

Delaware Career Compass Teacher's Guide

2008 – 2009



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

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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:

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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?"** – Assessment Lesson Plan
- Step #2: **"What's Out There?"** – Exploration Lesson Plan
- Step #3: **"How Do I Decide?"** – Focus Lesson Plan
- Step #4: **"How Do I Do It?"** – Implementation Lesson Plan
 - 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:

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Thank you!

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Lesson Plan

Step #1: “Who Am I?” - Assessment

Overview

This lesson helps students identify who they are as a person: their learning styles, skills, work values, personality type, and cluster interests. Self-assessment is the important first step and the foundation of making an informed career decision.

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. identify their work values
5. understand their own personality type and how it relates to their career interests and coursework
6. determine how their interests fall within the career clusters
7. summarize and articulate what they have learned about themselves

Teacher Instructions

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, skills, likes and dislikes, work values, personalities, and career interests.

Answer Key:

Activity 5.1

- Group 1 = A - Artistic
- Group 2 = S - Social
- Group 3 = R - Realistic
- Group 4 = I - Investigative
- Group 5 = C - Conventional
- Group 6 = E - Enterprising

Activity 5.2

- List 1 = S - Social
- List 2 = C - Conventional
- List 3 = I - Investigative
- List 4 = A - Artistic
- List 5 = E - Enterprising
- List 6 = R - Realistic

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 40 minutes)

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

Activity 3: What Do I Like? (Time required: approximately 35 minutes)

Activity 4: Work Values (Time required: approximately 45 minutes)

Activity 5: What is My Personality Type? (Time required: approximately 45 minutes)

Activity 6: What Career Clusters Interest Me? (Time required: approximately 35 minutes)

Activity 7: What I Know About Myself (Time required: approximately 30 minutes)

Activity 1: What Is My Learning Style?

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. What are your learning styles? How do each of you learn best?
2. How do you study for tests? Is it the same? Different?
3. Discuss ways that your learning styles might influence what you do in your spare time.
4. Discuss reasons why it is important to know your learning styles 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 could benefit you in a work environment.

Activity 1.4

Explore two occupations that match your learning style. What are they? Do they interest you? Why or why not?

Occupation 1

Occupation 2

Activity 3: What Do I Like?

Activity 3.1

Complete “What Do I Like?” on page 6.

Activity 3.2

Answer the following questions:

1. In which area (hands, people, information) did you find the best match? Do you agree or disagree with the results? Why or why not?

2. What did this exercise help you realize about your interests and your future employment choices?

3. 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: _____

4. Once you have made your guesses, take a look at the sample occupations on page 7. Are the occupations you guessed in question 3 listed? If yes, are they where you expected them to be? Now, find an occupation in your area of interest that requires the amount of education you are willing to achieve. Research this occupation.

Name: _____

Date: _____

Period: _____

Activity 4: Work Values

Activity 4.1

Complete the Work Importance Locator assessment on pp. 8-13.

Activity 4.2

List your two highest work values from page 10.

1. _____

2. _____

Activity 4.3

List the 3 occupations from page 13 that match your highest work value.

1. _____

2. _____

3. _____

Do any of these occupations seem like they might be a good match for you? Why? Why not?

Do any of the occupations listed above match your personal interests (hands on, people, information)? Which one(s)?

Supplemental Activity

Go to Onet OnLine at: <http://online.onetcenter.org> and click on *Find Occupations*.

In the O*NET Descriptor drop down box, choose *Work Values*, then click on *GO*. Click on the link that represents your *highest work value* to see all of the occupations that fall in that category. Do you see an occupation on this list that interests you? Click on it and learn more!

Activity 5: What Is My Personality Type?

Activity 5.1

Imagine you've just arrived at a party and you wander by each group below to find out what they're talking about. Which conversation is most interesting to you? Circle the number of the group you want to join. Which Personality Type (RIASEC from pages 14 & 15) do you think your group is? Does this match your findings from pages 14 & 15 of the *Compass*?

““ Have you seen the new Andrew Lloyd Webber play?
Did she make first chair violinist?
1 I just finished reading the last Harry Potter book.
Oh, to have that talent!

““ Are you sure that diagnosis was correct?
The research studies show a high correlation.
4 She just figured out a more efficient way to process petroleum.
Who conducted the analysis on that data?

““ I've been volunteering at the library 3 days a week.
He seemed depressed when I spoke to him last Friday.
2 She seems to just love meeting new people!
They'll be the tour guides for our trip to England.

““ She always did get an "A" for neatness.
He'll know exactly what to do, step-by-step!
5 I guess we're all fanatical about being on time.
What do you think of the new database software?

““ It's a great job – I get to work outdoors a lot!
I could fix that for you – just bring it over sometime.
3 I just bought the greatest new socket wrench set.
They're doing all the wiring in the new house themselves.

““ His favorite game is Monopoly.
Somehow she persuaded Linda to run for class president.
6 He made the debate team!
Who is in charge of that committee?

Activity 5.2

Read each list of courses below and note which list contains the most classes that interest you. Circle that number. Check corresponding Personality Types in the *Teacher's Guide*. Does your choice match your findings from pages 14 and 15 of the *Compass*? Does it match your findings from Activity 5.1? Are you enrolled in any of these classes? Discuss your findings with a classmate.

1 Government/Politics
Child Development
Humanities
Psychology

2 Information Technology
Accounting
Word Processing
Data Processing

3 Computer Science
Agricultural Science
Health occupations
Botany

4 Commercial Art
Photography
Drama
Music

5 Business Management
Fashion Merchandising
Economics
Advertising

6 Drafting
Small Engine Repair
Principles of Technology
TV Equipment Operation

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 his/her individual characteristics.

- your best friend
- your teacher, parent or favorite adult in your life
- your favorite neighbor
- your minister, priest or clergy

After you make your guess, ask your subject to complete the *What is My Personality Type?* exercise on pages 14 & 15 and see how accurate your guess was! Discuss.

Activity 6: What Career Clusters Interest Me?

Activity 6.1

Complete the “What Career Clusters Interest Me?” exercise on pages 16 and 17.

Activity 6.2

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

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 on pp. 24-40) Be sure to write down the SOC Code, too.

Occupation	SOC Code
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Supplemental Activity

Research any three occupations you have chosen in Activity 6.3.

If you have access to a computer, go to <http://online.onetcenter.org>.

Click on **Find Occupations**.

Fill in your occupational title or SOC Code in the search box under Keyword or O*NET-SOC code.

Click **Go**.

