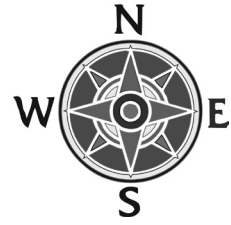


# Teacher's Guide



# DELAWARE CAREER COMPASS

2009 – 2010

Which doors  
will you open?



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Delaware Department of Labor  
Office of Occupational and Labor Market Information  
with sponsorship of the  
Delaware Advisory Council on Career and Technical Education



## **Acknowledgments**

We thank Dr. Manera Constantine and the Delaware Advisory Council on Career and Technical Education (DACCTE) for their continuing and enthusiastic support of the *Delaware Career Compass* and *Teacher's Guide*. Special thanks to Janet Nichols for organizing and implementing all of the pre-order administrative tasks which ensure that everyone who uses these publications receives them in a timely fashion each fall.

## **Teachers – Share Your Expertise!**

We encourage your contributions to the *Delaware Career Compass Teacher's Guide* including 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.  
SLC: 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*.

The *Teacher’s Guide* format corresponds to the four stages of career development outlined in the *Compass* as Steps 1 through 4: Self-Assessment, Exploration, Focus, and Implementation. 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.

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*Thank you!*

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# LESSON PLAN

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

### 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. identify 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 5.2a

- 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 5.2b

- 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 **Self-Assessment - 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)

NAME: \_\_\_\_\_

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## 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:







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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

Choose 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 them match your personal interests (hands on, people, information)? Which one(s)?

### Supplemental Activity

Go to O\*Net 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? Notice that you can also sort by **Job Zone**.

The five Job Zones are:

Job Zone 1 - occupations that need little or no preparation

Job Zone 2 - occupations that need some preparation

Job Zone 3 - occupations that need medium preparation

Job Zone 4 - occupations that need considerable preparation

Job Zone 5 - occupations that need extensive preparation

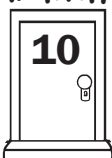
Choose a Job Zone if you know for sure how much education or training you are willing to obtain.

Find complete Job Zone definitions at: <http://online.onetcenter.org/help/online/zones>



ACTIVITY

10



Finally, click on occupations that interest you to learn all about them!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 5: What Is My Personality Type?

### Activity 5.1

Complete **What is My Personality Type** on pages 14 and 15.

### Activity 5.2a

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.

- |    |  |    |  |
|----|--|----|--|
| 66 | Have you seen the new Andrew Lloyd Webber play?<br>Did she make first chair violinist?<br>I just finished reading the last Harry Potter book.                    | 66 | Are you sure that diagnosis was correct?<br>The research studies show a high correlation.<br>She just figured out a more efficient way to process petroleum. |
| 1  | Oh, to have that talent!   | 4  | Who conducted the analysis on that data?   |
| 66 | I've been volunteering at the library 3 days a week.<br>He seemed depressed when I spoke to him last Friday.<br>She seems to just love meeting new people!       | 66 | She always did get an "A" for neatness.<br>He'll know exactly what to do, step-by-step!<br>I guess we're all fanatical about being on time.                  |
| 2  | They'll be the tour guides for our trip to England.  | 5  | What do you think of the new database software?  |
| 66 | It's a great job – I get to work outdoors a lot!<br>I could fix that for you – just bring it over sometime.<br>I just bought the greatest new socket wrench set. | 66 | His favorite game is Monopoly.<br>Somehow she persuaded Linda to run for class president.<br>He made the debate team!  |
| 3  | They're doing all the wiring in the new house themselves.  | 6  | Who is in charge of that committee?  |

### Activity 5.2b

Now read each list of courses below and note which list contains the most classes that interest you. Circle that number.

