my clothes carefully, because colors affect how I look and feel.
- 31. If I get bored, I quickly change what I am doing. I do something else.
- 32. If someone were hurt, I would find help right away. I would never just watch or walk away.
- 33. I would rather paint my own design than copy somebody else's.
- 34. I would not feel good about myself if I cheated on a test, even if nobody else knew about it.

**Work Values Assessment Interpretation**

Name: _____

Date: _____

Period: _____

Directions: Circle the numbers you checked on the Work Values Assessment.

Helping: You are very aware of the needs of others and want to do more to make the world a better place.

1 14 17 19 32

Adventure: Adventure is very important to you. You enjoy risk, new people, new things, and new places.

2 8 21 25 31

Success: You want to be well known or famous.

3 10 26 27 28

Relationships: You like people. Your family and friends are most important to you.

4 6 7 13 23

Money: You might choose a good salary over job satisfaction.

5 16 22 24

Honesty: You feel it is very important to be trustworthy and always honest.

9 12 18 20 34

Creativity: You like artistic things, such as music, art, and literature.

11 15 29 30 33

Now read about each work value on the next page. Are your results an accurate reflection of you? Why or why not?

Always keep your work values in mind when you are making decisions about your career.



DESCRIPTIONS OF WORK VALUES

Helping

If you enjoy making others happy, you might be attracted to one of many positions in the service industry. Consider being a recreation director, a youth worker, an activities director in a rehabilitation hospital, a psychologist, a physical therapist, or a sales person. The options in this area are unlimited.

Adventure

You will probably want to experience a certain degree of risk in your career. If you enjoy adventure, you will want a lot of variety and excitement in your job! Tour guides, flight attendants, police officers, and firefighters would fit this category.

Success (Power)

Not everyone who falls into this category is a famous movie star or musician. You may enjoy being a local radio or television personality. Often people who fall into this category find ways to be a star in their own work environment and community. Assuming leadership roles is a natural for you, and you enjoy change and seeing your goals accomplished. You may also want to start your own business in which you are the boss or be involved in politics.

Relationships (Family)

Working with others in a team environment will work well for you if relationships are your strong suit. Spending time with friends and family is important to you so you will want a job which allows for personal time. You may want to think of a job that allows flexibility in scheduling your work hours. You may enjoy a career in counseling, childcare, elder care, or public service. You probably would not be happy as a traveling sales representative, an airline pilot, or a data entry person who works alone.

Money (Wealth)

The amount you earn is a primary motivator when this is your highest scoring category. Often these careers require many years of education and hard work. They usually begin to pay off in middle age. Those fitting in this category need to especially think of how to balance interests while devoting time to education and further career development.

Honesty

You are the kind of employee who will focus on the laws and policies which govern society and the workplace. You may find yourself working for a nonprofit organization or other institutions where it is especially important to be honest, such as banking and finance. Other careers that fit into this category are those careers that help others examine their values such as careers in the clergy. Other examples of careers in this area include: parole officer, counselor, accountant, and tax auditor.

Creativity

Creativity is a skill that is used in many career fields. Decorating homes, designing buildings and landscapes, drawing, painting, and writing are all forms of creativity. Creativity is also required in jobs that involve problem solving and planning.



Activity 12.2

Complete the “How Do I Match Up?” worksheet on page 42, comparing your self-profile (review page 14, “What I Know About Myself”) with your preferred job descriptions. Do the two match? If so, how? If not, why not?

Activity 12.3

List three occupations that you would not choose based on your findings.

Explain why these occupations would not be a good match for you.

Activity 12.4

Based on what you have learned about yourself and occupations, list three occupations about which you would like more information.

Activity 12.5

Set your 1-Year, 5-Year, 10-Year, and Lifetime Goals.

Fill out a Goal sheet (see page 44) for each time period. **Be specific.**

List actual job and salary desired at each stage, whether or not you will own your own home, and where you will be living. Also, list any particular hobbies you want to participate in or travel you would like to take during these time periods. Have you thought about fitting community service into your life?



Lesson Plan

Step #4: "How Do I Do It?" - Taking Action

Section A: Educational Opportunities

Section B: Postsecondary Opportunities

Section C: Job Search

Step #4 - SECTION A: Educational Opportunities

Overview

This section stresses how education impacts job opportunities, wages, and job security. The availability of career and technical education programs, such as Tech Prep, currently offer students opportunities to develop leadership and other skills.

State Standards

Language Arts 1-4, Economics 1, Mathematics 3

Objectives

At the end of this lesson, students will be able to:

1. identify the importance of education and the related economic benefits
2. define and understand Apprenticeships, Tech Prep, Career and Technical Education programs, including student organizations, and the benefits of participation in these programs
3. recognize positive personal skills in high school and how they relate to successful employee traits

Teacher Instructions

Within Step 4, there are three sub-sections (A-C). Teachers can use Section A readings and activities to provide information on the levels and the importance of education and how education relates to lifestyle choices.

Discussion points include:

- ◆ The importance of education
- ◆ The influence of education on lifestyle choices
- ◆ How vocational programs in high school can help develop good work habits

**Answer Key:****Activity 13.1**

Landscaping Worker	High School/On-the-job training
Vocational Teacher	High School & Bachelor's Degree & Work Experience (4+ years)
Urban Planner	High School, Bachelor's Degree & Advanced Degree (6+ years)
Public Health Social Worker	High School & Bachelor's Degree (4 years)
Lawyer	High School, Bachelor's, & Professional Degree (7+ years)

Activity 13.2: Employment Quiz

- | | |
|------|-------|
| 1. F | 6. T |
| 2. F | 7. F |
| 3. F | 8. C |
| 4. T | 9. D |
| 5. T | 10. B |

Activity 14.1:

1. Teacher needs to provide answers for individual school
2. TECH PREP is a program for students to receive free college credit by combining technical training and academics while in high school. The number listed on your guidance counselor.
3. Listed in information if public school.

Activity 15.1

1. Knowing how to learn, problem-solving, reasoning, self-management, and responsibility
2. Decision-making, self-management, responsibility, cooperation, and problem-solving
3. Very similar traits

Activity 15.2

self-answered

Student Activities**Activity 13: Why is Education Important to Me?**

(Time required: approximately 50 minutes)

Activity 14: Career and Technical Education Organizations

(Time required: approximately 25 minutes)