Find the following information:

- is this particular occupation *In Demand*? What does that mean?
- what tools and technology are used?
- what knowledge do you need?
- what kind of work activities can you expect?
- what is the interest code?
- what are the work values that match this occupation?
- what are some related occupations?
- what is the hourly wage in Delaware?

Name: _____

Date: _____

Period: _____

Activity 7: What I Know About Myself

Activity 7.1

Complete “What I Know About Myself – Summary” on page 18.

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?”- Exploration

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 6

Objectives

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

1. provide an overview of Delaware’s labor market
2. identify job openings, mean annual wages/entry wage, work value & education requirement
3. read charts and interpret labor market information
4. identify the importance of education and the related economic benefits
5. develop an awareness of pathways and career clusters and their relationship to a career choice

Teacher Instructions

1. Students should read pages 19 through 23.
2. To ensure understanding of the Career Matrix on pages 24 – 40, 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 42, 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 41 in the top blank of the table and create their budget.

Answer Key

Activity 8.2

1. Answers may include any of the following:
 - help you to pick out potential career fields
 - know which jobs are in demand
 - find related jobs in an area of interest
 - 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.dol.gov
 - www.commerce.gov
 - <http://online.onetcenter.org>
 - www.bls.gov
 - www.oolmi.net

Activity 8.3

1. Registered Nurses – \$50,086; Associate’s degree; Cluster 8 – Health Science
2. Retail Salespersons - good if you like it and can live on a low salary or if you want to use it as a stepping stone to a management position or to owning your own restaurant.
3. Not necessarily. Because there are very few Music and Instrument Repairers in the state, the growth percentage over 10 years is large but the absolute numbers are small. (40 to 60). This means that there will be 2 openings per year due to growth. Of course, if some people leave the profession due to illness or retirement or a career change, there will be more jobs available because those people will need to be replaced. (Review growth- new jobs - vs. replacements on page 21.)
4. Retail Salespersons
5. Child Care Workers
6. 319. It is also one of the fastest growing occupations because Delaware has a great need for healthcare workers due to the aging population.
7. \$13,811. Short term on-the-job training; Career Cluster 9 – Hospitality and Tourism
8. \$66,706. Bachelor’s degree; Career Cluster 11 – Information Technology

Activity 8.4

1. Self-answered

Activity 9.1

1. 16; they are a way to link school and work by helping you to choose a curriculum that suits your career plans.
2. students may choose any of the 6 and draw the accompanying symbol
3. students may choose any of the pieces of information on the page that are in blue
4. a. short term on-the-job training
b. Bachelor’s degree or higher, plus work experience
c. First professional degree (Dr., Vet, Lawyer, etc.)
5. False - it just means that the bulk of the job does not depend on that skill

Activity 9.2

1. WC - Working Conditions
2. 1,190
3. 990
4. \$58,939
5. Bachelor’s degree
6. Science

7. Master's degree
8. 440
9. \$54,009
10. 25-4021; every occupation is assigned a SOC Code that can easily be used for research purposes, particularly O*Net Online; encourage your students to use this valuable website
11. Artistic, Conventional, Investigative
12. Remind students to check their Holland Code to see if any of the letters match ACI
13. Relationships; because enjoying & providing service to others are main occupational goals of these jobs
14. 160 due only to growth (brand new jobs in the field); $1,710 - 1,550 = 160$. There will undoubtedly be additional job openings due to replacements (people retiring, changing occupations, etc.)
15. \$25,190
16. Short term on-the-job training (STOJT)
17. Social, Artistic, Realistic
18. Tourism, Nutrition and Culinary Arts, Hospitality Services, Food & Restaurant Marketing
19. Computer Support Specialists
20. Computer Systems Analysts
21. Computer & Information Systems Managers
22. Computer Software Engineers, Systems Software; Computer Hardware Engineers
23. Computer Support Specialists; Computer, Automated Teller, & Office Machine Repairers; Computer Operators; Telecommunications Equipment Installers & Repairers, Except Line Installers
In general, the occupations with more education, make more money but there are always exceptions!
24. – 27. Self-answered

Activity 10.1 and Activity 11.1

Self-answered

Activity 11.2

1. \$2.48
2. \$815
3. \$3,481
4. Perhaps San Francisco but any solid argument is okay
5. Self-answered, Do students choose to live somewhere just because it's cheaper? Lots to consider!
6. Self-answered, Help students to understand that even within a small state, the economy varies.

Discussion Questions: The data are taken from the Council for Community and Economic Research, annual averages, 2007. Gas rates have soared since that figure was recorded. Always check statistical sources. One might consider local wages, climate, proximity to family, size of community, school systems, sports available, religious leanings, job availability, etc.

Activity 11.3

Self-answered

Student Activities

Activity 8: Labor Market Information

(Time required: approximately 50 minutes)

Labor Market Information begins on page 20. Have students read this page and use it as a motivator to learn more when using the *Delaware Career Matrix* in Activity 9. Use the charts on pages 21 and 22 to answer questions in Activity 8. Stay in School is on page 48. 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

Activity 8.1

Read about Labor Market Information (LMI) and Delaware's Labor Market on pages 20 through 22 and be prepared to discuss.

Activity 8.2

Using page 20, 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 21 and 22, answer the following questions:

1. If you want to make a high entry wage in an occupation with greater than 300 annual openings, what would be a good choice? What is the entry wage for the occupation you chose? How much education is required? Which career cluster does it belong to?

Activity 8.3 – continued

2. If you want to enter the profession that has the most total annual openings, what field should you consider? Why might this be a good choice for you, or why not?

3. Musical Instrument Repairers and Tuners 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 2006?

5. Which job is expected to have a projected employment of 2,980 in 2016?

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? How much education/training does one need? In which career cluster is it?

8. What is the entry wage for Computer Hardware Engineers? How much education/training does one need? In which career cluster is it?

Activity 8.4

Jump to page 48, Stay in School, and study the two graphs. Answer the following question and then share your thoughts.

1. Will this information influence your occupational choice? Why or why not?

Break into small groups and discuss. Write your group's thoughts below and then report them to the class.

Activity 9.2

Refer to page 26, Career Cluster 2: Architecture & Construction, to answer the following questions:

1. What is the Work Value for Cost Estimators?
2. How many Cost Estimators are there expected to be in 2016?
3. How many people were employed as Cost Estimators in 2006?
4. What is the 2006 average annual wage?
5. What education/training is needed to become a Cost Estimator?
6. Which Basic Worker Skill is least needed by Cost Estimators.