- |   |  |   |  |   |   |
|---|--|---|--|---|---|
| 1 | Government/Politics<br>Child Development<br>Humanities<br>Psychology | 2 | Information Technology<br>Accounting<br>Word Processing<br>Data Processing | 3 | Computer Science<br>Agricultural Science<br>Health occupations<br>Botany              |
| 4 | Commercial Art<br>Photography<br>Drama<br>Music                      | 5 | Business Management<br>Fashion Merchandising<br>Economics<br>Advertising   | 6 | Drafting<br>Small Engine Repair<br>Principles of Technology<br>TV Equipment Operation |

Ask your teacher for the personality type (RIASEC) that matches your choices from 5.2a and 5.2b. Are they the same? Do they match your result from the *Career Compass* activity on pages 14 & 15? Are you beginning to see which personality trait is the strongest? Are you enrolled in any of the classes you like from Activity 5.2b?

### Supplemental Activity

Go to O\*Net OnLine at: <http://online.onetcenter.org> and click on **Find Occupations**. In the **O\*NET Descriptor** drop-down box, choose **Interests**, then click on **GO**. Click on the link that represents your highest interest area (**RIASEC**) to see all of the occupations that fall in that category.

Do you see an occupation on this list that interests you?

Notice that you can also sort by **Job Zone**.



**Finally, click on occupations that interest you to learn all about them!**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 6: What Career Clusters Interest Me?

### Activity 6.1

Complete the **What Career Clusters Interest Me?** activity on pages 16 and 17.

### Activity 6.2

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

1. \_\_\_\_\_

2. \_\_\_\_\_

### Activity 6.3

List four occupations, two from each of the 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.

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

### Supplemental Activity

Research the occupations you have chosen in Activity 6.3.

Go to O\*Net OnLine at: <http://online.onetcenter.org> and click on **Find Occupations**. In the **Career Cluster** drop-down box, choose the cluster that you want to explore first. Then click **GO**.

Notice that the clusters also have **Career Pathways** associated with them. Do you see an occupation on this list that interests you? Are you beginning to see a trend in the occupations for which you would be a good match? **Remember - the better the match, the happier you're likely to be with your work.**

#### Choose 1 occupation and snoop around O\*Net to 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 (Holland) code?
- What are the work values that match this occupation?
- What are some related occupations?
- What is the hourly wage for Delaware?



ACTIVITY

12



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 entry wages, & education requirements
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 or for one that they choose on their own.
  - 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

- 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 by geographic area
  - find out more details about wages than just the average wage
  - compare benefits
  - compare occupational wages across industries
- Answers may include the following:
  - [www.dol.gov](http://www.dol.gov)
  - [www.commerce.gov](http://www.commerce.gov)
  - <http://online.onetcenter.org>
  - [www.bls.gov](http://www.bls.gov)
  - [www.oohmi.net](http://www.oohmi.net)

### Activity 8.3

- Registered Nurses – \$50,086; Associate’s degree; Cluster 8 – Health Science (p. 32)
- Retail Salespersons - good if you enjoy the work 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 business.
- No. 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 vs. replacements on page 21 and see if this occupation is listed there .)
- Retail Salespersons
- Child Care Workers
319. It is also one of the fastest growing occupations because Delaware has a great need for healthcare workers due to the aging population.
- \$13,811. Short term on-the-job training; Career Cluster 9 – Hospitality and Tourism (p. 33)
- \$66,706. Bachelor’s degree; Career Cluster 11 – Information Technology (p.35)

### Activity 8.4

- Self-answered

### Activity 9.1

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

### Activity 9.2

- WC - Working Conditions – remind students to refer to page 12 for Work Value definitions
- 1,190
- 990
- \$35,318
- Bachelor’s degree
- Science

7. Master's degree
8. 440
9. \$34,070
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 – Each person and each occupation can be represented by an interest code. The closer these match, the more likely a person is to be satisfied with his/her work.
12. Yes; Multi-Media Artists & Animators (For those interested in this area, suggest more research.)
13. Achievement – the result of your effort gives you a feeling of accomplishment and Relationships – providing service to others gives you a sense of satisfaction – main occupational goals of these jobs
14. 170 due only to growth (brand new jobs in the field); 840 - 670 = 170. There will undoubtedly be additional job openings due to replacements (people retiring, changing occupations, etc.)
15. \$70,699
16. Professional degree
17. Investigative, Conventional, Realistic, Enterprising
18. Dental, Health Aide, Nursing Assistant, Medical Assisting
19. Computer Support Specialists
20. Computer Systems Analysts
21. Computer & Information Systems Managers
22. O\*Net OnLine!!!! Go to: <http://online.onetcenter.org> Then enter either the occupation title or the SOC code into the Occupation Quick Search box at the upper righthand corner of the home page.
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; help students to understand that perceptions are not always accurate - they should base their career decisions on researched information to find the best match



**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. Students should see that even within a small state, the economy varies by geography.