Activity 15: Build Your Work Foundation in School

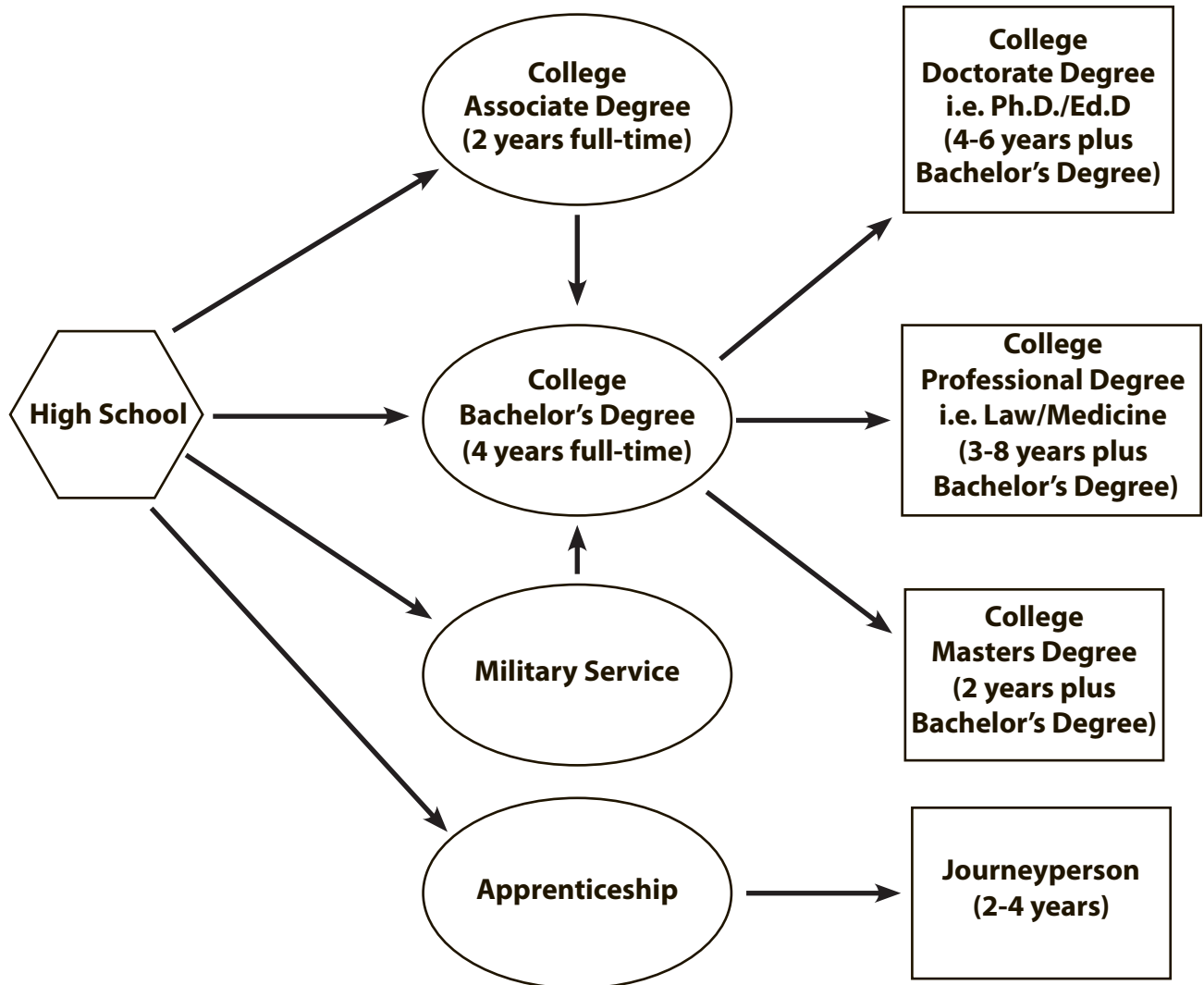
(Time required: approximately 45 minutes)



**Activity 13:
Why is Education Important to Me?**

Levels of Education

The chart below shows possible educational paths and approximate time frames. These are examples of how to advance your education. If you work while going to school, it may take longer to achieve your educational goals, but you will achieve them nonetheless. Some occupations require higher education than others.





Activity 13.1

Name: _____

Date: _____

Period: _____

Using the Delaware Career Matrix on pages 19-37 and the chart on the previous page, list a possible educational path for each of the following occupations. How many years of education after high school would this path take?

Example: *Systems Analyst* High School -- Associate Degree -- Bachelor's Degree = 4 yrs.

- 1. *Landscaping Worker* _____
- 2. *Vocational Teacher* _____
- 3. *Urban Planner* _____
- 4. *Public Health Social Worker* _____
- 5. *Lawyer* _____

Activity 13.2

Directions: Circle the correct answer to the following questions to determine how much you know about the job market.

- T F 1. Most people find their jobs in the classifieds.
- T F 2. There is only one right job for you and your abilities.
- T F 3. The best way to get a job is to wait until the right opportunity comes along.
- T F 4. Generally speaking, the more education you have, the more likely you are to find a job.
- T F 5. Generally speaking, the more education you have, the more money you will make.
- T F 6. Change is inevitable so learn to be flexible. Learning is ongoing.
- T F 7. Except for the income you get, your job has little influence on your way of life.
- 8. Which of the following probably describes the job opportunities in ten years?
 - a. Most jobs will require four or more years of college.
 - b. There will be a greater number of jobs for unskilled workers.
 - c. There will be a greater number of jobs for those with technical skills required beyond high school.
- 9. Select the best way to begin planning your career?
 - a. Decide what you think is most important.
 - b. Look at what is available in the job market.
 - c. Take tests to find out what you should do.
 - d. All of the above.
- 10. If you cannot make up your mind about what occupation to go into, first you should:
 - a. Try out as many jobs as you can.
 - b. Find out more about what different occupations are like.
 - c. Try one and if you like it, stick with it.
 - d. Find out if they have any jobs in Delaware.

7-10 answers right : **WOW!** You've been doing some reading, but visit with your counselor.
4-6 answers right : **OKAY.** You're on your way, but visit with your counselor.
0-3 answers right : **PROCEED** directly to the Guidance Counselor's office.
 (Do not pass go, do not collect \$200)



**Activity 14: Career & Technical
Education Organizations and
Tech Prep**

Name: _____

Date: _____

Period: _____

Activity 14.1

Read page 48 – 51. Research your specific school to answer the following questions:

1. Which Career and Technical Student organizations are available at your high school?

2. What is Tech Prep Delaware? Who can you contact to learn more about Tech Prep?

3. List two Tech Prep courses that are offered in your school or the high school you will attend. Explain how it would benefit you to enroll in these courses.

**Activity 15:
Build Your Work Foundation In School**

Name: _____

Date: _____

Period: _____

Activity 15.1

Look at "Build Your Work Foundation in School" on the inside back cover of the Compass. Answer the following questions:

1. What are five positive personality traits of a successful student?
2. What are five positive personality traits of a successful employee?
3. Compare #1 and #2. Are they the same traits?
4. Discuss your findings with your classmates.

Activity 15.2

We all have skills. Sometimes they are hard to find and sometimes they need to be developed. Skills are learned talents or capacities. Acquired or learned skills are used to complete a task in the workplace or other places. Often, we take our skills for granted. The following exercise will assist you in discovering your skills.

1. Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, hobbies, chores, and part-time work. What skills did you use? Could they be transferred to the workplace?
2. Have you recently written an essay, a letter to a friend or relative, or given a presentation in a classroom? Written and oral presentations require the skill of conveying information clearly. Is this skill used in the workplace? By whom?



3. Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Who uses computer skills at work?

4. How do you manage your time? Classwork, homework, projects, and reports all require time management skills. Is this something you need to improve? How important is time management in the workplace?

5. State a problem you have had to conquer at work or school.
 - a. What action did you take?

 - b. What was the result?

 - c. Skills take problems and turn them into results. What skills did you use in solving the problem?

Activity 15.3

Review the worksheet on the next page called "Related School Subjects". Pick your top three subjects and write a short paragraph about why you chose these. Do you see yourself in the related careers? Why or why not?



Related School Subjects

If you enjoy and do well in...	Career Interest Area	Occupations to Explore Further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Auto Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Roofers
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Family & Consumer Sciences	Accommodating Selling Humanitarian	Child Care Workers, Cooks, Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals



Lesson Plan

Step 4/SECTION B: Postsecondary Opportunities

Overview

In pursuing a career, students will need to think about the kind of education/training that is required for each occupation. Section B will provide students with information regarding colleges and universities. It will also explore how the Armed Forces can assist students to pay for college, as well as offer many other benefits and skills that will be useful in daily life.

State Standards

Language Arts 1-4, Business Education 3

Objectives

At the end of this lesson, students will be able to:

1. demonstrate knowledge of college planning steps at each grade level
2. understand available financial aid resources
3. identify the educational, training, and financial aid opportunities provided by the Armed Services

Teacher Instructions

Teachers can use the activities and readings in Section B to discuss college planning, financial resources, and military service.