Refer to page 27, Career Cluster 3: Arts, Audiovisual Technology & Communications, to answer the following questions:

7. What education do Librarians need?
8. How many people were employed as Librarians in 2006?
9. What was the mean annual wage in 2006?
10. What is the SOC Code for Librarians? Why is it good to know this?
11. What does interest code ACI stand for?
12. Does the Interest Code ACI match your Interest Code? If yes, have you considered studying to be a Librarian? Why or why not? Thinking about this will help you learn something about yourself and make your occupational choice more informed.

Refer to page 33 to answer the following questions about Career Cluster 9: Hospitality & Tourism:

13. If you want to work in the Hospitality & Tourism Cluster, which work value do you think should be the strongest? Why?
14. How many total openings due to growth are expected between 2006 – 2016 for Recreation Workers?
15. What was the 2006 mean annual wage for Recreation Workers?

Activity 9.2 continued

16. What training is needed for this job?
17. What does the Interest Code SAR indicate?
18. Name two high school career pathways in Hospitality & Tourism.

Refer to page 35 to answer the following questions about Career Cluster 11: Information Technology:

19. Which occupation had the most estimated Delaware employment in 2006?
20. Which occupation is projected to have the most Delaware employment in 2016?
21. Which occupation earned the highest 2006 mean annual wage?
22. Which occupations require all 8 Basic Worker Skills?
23. Which occupations do not require a Bachelor's Degree or higher? What might you conclude from this?

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

24. Which Career Cluster did you choose? Why?
25. Name the occupation in this cluster that interests you the most? Why does it interest you? Find the complete occupation description on O*Net Online.
26. List three things you know about this occupation by looking at the career matrix.
 - 1.
 - 2.
 - 3.
27. Is your personality (Interest Code) a good match for this occupation? Is your work value a good match? Do you think you would be happy getting up 5 days a week to do this kind of work? Are you taking high school classes that are relevant to this type of work? Write down your thoughts.

Activity 10: Occupational Research

Activity 10.1

Using all that you have learned about yourself and the labor market, research 3 occupations that interest you. If the information is NOT in the *Career Compass*, use O*NET OnLine to fill in the missing information.

Occupation #1 _____ **SOC Code** _____

1. Find out what the duties are for this occupation.
2. How many people were employed in this occupation in Delaware in 2006? 2016?
3. Calculate how many openings (due to growth) there will be each year. (2016-2006/10)
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. Are these your strong skills?
7. What is the interest code and the work value? Do these match your personality?

Occupation #2 _____ **SOC Code** _____

1. Find out what the duties are for this occupation.
2. What is the estimated 2006 employment? What is the projected 2016 employment? Calculate the annual openings due to growth. What was the average annual wage in 2006?
3. What training/education is needed for this position?
4. Name all the basic skills needed for this occupation that have an importance level of 50% or more. Are these your strong skills?
5. What is the interest code and the work value? Do these match your personality?

Name: _____

Date: _____

Period: _____

Activity 10.1 – continued

Occupation #3 _____ **SOC Code** _____

1. Find out what the duties are for this occupation.

2. What is the estimated 2006 employment? What is the projected 2016 employment? Calculate the annual openings due to growth. What was the average annual wage in 2006?

3. What training/education is needed for this position?

4. Name all the basic skills needed for this occupation that have an importance level of 50% or more. Are these your strong skills?

5. What is the interest code and the work value? Do these match your personality?

Summary

Which one of the three jobs you studied best matches your interests and abilities? Why? Discuss your results with a classmate.

Name: _____

Date: _____

Period: _____

Activity 11: Your Monthly Budget & Cost of Living

Activity 11.1

Read and review “Your Money” on page 41 and complete the budget activity.

1. Monthly Pay Computation:

Occupation: _____ Annual wage: _____ or Hourly 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

Look at page 42 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. In which western city would you have the most difficulty making ends meet? Why?
5. In which city might you get the most value for your dollar? What factors made you choose that city? Would you like to live there? Why or why not?
6. Look carefully at the figures provided for Dover, Wilmington and Sussex County. Does anything surprise you? Why or why not?

Discussion Questions:

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

What other factors might you consider, besides cost of living, when you are making a decision about where you want to live?

Name: _____

Date: _____

Period: _____

Activity 11.3

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. \$ _____

Consider these questions:

Can you afford to live in this city? How important is it for you to live in this city? Will you be happy if you have to live elsewhere? Is there another city with similar attributes that might have a lower cost of living?

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

Lesson Plan

Step #3: “How Do I Decide?”- Focus

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 personal 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.

Answer Key:

All activities are self-answered.

Student Activities

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

Activity 12: How Do I Decide?

Activity 12.1

Read page 43. Work impacts your entire life so it is important to keep your work values in mind when making an occupational decision. Complete the Personal Work Values Assessment below.

Directions: Circle the numbers 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

Directions: Circle the same numbers you circled 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.

Name: _____

Date: _____

Period: _____

Activity 12.2

Complete the “How Do I Match Up?” worksheet on page 44, comparing **My Profile** (review page 18, “What I Know About Myself – Summary”) with your **Job Profiles #1 and #2**. 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 46) 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?” - Implementation

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 6

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 & short term on-the-job training (less than 1 month)
Vocational Teacher	High School & Bachelor's Degree & Work Experience (4+ years)
Urban Planner	High School, Bachelor's Degree & Master's 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

self-answered

(Help students develop concrete, obtainable goals to improve their chosen personality 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