**Discussion Questions:** The data are taken from the Council for Community and Economic Research, annual averages, 2007. Gas rates will vary - up and down - from the 2007 figure. Always check statistical sources. One might consider local wages, climate, proximity to family, size of community, school systems, sports available, religious leanings, job availability, hobbies, etc.

**Student Activities**

**Activity 8: Labor Market Information** (Time required: approximately 50 minutes)

Labor Market Information begins on page 20. Have students read this page as motivation to learn more when using the Delaware Career Matrix in Activity 9. Use the chart 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)



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## Activity 8: Labor Market Information

### Activity 8.1

Read about Labor Market Information (LMI) and Delaware's Labor Market on pages 19 – 22 and be prepared to discuss what you've learned.

### 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. List two websites that can provide you with valuable information about the labor market.

Website 1:

Website 2:

### Activity 8.3

Based on the information on 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 total 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?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### 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?

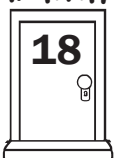
### Activity 8.4

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



NAME: \_\_\_\_\_

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

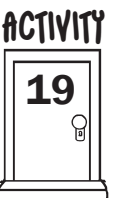
### Activity 9.1

Using page 24, **How to Get the Most Out of the Delaware Career Matrix**, answer the following questions:

1. How many career clusters are there and what is their purpose?
  
  
  
  
  
  
  
  
  
  
2. Name 2 work values and draw the symbol that represents each of them.
  - a.
  
  
  - b.
  
  
  
  
  
  
  
  
  
  
3. Name 3 other pieces of information about occupations that you will find in the matrix.
  - a.
  
  
  - b.
  
  
  - c.
  
  
  
  
  
  
  
  
  
  
4. What do these abbreviations stand for?
  - a. STOJT
  
  - b. Bach+
  
  - c. Prof
  
  
  
  
  
  
  
  
  
  
5. If Reading Comprehension is not given a  $\geq$  sign, that means that you do not need to be able to read and understand written sentences and paragraphs. Circle True or False and explain why you chose that answer.

True

False



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

### Activity 9.2

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

1. What is the Work Value for Cost Estimators? What does that mean?
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 2007 mean entry 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 entry wage in 2007?
10. What is the SOC Code for Librarians? Why is it good to know this?
11. What does interest code ACI stand for? Why is it important to know this?
12. Are there any occupations listed in this cluster that require all 8 worker skills? Which one(s)?

Refer to page 32 to answer the following questions about **Career Cluster 8: Health Science**:

13. If you want to work in the Health Science Cluster, which work values do you think should be the strongest? Why?
14. How many total openings due to growth are expected between 2006 – 2016 for Pharmacists?
15. What was the 2007 mean entry wage for Pharmacists?
16. What training/education is needed for this job?
17. What does the Interest Code ICRE indicate?
18. Name two high school career pathways in Health Science.



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### Activity 9.2 - continued

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 2007 mean entry wage?
22. Where can you find out exactly what each of these occupations does?
23. Which occupations do not require a Bachelor's Degree or higher? Can you draw any financial conclusions?

Choose one of the 16 Career Clusters 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? List some things that you think you know about this occupation. How have you learned these things? From family? From friends? From watching someone in the occupation? From work? From television?
  
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 the occupation you chose? Are your work values a good match? Do you think you would be happy getting up 5 (or more) days a week to do this kind of work? If yes, are you taking high school classes that are relevant to this type of work? Write down your thoughts. Discuss your thoughts in groups or with your teacher and the whole class.