Answer Key:

Supplemental Activity 16.d.

1. Delaware Technical & Community College:

Stanton Campus	Wilmington Campus
Newark	Wilmington
Terry Campus	Owens Campus
Dover	Georgetown
2. Close to home, less expensive, provides course of study you are interested in
3. Self-answered based on interests and research of community college sites

Activity 17.1

1. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.
2. You must apply for financial aid.
3. The amount and kind of aid you receive is based on your financial need, your academic record, and on the kinds of available aid at the school you attend.
4. A grant does not require repayment.
A loan requires repayment, usually after you leave school, and has a lower interest rate than other bank loans.



Activity 18.1 Military Word Scramble

- | | |
|-------------------|--------------|
| 1. Navy | 6. Money |
| 2. Air Force | 7. Benefits |
| 3. National Guard | 8. Goals |
| 4. Army | 9. Diploma |
| 5. College Fund | 10. Training |

Activity 18.3 ASVAB

Arithmetic Reasoning 1. The answer is (A) because the rate at which they are moving away from each other is $(4 + 6)$ miles per hour, or 10 miles per hour. In two hours this distance would be 20 miles. Choice (B) is the distance between the runners after one hour, choice (C) is the distance that John runs in two hours, and choice (D) is the distance that Bill runs in two hours. 2. The answer is (A) because 300 hits out of 1,000 at bats would result in a .300 batting average. The other choices would result in either a higher or a lower batting average. 3. The answer is (D) because one first down is $[(10 \text{ yards})] \times [(3 \text{ feet})/(1 \text{ yard})] \times [(12 \text{ inches})/(1 \text{ foot})] = (10 \times 3 \times 12) \text{ inches} = 360 \text{ inches}$.

Word Knowledge 4. Entreated means begged. (B) tempted is a synonym for entice; (C) Asked doesn't convey the sense of desperation meant by the word entreat; and (D) Attend is a synonym for one meaning of the verb 'treat'. 5. A defect is a flaw. The other choices (A) stain, (B) vice, and (C) weakness can indicate a defect, but flaw is the most precise choice. 6. To malingering is to fake that you're sick in order to avoid work in other words, to shirk (avoid) your responsibilities. (A) Discipline means to teach or punish; (B) defame is synonymous with malign; (D) grow is not related.

Paragraph Comprehension 7. A. Fewer married couples will be able to purchase a home and have children. The writer shows that having both a home and children don't work together. Consequently, the reader can assume that fewer couples will both purchase homes and have children. The writer doesn't say anything definite about having fewer children or any of the other choices.

Mathematics Knowledge 8. The answer is (A) because one third of the female population is eight. Thus, there are $3 \times 8 = 24$ women, so 24 is 60% of the employees. Dividing by 60%, $24/.60 = 40$, so there are 40 employees. 9. The answer is (D) because the area is $6x$, where x is the length of the other side. Then $6x = 24$, so $x = 4$. 10. The answer is (A) because the area is x^2 and the perimeter is $4x$. Then $4x = x^2$, or x is 0 or 4. But x cannot be 0 (because then there would be no square), so $x = 4$. 11. The answer is (A) because the triangle must be equilateral, so all angles are equal.

Student Activities

Using the *Career Compass*, students will complete the following activities for Section B:

Activity 16: Postsecondary Opportunities (Time required: approximately 20 minutes)

Supplemental activities (Time required: approximately 90 minutes)

Activity 16.a: Choosing a College

Activity 16.b: What to Look for in a College Catalog

Activity 16.c: What to Look for When Visiting a School Campus

Activity 16.d: Community/Technical Colleges and Your Career Path

Activity 17: Financial Aid (Time required: approximately 30 minutes)

Activity 18: Is the Military for You? (Time required: approximately 30-60 minutes)

Supplemental activity 18.3 (Time required: approximately 30 minutes)



**Activity 16:
Postsecondary Opportunities**

Name: _____

Date: _____

Period: _____

Activity 16.1
Read "Your College Countdown" on page 52 and discuss.

Activity 16.2
Circle the best answer for you.

1. If I were out of high school right now, I would go to:

- a. A large, 4-year, in-state institution: University of Delaware
- b. Other 4-year, state university: Delaware State University
- c. Private college: Wesley College, Goldey Beacom, Widener University, Wilmington College
- d. A 2-year, in-state institution: Delaware Technical and Community College

2. With financial aid a possibility, I would go on to a school:

- a. that is as inexpensive as possible.
- b. that is an average cost school.
- c. regardless of the cost.

3. Choose one:

- a. I want a school that is well known throughout the U.S.
- b. I want a school that is prestigious, but not necessarily well known.
- c. The school I go to should be familiar to people in Delaware.
- d. It is not important to me whether the school is well known.

4. Choose one:

- a. I would like a campus where there is an enclosed, close community.
- b. I would like a campus where I know some kids, but one where everybody doesn't know everybody else.
- c. I'm OK with a campus atmosphere where I can be anonymous or where I can become involved with other students of like interests.

5. The size of a school for me should be:

- a. the bigger the better.
- b. medium size.
- c. small.

6. Choose one:

- a. I wouldn't mind a very large class where I may have to assert myself to get help.
- b. I would like all my classes to be fairly small.

7. Choose one:

- a. Studying and learning is thrilling, and I would like a school where I do a lot of it.
- b. I don't want to have to study too intensely at school.
- c. I would like to learn by doing something. For the studying I do, I need to see a product or something I created, or know that I am trained for a specific job.

**8. Choose one:**

- a. I want to spend four years at one school and then decide if I want more at that school.
- b. I want to spend four years at one school, then decide if I want to continue at a different school.
- c. I want to spend two years at one school and then go to a different one.
- d. I want to spend one or two years at a school, and be trained for an immediate career.

9. Choose one:

- a. I don't care if my teachers know who I am.
- b. It is important to me that my teachers know me.

10. Choose one:

- a. I want to live at the college in a dormitory.
- b. It's OK if there are dormitories, but I don't want to live in one.
- c. It's OK with me if dormitories are not available.
- d. Campus housing is not important to me, for I would commute from home, or live with relatives.

11. I feel:

- a. it is important to have a lot of my high school friends go to that school.
- b. I would like to go to a school where I can make all new friends.
- c. it is important to choose the school because a friend is going there.
- d. that it is not important to have a lot of my high school friends go to that school.



**Supplemental Activity 16.a:
Choosing a College**

Name: _____

Date: _____

Period: _____

I. Survey the Possibilities

Begin your search with a survey of colleges located in the geographic area of your choice.

Check your local library, school library, or guidance office for the following resources which may help you:

- College Catalogs
- College Handbook
- Barron's Profiles of American Colleges
- Patterson's Schools Classifieds

Other Resources:

- College Guides and Maps
- Occupational Outlook Handbooks
- Financial Aid Forms
- Armed Forces Brochures
- Internet

II. Weigh the Differences

Fill out the information below about colleges that interest you. Then compare.

Location and Setting: distance from home; city, small town, or country setting

Type and size of college: co-ed, men's, women's, liberal arts, technical, junior, church-related, state-supported, enrollment, facilities

Comprehensive cost: tuition, room and board, extra fees, books, travel expenses, spending money, special clothing

Financial aid: honor scholarships, grants-in-aid, loans, alternative/work study programs, campus jobs

Special curricula: engineering, political science, computers, music, education, marine biology, business, etc.