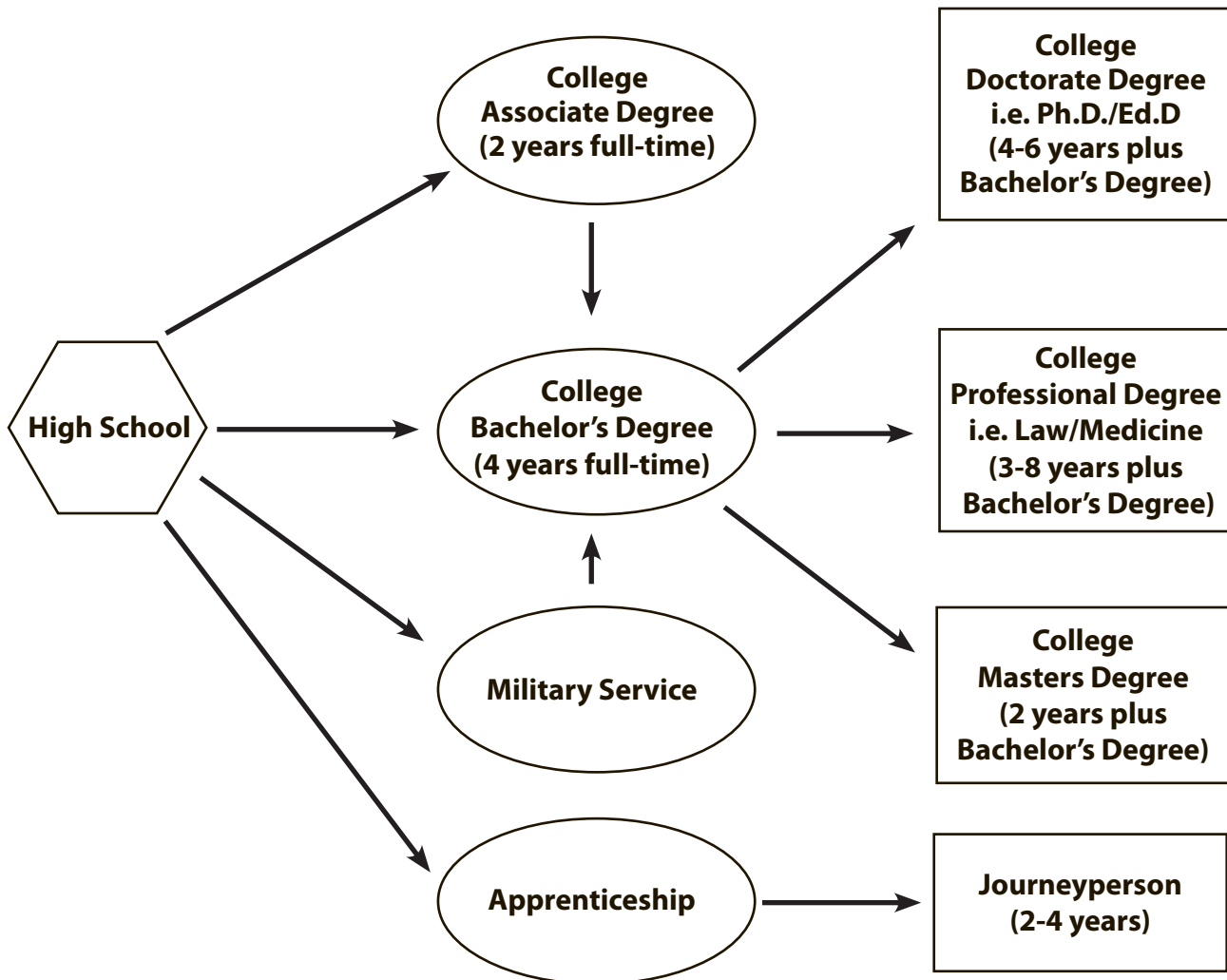
(Time required: approximately 45 minutes)

Activity 13: Why is Education/Training Important to Me?

Levels of Training and Education

The chart below shows possible educational and/or training paths and approximate time frames for completion. These are examples of how you might 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 more education than others.

Although many believe that on-the-job training is only for those who take a job directly out of high school, there are many jobs that require both a degree and **on-the-job training***.



On-the-job training*

Short term - covers occupations in which workers can develop the skills needed for average job performance after a short demonstration or up to one month of on-the-job experience or instruction

Moderate term - includes occupations in which workers can develop the skills needed for average job performance after one to 12 months of combined on-the-job experience and informal training

Long-term - generally requires more than 12 months of on-the-job training or combined work experience and formal classroom instruction for workers to develop the skills needed for average job performance. This category includes formal and informal apprenticeships that may last up to four years, and short-term intensive employer-sponsored training that workers must successfully complete. Individuals undergoing training are generally considered to be employed in the occupation. This category includes occupations in which workers may gain experience in non-work activities, such as professional athletes who gain experience through participation in athletic programs in academic institutions.

Activity 13.1

Using the Delaware Career Matrix on pages 24 – 40 and the diagram 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 typically 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

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. Complete personal assessments 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 15: Build Your Work Foundation In School

Activity 15.1

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

1. List 2 positive personality traits that an employer looks for in an employee.
a. _____ b. _____
2. List two ways that you, as a student, can develop each of these personality traits.
a.1 _____ b.1 _____
a.2 _____ b.2 _____
3. Of the 18 positive personality traits, which are your two strongest traits? And which two need the most work?

Strongest	Need work
a. _____	a. _____
b. _____	b. _____
4. Develop a plan to improve those areas that need work. Share your ideas with a classmate.

Activity 15.2

We all have skills even if sometimes they are hard to find or 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, leading, organizing, being responsible, getting places on time, working in teams, problem-solving, hobbies, chores, and part-time work. What skills do you have? Describe how each of these skills can be valuable in 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? Describe a work situation in which conveying information is used. Compare your situation with others in your class.

Activity 15.2 – continued

3. Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Describe how you think you might use your computer skills in a work environment?

4. How do you manage your time? Class work, homework, projects, and reports all require time management skills. Is this something you need to improve? Is time management important in the workplace? Why or why not?

5. State a problem you have had to overcome 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

I 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 1

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
Newark

Wilmington Campus
Wilmington

Terry Campus
Dover

Owens Campus
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.
5. You must reapply for federal aid each year.

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 on a College Website

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

Activity 16.1

Read “Prepare for College” on page 57 and discuss it with your teachers, classmates and family.

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, DE College of Art & Design
 - 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.

Activity 16.2 – continued

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.

Discussion Question:

Choosing your post-high school education is a very personal decision. Summarize what you have learned about yourself from the questions above. Form groups of 3 and discuss how your choices are alike or different from your peers' choices.

Supplemental Activity 16.a: Choosing a College

I. Survey the Possibilities

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

Use the Internet to:

- Identify admissions requirements
- Learn about student profiles
- Take a virtual campus tour
- Learn about campus life
- Identify academic offerings
- Find out about tuition and possible financial aid
- Read student blogs

Supplement that information with other resources:

- College guides and maps
- Course catalogues
- Barron's Profiles of American Colleges
- Patterson's Schools Classifieds
- Occupational Outlook Handbooks
- Financial aid forms
- Armed forces brochures

II. Weigh the Differences

Fill out the information below about colleges that interest you. Then compare.
(Use Supplemental Activity 16.b to record your findings.)

- 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, aid, loans, alternative/work study programs, campus jobs
- Special curricula: engineering, political science, computers, music, education, marine biology, business, fine arts, 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

Supplemental Activity 16.a – continued

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, remind yourself of what you have learned.