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## 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 – <http://online.onetcenter.org>.

**Occupation #1** \_\_\_\_\_ **SOC Code** \_\_\_\_\_

1. What are the duties 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 entry wage in 2007?
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. What are the duties 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 entry wage in 2007?
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?

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### Activity 10.1 – continued

**Occupation #3** \_\_\_\_\_ **SOC Code** \_\_\_\_\_

1. What are the duties 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 entry wage in 2007?
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.



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## Activity 11: Your Monthly Budget & Cost of Living

### Activity 11.1

Read and review **Your Money** on page 41 and complete the budget activity. Use steps 1 - 6 to help you with the math, if you need it. If you don't need the help, go directly to question 7.

1. Monthly Pay Computation:

Occupation: \_\_\_\_\_ Annual wage: \_\_\_\_\_ or Hourly wage: \_\_\_\_\_

Convert to monthly wage (steps on bottom of page 41):

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

2. Now calculate your taxes. Multiply your Gross Monthly Pay by the indicated percentages for each category of your taxes. (e.g. -  $\$2,799 \times .126$  [federal taxes] = 352.67, round to \$353)
3. Add: Federal + State + Social Security + Health Insurance + Personal Insurance & Pension = Total Taxes
4. Subtract: Gross Monthly Pay – Total Taxes = Monthly Take-Home Pay (Net)
5. Now determine your expenses. Multiply your Net Take-Home Pay by the expense percentages. (e.g. -  $\$1653 \times .137 = 226.46$ , round to \$226)
6. Add: Food + Housing + Clothing + Transportation + Savings + Miscellaneous = Total Expenses.
7. Compare Total Expenses to Monthly Take Home Pay and then write 1 - 2 pages on your findings. Consider these questions:

#### If your income does not cover your expenses:

How can you make ends meet? Can you cut back on any of your expenditures? Do you need to get a higher paying job? How could you do that? Do you need more education? Can you work more hours? Should you get a second job? What should you NOT do to make ends meet.

#### If your income does cover your expenses:

What will you do with your disposable income? Do you have a long-term plan for your savings? (e.g. - more education, children's college, starting your own business, buying a house) Would you give more to your place of worship or a charity? Would you reward yourself with something that you've wanted but until now have not been able to afford? Would you get better health insurance?





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### Activity 11.2

Look at page 42, **Your Dollars Across America**, 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. Compare and contrast 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?



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### Supplemental Activity 11.a: Where Will You Live?

Where would you like to live? Finding the right place requires personal understanding and thorough research. Just as you must know yourself before choosing an occupation, you must know yourself before choosing a place to live. Once you develop a list of good location matches, research the availability of jobs in your chosen field. It is rare that everything falls perfectly into place, but with self-knowledge and good research, you will make an informed decision.

#### I. Know yourself:

- What type of climate do you like?
- What do you like to do in your spare time?
- Would you prefer to own property or rent?
- Do you want to be able to walk? take public transportation? or drive everywhere?
- Do you prefer a fast- or slow-paced lifestyle?
- Is a low cost-of-living a must?
- What demographics are you comfortable with?
- What are your *must have* services?
- What kind of culture do you want to have available? How far are you willing to travel for it?
- What kind of faith community are you looking for?
- How concerned are you about crime?
- Do you care about the quality of the school system?
- Is environmental health a high priority for you?
- Do you want to live close to your family? How close?

#### II. What's out there?

Which locations are a good match for your needs and personality? Find out. Do your research online or at the library. Talk to people who have lived in other places. Travel. Be an exchange student. Work at a summer camp in another state. Go to college somewhere you think you may want to live permanently someday. Take a geography course. Visit a friend who has moved away. Read books and travel magazines.

List 5 locations that you think might be a good match for you.