Admissions requirements: required subjects, test scores, grade point average, class rank, special talents

Kind of students who attend: habits, interests, goals, ethnic and religious background

Campus life: cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings



III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

1. What am I able to do?
2. What do I want out of life?
3. What do I need in the way of training?

NARROW your choices to 7-10 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

EVALUATE the institution as a place where you might eat, sleep, and study for the next two to four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. **You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.**

SAMPLE LETTER TO COLLEGES

(your street address)
(your city / state / zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir or Madam: (try to find the person's name and use it!)

I am a junior (or senior) at _____ High School in *(your town)*, Delaware, and will be graduating in *(month and year)*.

Please send me an application, a catalog, and other descriptive material that might help me in planning my post-high school education. *(mention your career interest if you have one)*

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. *(Use this sentence if you need help with college expenses.)*

Sincerely yours,

(Your Signature)
 (your name typed)

Checklist for Making College Plans

- ✓ Think about preliminary criteria and your priorities.
- ✓ Make a college list that includes "safeties", "possibilities", and "reach" schools.
- ✓ Note colleges where interviews are required.
- ✓ Map out your itinerary.
- ✓ Check that the colleges are in session. Find out tour times and make appointments when needed.
- ✓ Plan how and with whom you'll go.
- ✓ Balance college visits and school demands.
- ✓ Arrange for high school absence and plan to make up missed work.
- ✓ Pack appropriate clothes for the interview.
- ✓ Write names and phone numbers of the college administrators you plan to see.
- ✓ Bring questions and be sure to have a pen and notebook with which to write important information.
- ✓ Bring high school transcript in case admissions counselor requests one.



**Supplemental Activity 16.b:
What to Look for in a College Catalog**

Name: _____

Date: _____

Period: _____

Name of Institution:

Mailing Address:

Phone numbers for:

- Admissions:
- Financial Aid:
- Housing:

Is there an 800 number?

What programs of study does the institution offer?

What is the student/teacher ratio?

What are the requirements for entrance?

- Number of high school credits:
- Subjects required:
- Electives recommended:
- Is there an entrance test?

When is the deadline for applying for admissions?

Where will I live?

What is the cost for a year?

- Tuition and fees:
- Books:
- Board/Room:
- Transportation:
- Personal Expenses:
- Leisure Time/Recreation:

What is the school calendar, including holidays?

What are some of the student activities and services?

General information and notes:



Supplemental Activity 16.c:
What to Look for When
Visiting a College Campus

Name: _____

Date: _____

Period: _____

Check page 55 of the *Delaware Career Compass* for websites and telephone numbers of area schools.

Visiting a school campus may include an interview with the admissions personnel, so be prepared to:

1. Talk about yourself - your interests, your goals, your courses, and grades. Take along your personal copy of your school grades/transcript and activities.
2. Talk about the need for financial help (if needed).
3. Ask questions about the school, courses, rules/regulations. Read the catalog before your visit.
Write down your questions in advance and **DO TAKE NOTES!**
4. Even though you might be nervous, be yourself.

On the campus:

1. Take a tour if possible.
2. Allow enough time to get the “feel of the campus.” Try to imagine yourself as a student there.
3. Schedule your appointments two weeks in advance and **BE ON TIME!**
4. Pick up all forms you need: application, catalog, map, and financial aid forms.
5. Visit the library. Find out how many computer labs are available on campus. Do you need to bring a computer?
6. Try to visit a class or two.
7. Talk to students: Ask them what they like about the school, and equally important, what they **DON'T** like.
8. Ask questions about life on the campus – what activities does the college offer?

Soon after, or during your visit:

1. Make notes on your reactions and your feelings about the school.
2. Write thank-you notes when appropriate.

MAKE YOUR COLLEGE VISITS EARLY IN YOUR PLANNING PROCESS.



**Supplemental Activity 16.d:
Community/Technical Colleges
and Your Career Path**

Name: _____

Date: _____

Period: _____

1. Look at page 55, which shows where the technical & community colleges are located in Delaware. Which community college is closest to your high school?

2. List two reasons why someone might choose to attend a technical & community college.

a. _____

b. _____

3. Choose two Career Clusters in which you are interested and write them below. Now list three occupations that require training beyond high school under each Career Cluster. Research the availability of training for each of these occupations at the technical & community college nearest you. Check "yes" or "no" when you have your results.

Career Cluster #1-			Career Cluster #2 -		
Job Title	Yes	No	Job Title	Yes	No



**Activity 18:
Is the Military for You?**

Name: _____

Date: _____

Period: _____

Activity 18.1

Read page 47. Unscramble the letters to form words.

- 1. YANV _____
- 2. IRA RECOF _____
- 3. TONILAAAN DAURG _____
- 4. RYMA _____
- 5. LELEGOC NUFD _____
- 6. NEYOM _____
- 7. ENSTIFBE _____
- 8. AOLSG _____
- 9. ILPMAOD _____
- 10. AINNIGTR _____

Activity 18.2

Invite a military recruiter to speak to your class. Use sample questions provided below to acquire information.

- 1. What is the length of time I would need to stay in the service?
- 2. What is the starting salary?
- 3. What and where is basic training?
- 4. How long is basic training?
- 5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
- 6. How do you determine if I am qualified for a specific job?
- 7. How can I be assured I will get the job I request?
- 8. For what civilian jobs will my military training be useful?
- 9. Can I be married and be in the military?
- 10. What benefits (education and others) are available to me after I finish my service term?
- 11. What other options do I have if I decide to stay in the military as a career?
- 12. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents what questions they would like to add.



Supplementary Activity 18.3 Sample ASVAB Questions

Name: _____

Date: _____

Arithmetic Reasoning

1. John can run six miles per hour and Bill can run four miles per hour. If they run in opposite directions for two hours, then how far apart will they be?

- A. 20 miles
- B. 10 miles
- C. 12 miles
- D. 8 miles

2. If a baseball player has 1,000 at bats in a season, and he receives no walks, how many hits would he need to have .300 batting percentage?

- A. 300
- B. 250
- C. 350
- D. 400

3. In football, 10 yards are required for a first down. Knowing that a yard is three feet and a foot is 12 inches, how many inches are required for a first down?

- A. 30
- B. 60
- C. 120
- D. 360

Word Knowledge

4. Theresa entreated Jack to let her go with him.

- A. Begged
- B. Tempted
- C. Asked
- D. Attended

5. The best synonym for defect is

- A. stain.
- B. vice.
- C. weakness.
- D. flaw.

6. The best synonym for malingering is

- A. discipline.
- B. defame.
- C. shirk.
- D. grow.

Paragraph Comprehension

Married couples with no children often work two jobs for five or more years to purchase the American dream, a home of their own. They often find that after purchasing a home they must both continue working to meet their financial obligations. Their desire to have children, their careers, and their buying a home are often not compatible.

7. This paragraph implies

- A. fewer married couples will be able to purchase a home and have children.
- B. fewer couples will have children.
- C. fewer couples will purchase a home.
- D. fewer women will have careers.

Mathematical Knowledge

8. In a small company, 60% of the employees are women. A third of the women smoke. There are eight female smokers. How many employees are there?

- A. 40
- B. 50
- C. 60
- D. 70

9. If the length of one side of a rectangle is six inches, and its area is 24 inches, then what is the length of the shortest side (in inches)?

- A. 1
- B. 2
- C. 3
- D. 4

10. If x is the length of a side of a square and its area and perimeter are equal, what is x ?

- A. 4
- B. 8
- C. 9
- D. 16

11. If one angle of an isosceles triangle is 60° , then how many more degrees are in the largest angle than in the smallest?

- A. 0°
- B. 10°
- C. 5°
- D. It cannot be determined from the given information.