1. What am I able to do and what do I like to do? (Step #1)

2. What do I want out of life? (Step #3)

3. What do I need in the way of training? (Step #3)

NARROW your choices to 7-10 colleges and visit their websites to increase your knowledge of each. 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 will 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.**

Checklist for Making College Plans

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

Name: _____

Date: _____

Period: _____

Supplemental Activity 16.b: What to Look for on a College Website

Name of Institution:

Mailing address:

Email address:

Website address:

Phone numbers for:

Admissions:

Financial Aid:

Housing:

Is there an 800 number?

What programs of study does the institution offer? Do they offer an Honors Program?

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 estimated cost for a year?

Tuition and fees:

Books:

Room/Board:

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

Check page 60 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 financial aid (if needed).
3. Ask questions about the school, courses, rules/regulations. Review the website thoroughly 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. Visit the library. Find out how many computer labs are available on campus. Do you need to bring a computer?
5. Try to visit a class or two.
6. Talk to students: Ask them what they like about the school, and equally important, what they **DON'T** like.
7. 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.

NOTES:

Name: _____

Date: _____

Period: _____

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

1. Look at page 60, 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 interest you, 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

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

4. If you checked “**No**” for any of the occupations you researched above, find out where you can get the education or training you need to enter that field.

Activity 17: Financial Aid

Activity 17.1

Read pages 58 and 59. Answer the following questions:

1. From where does the money for financial aid come?
2. What do you have to do to get financial aid?
3. What determines the amount of financial aid that you can receive?
4. What is the difference between a grant and a loan?
5. Once you apply for and receive financial aid, do you ever have to apply again? Explain.

Supplemental Activity

Ask the recruiter from the Army, Air Force, Marines, and Navy about the ROTC scholarships offered by their services.

Activity 18: Is the Military for You?

Activity 18.1

Read the bottom of page 55. Unscramble the letters to form words.

- | | |
|--------------------|--|
| 1. YANV | |
| 2. IRA RECOF | |
| 3. TONILAAAN DAURG | |
| 4. RYMA | |
| 5. LELEGOC NUF D | |
| 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 likelihood that I will go to war?
3. What is the starting salary?
4. What and where is basic training?
5. How long is basic training?
6. What specific jobs do you have available at this time? What type of training will I get for these jobs?
7. How do you determine if I am qualified for a specific job?
8. How can I be assured I will get the job I request?
9. For what civilian jobs will my military training be useful?
10. Can I be married and be in the military?
11. What benefits (education and others) are available to me after I finish my service term?
12. What other options do I have if I decide to stay in the military as a career?
13. 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***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 malinger 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.

Mathematics 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.

For more ASVAB practice tests, go to: http://www.testprepreview.com/asvab_practice.htm

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. Anyone between 14 and 17 years, inclusive is required to have a work permit prior to being employed.
2. Teacher-answered for the particular school.
3. A parent must sign if you are 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 \$7.15 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 who is under the influence of drugs or alcohol to drive a truck 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. Zero tolerance.

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 62 of the *Delaware Career Compass*.
4. To work very hard at finding a job; don't expect the job to land on your doorstep

Activity 23.3: Create Your Objectives

Questions 1 through 4: Self-answered.

Activity 25.2

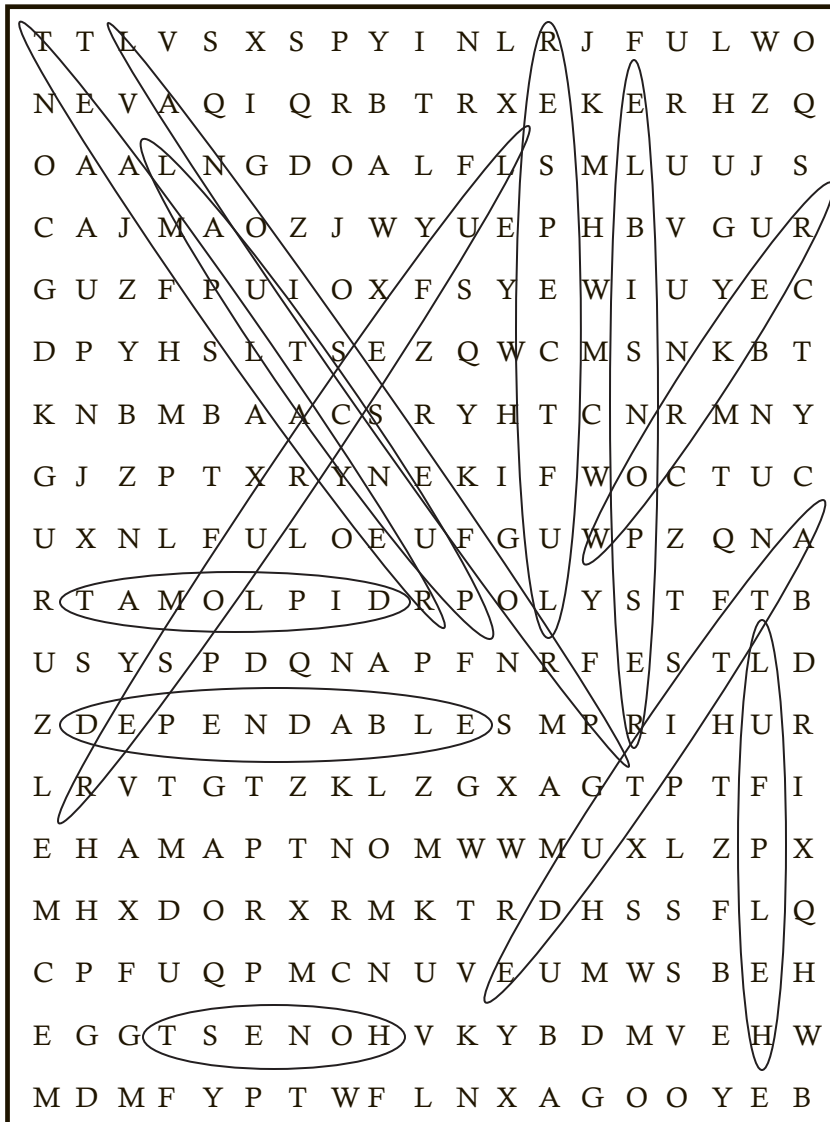
1. Social Security card, copy of resume, copy of personal references, samples of work, portfolio, black pen. Other items listed on page 71 of the *Delaware Career Compass*.
2. Know the company, check your closet for appropriate dress, and practice interview questions.
3. What are the duties of the job 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.

Activity 26.1

Keeping Your Job



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: Avoid 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?