- |                  |              |
|------------------|--------------|
| City/Town: _____ | State: _____ |
| City/Town: _____ | State: _____ |
| City/Town: _____ | State: _____ |
| City/Town: _____ | State: _____ |
| City/Town: _____ | State: _____ |

#### III. Where are the job opportunities?

Use the Internet to find out about industries and occupations in the 5 places you have listed above. **Go to:** [www.acinet.org](http://www.acinet.org). Click on **State Information** and then **State Profile**. Choose your state of interest from the dropdown menu and click **Continue**. You will find demographic information, occupation rankings (fastest-growing, most openings, highest-paying, etc.), the largest employers with contact information, and state resources.



Do you think that any of the 5 locations you listed might also be a good place to find a job that interests you? Based on your research, explain why you believe that you may or may not be able to live and work in one of your top 5 geographic locations?

# 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 and life roles. 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. identify life roles and create a rainbow portraying current and future life roles
2. summarize findings from the life career rainbow activity
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 may use Step #3 activities and extension questions to allow students to decide which occupations truly fit their personalities, capabilities, work values, and work/life goals.

---

### Answer Key:

#### Activity 12.2

1. A role is a character that is either assigned (as in a play) or assumed (as in life). Super theorized that there are 9 life roles that we may play at any given time during our lives.
2. We must all play the role of son/daughter. It is up to us to choose the other roles we will play.
3. Self-answered
4. Some students might suggest that there should be a role for spirituality. They may think of others.
5. When students become aware that a balanced and happy life consists of many roles and that they will certainly choose to put more time and energy into some roles rather than others, they will begin to realize that their occupation can either compliment or interfere with these role choices.

For example, if you choose *parent* to be a large time and energy role, it would make sense to consider occupations that will support that choice. If your role as *leisureite* is played out mostly as a snowboarder and that is essential to your happiness, then choosing an occupation that will allow you to live anywhere (telecommuting) or live in a mountainous area, would benefit you.

#### Activity 12.3

Use the career rainbows to help students visualize which roles they are playing now and which roles they hope to play in another 15 years. **Sample rainbow on the next page.**