Lesson Plan

Step 4/Section C: Job Search

Overview

Finding the right job takes planning and preparation. It requires good organization, management of time and energy, a positive outlook, and good decision making.

State Standards

Language Arts 1-4, Business Education 1

Objectives

At the end of this lesson, students will be able to:

1. access many sources to find job leads
2. apply for a job successfully
3. develop sample resume and cover letter
4. prepare for and learn how to conduct themselves in an interview
5. understand their rights and responsibilities as an employee

Teacher Instructions

Teachers can use Section C to instruct students on employment seeking skills using the readings and activities provided.

Discussion points include:

- How are the labor laws different for employees who are younger than 18 years old?
- What is networking and why is it important?
- What rights does an employee have?
- Importance of resumes, applications, and cover letters.

Answer Key:

Activity 19.1:

1. Any teenager 17 years or younger is required to have a work permit prior to being employed.
2. Teacher-answered for the particular school.
3. The employer, a school official, and the minor (student). A parent must sign if the minor is 15 years or younger.
4. Restricted activities include: operating or cleaning slicing machines, use of circular or band saws, dough mixing machines, and other forming, punching or shearing machines.
5. Minimum wage is \$6.65 per hour.
6. Office of Labor Law Enforcement at the Delaware Department of Labor.

Activity 20.1

1. Employers conduct drug screenings in various ways: by asking applicants about current and past drug use; by giving a written test or polygraph test; or by medical tests of urine, blood, or hair samples. The most commonly used test is a urinalysis or urine test.
2. Employers conduct drug testing for the safety of their employees. Allowing an employee to drive a truck who is under the influence of drugs or alcohol can be a liability. In addition, employees may experience side effects such as memory loss, inability to concentrate, depression, paranoia, and other health-related problems as well as high absenteeism from the job.



3. Self-answered.
4. Yes. Almost all Delaware employers conduct background checks on job applicants.

Activity 21.1:

1. People you know, professional contacts, national associations, trade publications, former students, Department of Labor, and the Internet.
2. Do your homework, know about the company, be ready to talk about yourself, prepare questions, participate actively, discuss all relevant work experience
3. <http://www.joblink.delaware.gov>
<http://www.jobbankusa.com>
<http://www.monster.com>
<http://www.hotjobs.com>
Other job sites listed on page 61 of the *Delaware Career Compass*.
4. The Job Search Handbook for People with Disabilities

Activity 23.3: Create Your Objectives

Questions 1 through 4: Self-answered.

Activity 25.2

1. Social Security card, copy of resume, copy of personal references, samples of work, portfolio, black pen. Other items listed on page 71 of the *Delaware Career Compass*.
2. Know the company, dress professionally, and practice interview questions.
3. What are the duties of the job you are interviewing for? What products or services does the company provide?
4. Offer a firm handshake, speak clearly and concisely, be positive and polite, and have reasons why the employer should hire you.
5. What do you consider your greatest strengths and weaknesses? What interests you about this job? Why should I hire you?
6. What are the possibilities of advancement in this organization? What are you looking for in the person you hire for the position? When will a decision be made?
7. After an interview, you should send a thank you letter expressing appreciation to the interviewer for taking the time to see you.



Activity 26.2:

1. Be dependable, provide good work, have a positive attitude, be helpful, be a team player, dress appropriately, don't waste time or resources, control your emotions, be a diplomat, and treat everyone with respect.
2. Self-answered.
3. Self-answered.
4. Self-answered.

Student Activities

Using the *Career Compass*, students will complete activities in Section C including:

Activity 19: Am I Eligible for Work? (Time required: approximately 30 minutes)

Activity 20: What About Drugs and Alcohol? (Time required: approximately 20 minutes)

Activity 21: How Do I Find A Job? (Time required: approximately 45-60 minutes)

Activity 22: How Do I Fill Out A Job Application: (Time required: approximately 20 minutes)

Activity 23: Resumes (Time required: approximately 60-90 minutes)

Activity 24: Cover Letters (Time required: approximately 60 minutes)

Activity 25: Job Interviews (Time required: approximately 45-75 minutes)

Activity 26: Keeping Your Job (Time required: approximately 35 minutes)



Activity 19:
Am I Eligible to Work?

Name: _____

Date: _____

Period: _____

Activity 19.1

Read page 56 of the *Compass*. Answer the following questions.

1. Who is required to obtain or have a work permit before being employed?
2. Where and from whom in your school would you obtain a work permit?
3. Who must sign your work permit?
4. What type of work is not allowed for teenagers under the age of 18?
5. What is the minimum hourly wage a person can be paid in Delaware?
6. Where can a person get more information and help with problems dealing with pay, working papers, meal breaks, or employment discrimination?



Activity 19.2
Complete a sample work permit.

Name: _____

Date: _____

Period: _____

DELAWARE DEPARTMENT OF LABOR
OFFICE OF LABOR LAW ENFORCEMENT
4425 N. MARKET STREET, WILMINGTON, DE 19802
(302) 761-8200

INSTRUCTIONS FOR COMPLETING CHILD LABOR WORK PERMIT
STEP 1 MINOR:
1. COMPLETE THE SECTION MARKED "MINOR". IF YOU ARE 14 OR 15 YEARS OF AGE, YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE PERMIT.
2. TAKE THE CERTIFICATE TO YOUR PROSPECTIVE EMPLOYER AND ASK THEM TO COMPLETE THE SECTION MARKED "EMPLOYER".
3. IN PERSON RETURN THE COMPLETED FORM TO AN ISSUING OFFICER AT YOUR SCHOOL OR AT YOUR LOCAL DEPARTMENT OF LABOR OFFICE. YOU MUST PROVIDE THE ISSUING OFFICER WITH ONE OF THE FOLLOWING PROOFS OF AGE: BIRTH CERTIFICATE; BAPTISMAL CERTIFICATE; PASSPORT; SCHOOL RECORD; VALID DRIVER'S LICENSE.
4. YOU MUST GET A NEW PERMIT WHEN YOU CHANGE EMPLOYERS.
STEP 2 EMPLOYER:
1. COMPLETE ALL "EMPLOYER INFORMATION" INCLUDING DELAWARE ADDRESS AND PHONE NUMBER. RETURN TO THE CHILD. (S)HE WILL TAKE THE APPLICATION TO AN ISSUING OFFICER AND RETURN IT TO YOU AFTER THE WORK PERMIT HAS BEEN CERTIFIED.
2. DO NOT ACCEPT WORK PERMIT UNLESS IT IS DATED AND SIGNED BY AN ISSUING OFFICER.
3. KEEP EMPLOYER COPY ON FILE - IT IS REQUIRED BY LAW.
STEP 3 ISSUING OFFICER:
1. FORM MUST BE FILLED OUT AND SIGNED BY MINOR AND PARENT OR GUARDIAN (IF THE CHILD IS AGED 14 OR 15) AND THE EMPLOYER.
2. EMPLOYER MUST HAVE COMPLETED "COMPANY NAME, ADDRESS, AND PHONE NUMBER" PORTIONS OF THE PERMIT.
3. YOU MUST VERIFY MINOR'S AGE.
4. GIVE MINOR "EMPLOYER COPY" TO RETURN TO THE EMPLOYER.
5. MAIL DDOL COPY TO:
DEPARTMENT OF LABOR
OFFICE OF LABOR LAW ENFORCEMENT
P.O. BOX 8902
WILMINGTON, DE 19899-8902

DELAWARE DEPARTMENT OF LABOR
CHILD LABOR WORK PERMIT FOR MINOR
PLEASE PRINT OR TYPE
EMPLOYER INFORMATION
Company Name:
Address:
City/State/Zip:
Description of Minor's Duties:
Telephone No.: Hourly Wage To Be Paid:
Employer's Signature:
Print Name:
MINOR INFORMATION
Name:
Address:
City/State/Zip:
Name of School Minor Attends:
Minor's Signature:
Parent/Guardian Signature: (if required)
PERMIT NOT VALID UNLESS THIS SECTION IS COMPLETED BY AN ISSUING OFFICER
Minor's Birthdate: Age:
Proof:
School/Office Issuing Permit:
Issuing Officer's Signature and Date:

Subject to Review by the Delaware Department of Labor
Office of Labor Law Enforcement
4425 N. Market Street, 3rd Floor, Wilmington, DE 19802
Wilmington: (302) 761-8200 / Milford: (302) 422-1134

EMPLOYER COPY



Activity 22:
How Do I Fill Out a Job Application?