Activity 19.1

Read page 54. 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. Do my parents need to sign my 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?

Name: _____

Date: _____

Period: _____

Activity 19.2

Complete a sample work permit.

**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 / Millford: (302) 422-1134

EMPLOYER COPY

Name: _____

Date: _____

Period: _____

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

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

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 hard copy or electronic 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.

Name: _____

Date: _____

Period: _____

Activity 23.3 – continued

Questions:

1. What job interests you?

Example:

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 reveal 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.

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 →	<u>Your Requirements</u> Knowledge of word processing	<u>My Qualifications</u> Proficient in Microsoft Word, PFS:Write File; 3.5 GPA in business courses
	Ability to work with others	Officer in Future Business Leaders of America
	Previous related experience	Summer employment and co-op experience at Daily 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, that can change oil & filter, and mount and balance tires. Must have experience in both. Must have own tools & valid driver's license. Contact Fred D'Alto at 401 Kirkwood Hwy betw. 9-4pm on weekdays.



AUTO-FINANCE MANAGER

Busy local import dealer looking for a Finance Manager with great communication skills and experience. Must have all current insurance license to sell F & I. Please fax resume to (302) 892-2941 or mail to 4304 Kirkwood Hwy, Wilm, DE. No phone calls, please.

Auto Mechanic needed for active shop. Must be ASE certified. Hourly rate (No flat rate) + benefits. Pleasant working conditions. Apply Quality Auto Services, 992-7978

AUTOMOBILE SALES

We are looking to add 2-3 sales associates to our over 200 car per month team. Open floor, 400 new and used car inventory, great advertising, flexible schedule. Top Backhoe Operators 5 yrs min. experience CDL-A plus. Full time. Full benefits. (302) 328-2995



1145 Dupont Hwy. New Castle, DE.

AUTOMOTIVE F & I Associate

We are the largest Harley-Davidson dealership on the East coast. We are seeking an F & I associate for a FT position in our sales dept. Prev. exp. with Finance & Insur. sales req'd. Exc. salary & benefits. Fax resume: (302) 656-9988 or email hr@mikesfamously.com MIKE'S FAMOUS H-D 1295&R1950 DeMemBr

AUTOMOTIVE-LEXUS OF WILMINGTON

Looking for a future?

Due to our continued growth and thriving business, we are looking for a Technician. Our Dealership team has won the ELITE OF LEXUS award 9 years in a row, and is well on our way to 10 years in a row. If you're looking to have a career instead of a job, we are accepting applications for the following:

TECHNICIAN
Apply in person at 2100 Pennsylvania Ave., Wilm. or contact Greg Ritter 302-427-4400

Automotive Mechanic - Exp'd auto mech. needed. Flat rate, exc. pay/w/commision. 302-798-3442.

Automotive Sales People - Needed to help with increase in business. Must have good phone skills, a convincing personality and a desire for above average income. Spanish/English language a plus. If you aren't afraid to ask for the sale to be fought out, we will pay, call 302-777-3033.

Help Wanted

Automotive Technician - Busy new car dealer in need of A, B or C Technician. 4 day work week. Full company benefits. Exe. pay plan. For confidential interview please contact John Pharis 453-9900 or fax 302-737-0920



AUTOMOTIVE-TECHNICIAN

Mike's Famous Harley-Davidson is seeking an experienced service tech for a FT position. Motorcycle exp. a plus. We offer a competitive salary and excel benefits package. (302) 658-9800 ext 71 MIKE'S FAMOUS H-D 1295&R1950 DeMemBr

Auto-Service ADVISOR

Communicator Chrysler Jeep is looking for an experienced service advisor. Applicants must have good customer relations skills & CSI oriented. Chrysler & computer experience preferred but not necessary. Company benefits after intro period. Drug free environment. Call Melanie at 302-323-3026 or fax resume to 323-3002. At 421 W. 7th St., New Castle 19720.

AVON SALES - Unlimited commission! No door-door. \$10 bus. start. Call 928-241-1199

Backhoe Operators 5 yrs min. experience CDL-A plus. Full time. Full benefits. (302) 328-2995

Banking Chase Manhattan Bank Call our jobsline (302) 575-6200. EOE.

Banking-CITI
Job Hotline 1-877-536-2844

BANKING & FINANCE

randstad
Christiana, Dover, Wilmington, DE
1-877-922-2918
www.us.randstad.com
EOE

BANKING

Wilmington Trust Co.
Job Line: 302-427-4555

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 day. Call 302-688-0988. Must leave name & #.

Bookkeeping/Manage Information Flow, in a garden apt complex office. Experience required. Benefits. Fax resume & salary requirements to 302-328-7032 or call 302-328-6231

CAFETRIA/HALL MONITORS

Supervise Students during lunch periods. 10:30 am until 1:00 p.m. Apply to New Castle County Vo-Tech School Dist., 1417 Newport Rd., Wilm., DE 19804.

CARPENTER HELPER and General Work. Must have valid license and Transportation. Apply in person: Stanley Builders 302-378-3661

CARPENTER Interior Trim, Tools & Transportation. Call 376-3976

Carpenter/Project MGR Manage hands on residential restoration projects from \$5,000-\$500,000 must have own tools. Benefits, vehicle, uniforms. 302-994-7446

CARPENTERS Formwork/erealing work. Experienced only need exp. Mumford & Miller (302) 378-7736

Help Wanted

CARPENTER-Tired of not having steady work? Quality mechanic 40hrs/wk. Call 999-0708 ext. 154.

Carpenter Yr. round work. Exp'd in all phases of carpentry. Must have own tools, vehicle & valid driver's license. Salary based on exp. Call 302-836-6440.



Wilmington Newark 479-7500 368-9060

Carpel Cleaning-FT yr round work. For career minded professional, exc. pay, profit sharing, bell pks. Drv's lic req 654-3311

Cashier - FT/P/T. Retail exp. pref'd. Wnds. a must. Good pay. Fulton Paper 302-594-0400.

Chef/Kitchen Mgr. Immediate opening for exp'd & creative chef to oversee all aspects of kitchen. Offering competitive salary + benefits. Stewart's Brewing Co., 219 Governor's Sq., Bear, DE 19701, 302-836-2739

Childcare - Babysitter Greenville area. 3 nights/wk for wonderful 5 yr old. Call 777-3521

Childcare - Infant/Toddler Teacher. Exp. nec. NAEYC acc'd. cr. Come join our team! 292-3529

Childcare - in my Wilm. home for 3 school age children. Mature, dependable, N.S. must have car for school duties, but no house-cleaning. 22hrs/wk + ovt for school holidays. Refs req'd. Generous pay. Millage reimb. Brnfs. Call day/eve 302-475-2834.

Childcare Live-in or live out, non-smk ref's top sol. 302-428-3750

Child Care-Part time help for infants & toddlers. Call 838-2713 or 376-8252.

Childcare-Strong, energetic person needed for PM Pre-K class. Call 302-998-2070 for interview or fax resume to 998-4626

Cleaners - day house cleaner, good starting pay plus bonus. call 239-2659.

Cleaning- FT position avl. Apply in person only. Top of the Hill Apts, Silverside Rd

Cleaning, FT/P/T. MUST HAVE OWN CAR, pass drug test/kground check. Call 362-368-7780

Cleaning - FT & PT pos. avail. various areas. Call 324-8055 x 50

CLEANING - Mature person needed to clean mini-storage facility, 9:00am to noon, 3 days per week. Some lifting involved. Apply in person at 200 First State Blvd., Stanton, DE, noon to 6pm. EOE

CLEANING OFFICES-PT Brandywine Bldg. Servs. 571-9902

Cleanings - The Maids are looking for dependable House Cleaners. We offer many benefits. Health/dental, pd vac. & hol, 401k plan, trans. prov. from the office. No nights or wknds. Call 992-0220

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

Clerical - P/T. Busy payroll ofc. in Fairfax area needs detail oriented person for data entry & staff ofc. duties. Acc'ts or bookkeeping knowledge a +. Computer exp. pref'd. Approx. 16+hrs/wk. Call 498-0190 or fax resume 498-0160.

Collections - 2yrs. exp. Immediate Great pay, Call Priority One 296-6777

Collections- Summer Jobs. Hot Pay! Call Careers USA Newark 302-737-3600/ Wilm. 302-477-6600, EOE MF/DF/V

Help Wanted

CODE COMPLIANCE OFFICER

The Town of South Bethany is seeking applications for an immediate part-time, possibly, full-time Code Compliance Officer position. Please describe previous construction, inspection and/or code enforcement experience (benefit package offered for full-time only). Interested persons may obtain a position description and application at the Town Hall, 402 Evergreen Road, South Bethany, DE or by telephone (302) 539-3653. Application resume must be returned by 4:30 p.m. on Wednesday, August 1, 2001, to SOUTH BETHANY 15 AN EQUAL OPPORTUNITY EMPLOYER.

COLLECTORS Phillips & Cohen Assoc., Ltd Exp'd Collectors Call Tim MacMillan 302-355-3300

Concrete Experience- ffs., 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: Athn Mark, Diamond Materials, 924 S. Heald St. Wilm., DE 19801 or fax to 302-658-0684.

CONSTRUCTION Field Supervisors Equipment Operators Established excavating contractor seeks personnel experienced in water main or utility pipe installation & dirt work. Applicants must have driver's license. (401k, medical, holiday, vacation). Call 610-459-5387.

CONSTRUCTION - Foreman/Laborer. Exp'd in utility work. Yr rnd bnfs. Clean lic. only. Call 326-2123

Construction/Laborers FT perm. pos. for Apt. Rehab demolition and clean out work. Good pay + benefits + 401(k). Apply in person 9am to 4pm, Admirals Club Apts, Fairway Rd (behind Pizza Hut) off Kirkwood Hwy, Newark, eoe

Construction/Rehov. Several FT perm. pos. for Apt. Rehab work. General Const. trade skills req. Good pay + benefits + 401(k). Apply in person 9am to 4pm, Admirals Club Apts, Fairway Rd (behind Pizza Hut) off Kirkwood Hwy, Newark, eoe

Construction Superintendent - Needed for single family homes. 2+ years experience required. For immediate consideration, fax resume to 302-454-2128 or mail to: Double S Companies, 56 W. Main St., Ste 301, Christiana, DE 19702.

Construction Superintendent Local contractor looking for Superintendent to run Plumbing and Pipefitting installations on Industrial, Institutional, & Commercial Projects. Local work. New company truck. Complete benefits Vac. Holidays, Medical, Dental, 401k etc. Mail resume to: Human Resource, 15 Paisley Drive, Wilmington, DE 19808.

Counselor Immed. FT opening. Individual & group counseling w/children of domestic violence & sexual assault, group work w/ perpetrators of domestic violence, brnfs, sal neg. BA req'd. MA preferred. Ext. a +. Salem County area. Fax resume: 856-935-6165 by 08/10/2001.

Help Wanted

Cook - Chef Supervisor

The Methodist Country House, a beautiful continuing care retirement community, has a Full-time Chef Supervisor position available. Candidates must possess excellent culinary, supervisory, and sanitation skills. We offer outstanding pay, and excellent benefits including vacation, sick, health, and dental. Interested candidates should send or fax resume to:

4830 Kennett Pike
Wilmington, DE 19807
Phone (302) 426-8116
Fax (302) 426-8108
EOE Pre-employment drug, fingerprint, and background check required.

Coordinator, Evening

Delaware Tech, Stanton Campus, Reg P/T, 29 hrs/wk, \$16,77/yr. Hours: 4-10pm, Mon-Fri; 8-12pm on Sat (except summer session). The incumbent in this position is responsible for coordinating the activities of on-campus evening and/or weekend classes, providing support to these classes, and supervising assigned support staff.

Min Quals: Bachelor's degree in a relevant field; two years of relevant experience or other equivalent combination of education and experience; ability to effectively communicate and relate to a diverse population in a multicultural environment.

Request application and list of Principal Accountabilities from:

Human Resources
Wilmington Campus, Rm 216
333 Shipley St
Wilmington, DE 19801
(302) 573-5469

OR
Human Resources
Stanton Campus, Rm 213-B
400 University-Christiana Rd
Newark, DE 19713
(302) 454-3916

OR
Email: jobs@hpi.dccc.edu

AN EQUAL OPPORTUNITY INSTITUTION

CURRICULUM SPECIALIST

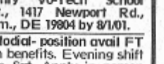
Qualifications: Masters degree + 5 years teaching experience. Please send letter of interest with detailed description of experience with curriculum development to New Castle County, Vo-Tech School Dist., 1417 Newport Rd., Wilm., DE 19804 by 8/1/01.

Custodial-position avail FT w/benefits. Evening shift Tues-Sat. Apply in person at JCC, 101 Garden of Eden Rd. Wilm. 302-478-5660.