Name: _____

Date: _____

Period: _____

Activity 22.1

- Read the bottom of page 68.
- Complete the sample application on page 70.
- Exchange your application with another student and peer edit his/her application.
- Correct any errors on your application when it is returned to you.



**Activity 23:
Resumes**

Name: _____

Date: _____

Period: _____

Activity 23.1

Build a Personal Resume File

Read pages 63 through 65 regarding resumes. Using the Personal Fact Checklist on page 64 as your guide, gather all the information needed to create your resume. (Hold off on the Objective Statement. You'll tackle that in Activity 23.3) Choose a safe place to store this information - a personal resume file - so that you will not have to gather it again! Continue to add to your file and make the necessary changes as your experience grows and your life progresses.

Note: Don't worry about formatting your resume now. Concentrate only on creating lists of information including: names, addresses, dates, volunteer activities, skills, personal/special skills, etc. These are the building blocks of your resume.

Activity 23.2

Practice Writing Action Statements

Whenever possible, compose your list of skills and experiences using strong action verbs that emphasize results and performance. This in itself is a skill that you can learn! It just takes thought and practice. Here's an example (action verbs in bold):

***managed** the annual Key Club car wash that **resulted** in an increase in club participation and **generated** 26% more in proceeds for charity over the prior year

Review Activity 15.2 for a list of skills you've already identified. Now use those skills and any you identified in Activity 23.1 to practice writing your personal action statements. The *Resume Action Verbs* list on page 65 will help you get started. When you are happy with your statements, add them to your personal resume file for safekeeping.

Activity 23.3

Create Your Objective and/or Profile

Review the objective and profile on the sample resumes on pages 66 and 67. Imagine you are developing a resume designed to target a specific job for which you are qualified. It could be a retail clerk, a lifeguard, a singer, a mechanic, or any other occupation for which you have skills and have a true interest. Organize your thoughts by answering the following four questions. Example answers are provided to help you with the process. Then, using your answers, create an eye-catching objective and/or profile. Save it in your personal resume file!

Note: This information will also be useful when writing your cover letter.



Questions:

Example:

1. What job interests you?

Lifeguard
Swim Instructor

2. What kind of environment do you want to work in?

neighborhood pool

3. What is your availability?

summer, full-time
days, nights and
weekends

4. What skills will you bring to this specific job?

CPR, First Aid, AED, WSI,
Lifeguarding
3 summers experience,
good communication skills,
team player, professional
H.S. swim team captain

Note: Use the list of skills and action statements from your personal resume file to choose the ones that would be most appropriate for the specific job you're imagining.

Now write your objective and profile and add them to your personal resume file.

Objective Example: A full-time summer position as a lifeguard and swim instructor for a neighborhood pool where I can be part of a team to help people safely enjoy the water.

Profile Example: An honor roll student athlete with extensive waterfront experience at both summer camp and neighborhood pools. Demonstrates strong leadership and communication skills as well as good judgement. Holds current certification in CPR, First Aid, AED, Lifeguarding, and WSI.

Activity 23.4

Choose a Format and Build Your Resume

Reread Section 2. *Choose a Format* on page 64 and examine the two resumes on pages 66 and 67. Choose a format for your resume that will best show off your skills. Now build a rough draft of your resume.

Note: You have all the tools you need in your personal resume file. Use it!

Activity 23.5

Prepare a Reference Sheet

Prepare a Reference Sheet to take with you to the interview. This will include your name, address, and contact information, as well as three to five people who know your abilities and will speak highly of you. Make sure that they have agreed to speak on your behalf before providing an employer with this information. As always, file it away for future reference.



**Activity 24:
Cover Letters**

The next page contains newspaper classified ads. Respond to an ad which requires your individual skills and experience. (You may also look in your local newspaper.) Below is an example for you to follow. You may also follow the example on page 69 of your Career Compass.

Name: _____

Date: _____

Period: _____

205 Henderson Road
Edgetown Delaware 19947
May 5, 2008

Mr. Ronald Parks
Human Resources Manager
Blake Industries
300 East Main Street
Lewes, Delaware 19934

Dear Mr. Parks:

Introduction



This letter is in reply to your advertisement for a clerical assistant which appeared in the Delaware State News on May 1, 2008. I will graduate from Cape Henlopen High School in June and am available for full-time employment at that time.

As the following comparison shows, my experience meets the requirements stated in the advertisement.

Qualifications



Your Requirements

Knowledge of word processing

Ability to work with others

Previous related experience

My Qualifications

Proficient in Microsoft Word, PFS WritelFile;
3.2 GPA in business courses

Officer in Future Business Leaders of
America

Summer employment and co-op experience
at Daly Financial Services

Ask for Interview



I would be pleased to discuss this and my enclosed resume at your earliest convenience. In a few days, I will call you to arrange a suitable time. Thank you for your time and consideration.

Sincerely,

Signature



Joyce Daniels

Enclosure



Help Wanted

Auto-Chapman Ford is looking for a temporary person for the summer months...



AUTO-FINANCE MANAGER

Busy local import dealer looking for a Finance Manager with great communication skills...

Auto Mechanic needed for active shop.

Must be ASE certified. Hourly rate is NOT flat rate.

AUTOMOBILE SALES

We are looking to add 2 strong salespeople to our over 200 car per month team.



114 S. Dupont Hwy. New Castle, DE.

AUTOMOTIVE F & I Associate

We are the largest Harley-Davidson dealership on the East coast...

AUTOMOTIVE-LEXUS OF WILMINGTON

Looking for a future? Due to our continued growth and thriving business...

TECHNICIAN Apply in person at 2100 Pennsylvania Ave., Wilm.

Automotive Mechanic Exp'd auto mech. needed. Flat rate, exc. pay w/commission.

Automotive Sales People Needed to help us increase in business. Must have good phone skills...

Help Wanted

Automotive Technician - Busy new car dealer in need of A, B or C Technician.



AUTOMOTIVE-TECHNICIAN

Mike's Famous Harley-Davidson is seeking an experienced service tech for a FT position.

AUTO-SERVICE ADVISOR

Looking for an experienced service advisor. Applicants must have good customer relations skills.

AVON SALES - Unlimited earnings!

No door-to-door. \$10 bus. start-up. Call now 234-1199

Backhoe Operators

5 yrs min. experience. CDL-A a plus. Full time. Full benefits.

Banking Chase Manhattan Bank

Call our jobsline (302) 575-6200. EOE.

BANKING-CITI Job Hotline

1-877-536-2484

BANKING & FINANCE randstad

Christiana, Dover, Wilmington. 1-877-922-2488

BANKING Wilmington Trust Co.

Jobs: 302-427-4553

BARBER needed for fast work in shop.

Please leave message @ 302-376-5446

Bar Person - FT evenings, exp'd.