DANCE INSTRUCTORS Rapidly growing studio looking for Teachers of Tap, Jazz, Ballet & Creative Movement. F/T & P/T available. Exp. required. Fax resume to 610-558-4010

DATA ENTRY

10,000-12,000 keystrokes req. Must pass background crk. Apply w/2 ID's - No fee/tee.



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-4:30pm
M-F 9am-2pm & wkend hrs
M-F 1pm-6pm & wkend hrs
M-F 4pm-11pm Saturdays
TR 4pm-11pm Sundays
10am-5pm
Sat/Sun 9am-5pm
Are you interested in making some extra money in a small but busy customer service telephone environment? Are you conscientious and dependable? Do you enjoy keeping busy? Do you enjoy using computers? Are you proficient in a Windows environment? Do you enjoy being seated and on the phone for most of the day? If the phrase, "controlled chaos" makes you nervous, then don't respond to this ad! If you are interested, please fax resume and/or a letter of interest with hours of availability to: 302-655-6023. Attn: Sam

Data Entry 12,000 kph
Immed. Delovr Great Benefits!
Weekend 1st & 3rd shifts.

Call Now!
ADVANCED STAFFING
302-326-5400
Refer to ad #N.J.D.E

Delivery Assistant

If you have your own transportation, a clean driving record and are familiar with New Castle County, The News Journal welcomes you to apply to become a member of its Circulation team.

This part time position entails providing customer service by delivering missed papers and solving delivery related problems. It involves very early morning hours, the ability to work weekends and good map reading skills.

Individuals with demonstrated success in the area outlined above are invited to apply. Please forward your resume, letter of application and hourly rate requirements to:

Human Resources
The News Journal
P.O. Box 15506
Wilmington, DE 19850
Fax: (302) 324-2578
E-Mail: dsjprns@wilmington.annet.com

OR
Email: jobs@hpi.dccc.edu

AN EQUAL OPPORTUNITY INSTITUTION

CURRICULUM SPECIALIST

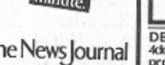
Qualifications: Masters degree + 5 years teaching experience. Please send letter of interest with detailed description of experience with curriculum development to New Castle County, Vo-Tech School Dist., 1417 Newport Rd., Wilm., DE 19804 by 8/1/01.

Custodial-position avail FT w/benefits. Evening shift Tues-Sat. Apply in person at JCC, 101 Garden of Eden Rd. Wilm. 302-478-5660.

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DATA ENTRY

10,000-12,000 keystrokes req. Must pass background crk. Apply w/2 ID's - No fee/tee.



J & J Staffing Resources
200 Continental Dr., #107
Newark, DE 19713
738-7800

Help Wanted

DELIVERY Motor Route

Now available to Deliver the News Journal daily & Sundays:

Leadom 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:
Beth Syme
302-324-2700

DELIVERY Motor Route

Now available to deliver the News Journal daily & Sundays:

**Forty Acres
City of Wilmington**

CONTACT:
Rob Klair
(302) 324-2700

DENTAL ASSISTANT F/T

44k/yr growing dental practice seeking an asst. Our practice needs an energetic, technically exc. people-oriented, patient-focused team member. Exc. hrs. Pts. call 478-1504.

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. in busy Pike Creek area office. Exp. Pref'd. Fax resume (302) 999-1441.

Dental Hygienist - P/T (2days) Need friendly, dependable person for busy Pike Creek area office. Fax conf # resume to: 999-1441.

Dental Hygienist - P/T, exc nec., busy Pike Creek area, general dental ofc. Tues. eves, 6-9. Donna 299-6677

Dental Hygienist - P/T. Mon & Tues 8a-5:30p for busy, growing ofc. Pts. fax resume to 302-834-1417 or call Judy at 302-834-4000

Activity 25: Job Interviews

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 your research and know the type of job interview you will be encountering.
- DO prepare and practice for the interview.
- DO dress appropriately. Err on the side of conservatism.
- DO check parking areas and where you are going ahead of time.
- DO arrive ahead of time – about 10 minutes.
- DO introduce yourself to the receptionist and explain why you are there.
- DO take resumes with you and fill out the application neatly and thoroughly.
- DO turn off your cell phone.
- DO have a firm handshake, look the interviewer in the eye and use his/her name.
- DO be yourself.
- DO use good grammar.
- DO show interest and stress what you can do for the company.
- 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 interviewers for their time and ask for business cards from each.
- DO send a follow-up thank you letter within 24 hours. 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, chew gum or smoke cigarettes.
- DON'T bring up or discuss personal issues or family problems.
- DON'T ever lie. Answer questions truthfully and succinctly.
- DON'T say anything negative about former colleagues or supervisors.
- DON'T mumble your answers or be too soft-spoken. Project your confidence.
- DON'T fidget while you're sitting.
- DON'T slouch.
- DON'T put arms or elbows on the desk.
- DON'T curse or use words such as, “uh”, “you know”, and “like”.
- DON'T rely on your application and resume to do the selling for you. **SELL YOURSELF!**
- DON'T ask what the pay is unless you are being offered the job.

Name: _____

Date: _____

Period: _____

Activity 25.2

Answer the following questions:

1. List three things that you should bring to a job interview.
2. List two ways that you should prepare yourself for the job interview.
3. Name two things that you should know about a company before you are interviewed for a job.
4. List four rules to follow in order to have a good interview.
5. List three questions that you might be asked during an interview.
6. List three questions that you should ask during the interview.
7. What steps should a person take after being interviewed for a job?

Activity 25.3

Conduct a mock interview with a classmate using the questions on page 71 as a guide.

Activity 25.4

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 stationery.
- 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

Activity 26.1

Read page 72. Complete the word search puzzle below.

Keeping Your Job



ATTITUDE
HELPFUL
RESOURCEFUL
TEAM PLAYER

DEPENDABLE
PROFESSIONAL
RESPECTFUL
WORKER

DIPLOMAT
PUNCTUAL
RESPONSIBLE
HONEST

State Standards Addressed in the Compass

English Language Arts Content Standards

English Language Arts Standard 1:

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

English Language Arts Standard 2:

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

English Language Arts Standard 3:

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

English 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: Microeconomics

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

Mathematics Content Standards

Mathematics Standard 6: Reasoning and Proof

Students will develop their Reasoning and Proof ability 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.

Business Overarching Standards

Business Standard 1

Students will utilize systems and technologies that record, analyze, interpret, and communicate financial data.

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:

Lyn Anderson
Office of Occupational & labor Market Information
19 W. Lea Blvd.
Wilmington, DE 19802

Public schools may use state mail: N-250