Apply: Steve's Tavern, 1204 Centerville Rd

Bookkeeper & Accountant

Exp'd w/ theory in different filing systems. P/T eve or days.

Bookkeeping/Manage Information Flow

in a garden apt complex office. Experience required.

CAFETRIA/HALL MONITORS

Supervise Students during lunch periods. 10:30 am until 1:00 p.m.

Help Wanted

CARPENTER - Tired of not having steady work?

Carpeniter Yr. round work. Exp'd in all phases of carpentry.

Carpentry/Masonry



Wilmington Newark 479-7500 369-9060

Carpet Cleaning-FT yr round work. For the Career minded professional.

Cashier - FT/PT. Retail exp. pref'd. Wkends. a plus.

Chef/Kitchen Mgr.

Immediate opening for exp'd & creative chef to oversee all aspects of kitchen.

Childcare - Babysitter Greenville area. 3 nights/wk for wonderful 5 yr old.

Childcare - Infant/Toddler Teacher. Exp. nec. NAEYC acc'd. cfr.

Childcare - 3 school age children. Mature, dependable, NYS.

Childcare - Strong, energetic person needed for PM Pre-K class.

Childcare Live-in or live out, non-smk req'd. Top sal.

Child Care- Part time help for infants & toddlers.

Childcare - Strong, energetic person needed for PM Pre-K class.

Cleaners - day house cleaners. good starting pay, plus bonus.

Cleaning-FT position avl. Apply in person only.

Cleanings, FT/PT. MUST HAVE OWN CAR, pass drug test/bkground check.

Cleaning - FT & PT pos. avl. w/over 500 x 500. Call 324-9055 x 50

CLEANING - Mature person needed to clean min-storage facility.

CLEANING OFFICES-P/T Brandywine Bldg. Servs.

Cleanings - The Maids are looking for dependable House Cleaners.

Clerical/Office Person F/T. Fax resume to: (302) 324-9102.

Clerical - P/T. Busy payroll o/c. in Fairfax area needs detail oriented person.

Carpenter/Project MGR Manage hands on resid'l restoration projects.

CARPENTER Interier Trim, Tools & transportation. Call 374-3796

CARPENTERS Formwork/prevailing wage Experienced only need app. Mumford & Miller

Help Wanted

CODE COMPLIANCE OFFICER

The Town of South Bethany is seeking applications for an immediate part-time or, possibly, full-time Code Compliance Officer position.

COLLECTORS Phillips & Cohen Assoc. Ltd

Exp'd Collectors Call Tim MacMillan 302-355-3300

Concrete Experience-fns. piers, walls, slabs, symons panels. 633-6670

Concrete Finishers 5 yrs min. experience Full benefits. (302) 328-2995

CONSTRUCTION- Assistant to Project Engineer

Computer skills a must. Full time, exc. benefits. Send resume to: Afln Mark, Diamond Materials.

CONSTRUCTION- Field Supervisors Estimation Officers

Established excavating contractor seeks personnel experienced in water main or utility pipe installation.

CONSTRUCTION- Foreman/Laborer. Exp'd in utility work.

Construction/Laborers FT perm. pos. for Apt. Rehab.

Construction/Rehab. Several FT perm. pos. for Apt. Rehab. work.

Construction/Rehab. Several FT perm. pos. for Apt. Rehab. work.

Construction/Rehab. Several FT perm. pos. for Apt. Rehab. work.

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Construction/Rehab. Several FT perm. pos. for Apt. Rehab. work.

Construction/Rehab. Several FT perm. pos. for Apt. Rehab. work.

Help Wanted

Cook - Chef Supervisor

The Methodist Country House, a beautiful continuing care retirement community, has a full-time Chef Supervisor position available.

4830 Kennett Pike Wilmington, DE 19007 Phone (302) 426-8116

Coordinator, Evening

Delaware Tech, Stanton Campus, Reg P/T, 29 hrs/wk, \$16.77/hr.

Weekend 1st & 3rd shifts. Call Now! 302-326-5400

Delivery Assistant

If you have your own transportation, a clean driving record and are familiar with New Castle County.

Human Resources Wilmington Campus, Rm 214-E

333 Shipley St Wilmington, DE 19801 (302) 573-5469

Delivery Driver

SchaarInGAS has an opening for a propane bulk truck driver in our Elkton, MD Branch.

Human Resources The News Journal P.O. Box 15265

Wilmington, DE 19850 Fax: (302) 324-2578

DATA ENTRY

10,000-12,000 keystrokes req. Must pass backgrd. ck. Apply w/2 ID's - No fee/see.

COUNSELOR

Immed. FT opening. Individual & group counseling w/victims of domestic violence & sexual assault.

Human Resources, 15 Paisley Drive, Wilmington, DE 19808.

CONTRACTOR

Local contractor looking for Superintendent to run Plumbing and Pipefitting installations.

DATA ENTRY

10,000-12,000 keystrokes req. Must pass backgrd. ck. Apply w/2 ID's - No fee/see.

DATA ENTRY

10,000-12,000 keystrokes req. Must pass backgrd. ck. Apply w/2 ID's - No fee/see.

J & J Staffing Resources

200 Continental Dr., #107 Newark, DE 19713 738-7800

Help Wanted

Customer Service Seasonal Positions

M-F 9am-4:30pm M-F 10am-6:30pm M-F 9am-2am & wkend hrs

DELIVERY Motor Route

Now available to Deliver the News Journal daily & Sundays: Leedom Estates

CONTACT: Denise Murphy 1-800-235-9100 x2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays: Cecilton, MD & Earleville, MD

CONTACT: Tom Hartsyck 302-324-2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays: Beaverbrook Apts Highland Blvd. Apts

CONTACT: Blair Pierce (302) 324-2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays: Green Acres Society Drive

CONTACT: Rob Klear (302) 324-2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays: Forty Acres City of Wilmington

CONTACT: Rob Klear (302) 324-2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays: Farty Acres City of Wilmington

CONTACT: Rob Klear (302) 324-2700

DENTAL ASSISTANT F/T

4day/wk growing dental practice seeking an asst. Our practice needs an energetic, technically exc.

Dental Asst, F/T Newark area. Experience required. Call 302-836-3750

Dental Front Desk F/T M-F, Dependable, enthusiastic, team oriented person needed for front desk pos.

Dental Hygienist - P/T (2days) Need friendly, dependable person for busy Pike Creek area office.

Dental Hygienist - PT, exp nec., busy Pike Creek area, general dental o/c. Tues. evens, 4-9, Donna 239-6677

Dental Hygienist - P/T, Mon & Tues 8:50-3:00 for busy, growing o/c. Pls. fax resume to 302-834-1417 or call Judy at 302-834-8000

The NewsJournal's Classifieds

www.delawareonline.com



**Activity 25:
Job Interviews**

Name: _____

Date: _____

Period: _____

Activity 25.1

Read pages 71 and 72.

Read the following information on interview behavior.

INTERVIEW DO'S AND DON'TS

THE DO'S

- DO dress conservatively.
- DO check parking areas and where you are going ahead of time.
- DO arrive ahead of time.
- DO introduce yourself to the receptionist and explain why you are there.
- DO take resumes with you.
- DO fill out the application neatly.
- DO have a firm handshake.
- DO be yourself.
- DO use good grammar.
- DO show interest.
- DO keep a pleasant expression on your face.
- DO answer questions fully, not just yes or no.
- DO have at least one question to ask (about working environment, hours, dress code, kinds of products, and when you should expect to hear a decision).
- DO say that you'd like the job, if it's a job you want.
- DO thank the interviewer for his/her time.
- DO send a follow-up thank you letter within two days. If you don't hear by the time indicated, call back and ask the status of the position.

THE DON'TS

- DON'T arrive late.
- DON'T chew gum.
- DON'T smoke cigarettes.
- DON'T mumble your answer.
- DON'T look around the office.
- DON'T fidget while you're sitting.
- DON'T slouch.
- DON'T put arms or elbows on the desk.
- DON'T curse.
- DON'T ask what the pay is unless you are being offered the job.



Activity 25.3

Name: _____

Date: _____

Period: _____

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is the most common follow-up method.

FOLLOW-UP LETTER

- ◆ A thank-you letter may be typed or neatly handwritten on personal stationary.
- ◆ The letter should be written soon after the company or job fair interview. The next day is best!
- ◆ The letter should state your continued interest in the job and your appreciation of the time spent with you during the interview.

AFTER COMPANY INTERVIEW

6200 Waverly Street
Camden, Delaware 19906
September 5, 2008

Mr. Mark J. Raynard
Johnson Electronics, Inc.
230 Washington Avenue
New Castle, Delaware 19720

Dear Mr. Raynard:

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Helena Harker

AFTER JOB FAIR INTERVIEW

1234 Main Street
Newark, Delaware 19711
September 5, 2008

Ms. Betty Springs
State Banking Services
33 Baltimore Street
Millsboro, Delaware 19901

Dear Ms. Springs:

Thank you for participating in our job fair, Workforce 2008, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry.

As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 555-2415.

Thank you once again. I look forward to talking with you further.

Sincerely,

Carol Petersen



Activity 26:
Keeping Your Job

Name: _____

Date: _____

Activity 26.1

Period: _____

Complete the word search puzzle below.

Keeping A Job

T	T	L	V	S	X	S	P	Y	I	N	L	R	J	F	U	L	W	O
N	E	V	A	Q	I	Q	R	B	T	R	X	E	K	E	R	H	Z	Q
O	A	A	L	N	G	D	O	A	L	F	L	S	M	L	U	U	J	S
C	A	J	M	A	O	Z	J	W	Y	U	E	P	H	B	V	G	U	R
G	U	Z	F	P	U	I	O	X	F	S	Y	E	W	I	U	Y	E	C
D	P	Y	H	S	L	T	S	E	Z	Q	W	C	M	S	N	K	B	T
K	N	B	M	B	A	A	C	S	R	Y	H	T	C	N	R	M	N	Y
G	J	Z	P	T	X	R	Y	N	E	K	I	F	W	O	C	T	U	C
U	X	N	L	F	U	L	O	E	U	F	G	U	W	P	Z	Q	N	A
R	T	A	M	O	L	P	I	D	R	P	O	L	Y	S	T	F	T	B
U	S	Y	S	P	D	Q	N	A	P	F	N	R	F	E	S	T	L	D
Z	D	E	P	E	N	D	A	B	L	E	S	M	P	R	I	H	U	R
L	R	V	T	G	T	Z	K	L	Z	G	X	A	G	T	P	T	F	I
E	H	A	M	A	P	T	N	O	M	W	W	M	U	X	L	Z	P	X
M	H	X	D	O	R	X	R	M	K	T	R	D	H	S	S	F	L	Q
C	P	F	U	Q	P	M	C	N	U	V	E	U	M	W	S	B	E	H
E	G	G	Q	R	N	D	D	D	V	K	Y	B	D	M	V	E	H	W
M	D	M	F	Y	P	T	W	F	L	N	X	A	G	O	O	Y	E	B

ATTITUDE
HELPFUL
RESOURCEFUL
TEAM PLAYER

DEPENDABLE
PROFESSIONAL
RESPECTFUL
WORKER

DIPLOMAT
PUNCTUAL
RESPONSIBLE



State Standards Addressed in the Compass

English Language Arts Content Standards

Language Arts Standard 1:

Students will use written and oral English appropriate for various purposes and audiences.

Language Arts Standard 2:

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

Language Arts Standard 3:

Students will access, organize, and evaluate information gained through listening, reading and viewing.

Language Arts Standard 4:

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Social Studies Content Standards

Economics Standard 1:

Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Mathematics Contents Standards

Mathematics Standard 3:

Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to justify their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.



Delaware Career Compass Teacher's Guide Evaluation

Some of you have used the *Delaware Career Compass* for several years and others may not be familiar with it. We want to increase awareness of the *Compass* and its use in the classroom. With the implementation of the Department of Education's Career Pathways, we feel the *Compass* can be an important tool in designing course content to meet the Career Pathways standards of disseminating career information and linking student's career awareness with various academic subjects.

The *Delaware Career Compass* addresses all phases of career development addressed in the Delaware Guidelines for K-12 Guidance Programs: assessing career interests and skills; job search skills; career exploration; the correlation between personal qualities, education and training; identifying career goals; and strategies for achieving career success.

We're asking you, the experts, what we can do to improve the use of the *Compass*, and how it can help you incorporate career information into your curriculum. Thank you very much.

Name: _____

Title: _____

School: _____

Mailing Address: _____

E-mail: _____

1. In which setting do you use the *Delaware Career Compass Teacher's Guide*?

<input type="checkbox"/> Middle School/Jr. High School	<input type="checkbox"/> School Library
<input type="checkbox"/> Comprehensive High School	<input type="checkbox"/> Alternative Program
<input type="checkbox"/> Vocational High School	<input type="checkbox"/> Career Center
<input type="checkbox"/> Other (Please specify) _____	

2. At which grade levels do you find the information to be most appropriate?

<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 11
<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 12
<input type="checkbox"/> Grade 10	<input type="checkbox"/> All of the above
<input type="checkbox"/> Other (Please specify) _____	

3. The *Delaware Career Compass Teacher's Guide*, to be an effective career development tool, must be easy and attractive to use. Please circle "Agree" or "Disagree" for each of the following statements:

A. Overall format is visually interesting and attractive	Agree	Disagree
B. Teacher Lesson Plans are useful	Agree	Disagree
C. Too much information on each page	Agree	Disagree
D. Student Activities enhance use of the <i>Compass</i>	Agree	Disagree
E. Student Directions are clear	Agree	Disagree



4. How do you presently incorporate career development into your curriculum?

5. What would encourage more teachers to use the *Delaware Career Compass* in the classroom?

6. Please offer any further comments or specific suggestions which you feel would improve the use of the *Delaware Career Compass*. (Use additional pages if necessary)

7. Please feel free to make comments on “specific” activities you use with your students using the Activity Evaluation Form (also included in this Guide). If you have corrections or suggestions for activity improvement, you may photocopy the activity, write your comments directly on the activity page, and fax it to us. We would also like to incorporate any new activities you develop.

Thank you very much for your time and input!

Please return this evaluation to:

Career Compass Administration
Office of Occupational & labor Market Information
19 W. Lea Blvd.
Wilmington, DE 19802

Public schools may use state mail: N-250



Delaware Career Compass **Teacher's Guide**

Activity Evaluation Form

(Please use a separate sheet for each activity evaluated. Thanks!)

Activity No./Title: _____

Class in which used: _____

Grade in which used: _____

1. Are the student instructions clear in this activity?

2. Which of the Delaware Curriculum Content Standards do you feel this activity met?

3. Would you use this activity in your classroom again?

4. Do you have any ideas for ways to improve this activity?

5. Please share any activities you are currently using with your students or ideas you have for other activities.

Submitted by: _____

School: _____

Address: _____

Please return completed evaluation to:

Career Compass Administration
Office of Occupational & labor Market Information
19 W. Lea Blvd.
Wilmington, DE 19802

Public schools may use state mail: N-250