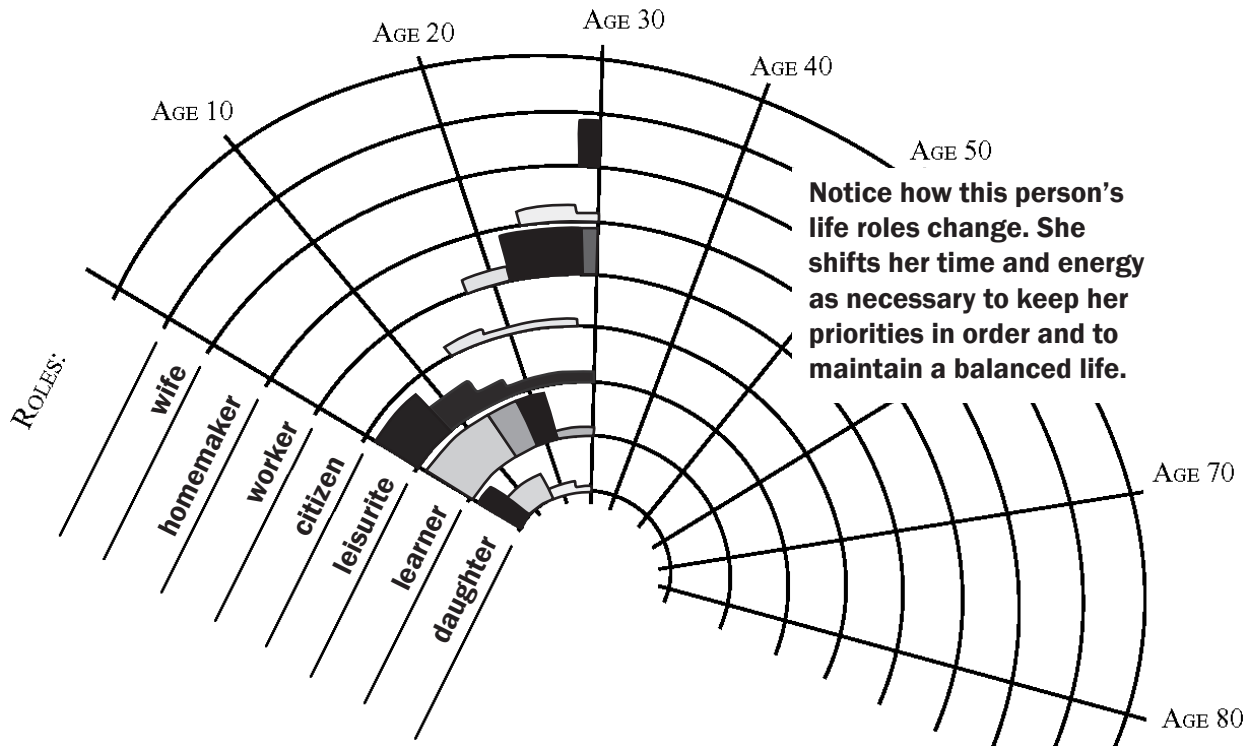
#### Activity 12.7

Learn to dream and then set achievable and measurable short-term goals. These goals provide the tools to make progress and measure that progress. It's easy to give up on something that one doesn't feel strongly about achieving. The passion of a dream keeps one going even when it gets tough.

#### Student Activities

**Activity 12: How Do I Decide?** (Time required: approximately four 45 minute periods)

## Sample Life Roles Rainbow



**Note:** The thickness of the bands represents the **time** spent in each role. The shade of black represents the **energy** put into the role; the darker the shade, the more energy. (Students will show energy by brightness of color. The brighter the color, the more energy. Each student can decide what colors work best for him or her; it is only important that they understand how they are representing themselves.)

### About the Person in this Chart

This is how a 30-year-old female illustrated her life roles:

- As an infant and toddler, she played 3 roles: **daughter**, **learner**, and **leisurite**.
- When she went to school, her time as a daughter and her time to play decreased. Her learning continued in a formal environment.
- In her teens, the level of energy she put into her learning increased. She added the role of **citizen** (maybe she did some volunteer work through her school or church). In her later teens, she added yet another role - **worker**. Perhaps she took on a part-time job. She continued to find some time for leisure and you can see that she puts a lot of energy into whatever she does for leisure.
- She decided on postsecondary learning - perhaps college - and she put lots of time and energy into it. She still managed to find time to be a responsible daughter and citizen although the time and energy input decreased. She continued to work part-time and reserved time and energy for fun.
- After completing her education, she must have gotten a full-time job because she indicates that the time and energy spent in her role as worker jumped way up. It also looks like she got a place to live that required some **homemaking** - another new role for her, but not one that she puts much time or effort into.
- In her late twenties, she adds another role - **wife**, which is where she focuses most of her energy. Her job is still a priority but it has slipped a little in energy. Something has to give with all the roles she's playing so she drops her role as active citizen, probably just for the time being. She shares the role of homemaker with her new husband, has fewer responsibilities as daughter, and still enjoys her role of leisurite to maintain a healthy balance.

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## Activity 12: How Do I Decide?

### Activity 12.1

Read page 43, **How Do I Decide?**

### Activity 12.2

Work impacts your entire life so it is important to think about how your occupational choice will fit with all the other roles you will play in your life at any given time. Donald E. Super was a theorist and researcher in the field of career development. Super's definition of **career** is very broad. He describes **career** as the combination of all our activities put together – not just our jobs. Read about each life role below and then answer the following questions:

1. Explain what Donald Super means by a life role.
2. Which one of the life roles listed below must you play?
3. Which of these life roles do you want to play sometime during your life?
4. Can you think of any life roles that Donald Super may have overlooked?
5. What do Super's roles have to do with occupations?

**Son/Daughter** – time and energy spent throughout life in relating to parents/guardians. This varies from a great deal of time in childhood to little or moderate time in adulthood to potentially a lot of time when parents/guardians become old and need care.

**Student/Learner** – time and energy spent in learning. This role is heavy while in school full-time and may be non-existent at other times and may fall somewhere in between.

**Worker** – the time and energy spent in paid employment. In adolescence, this may be a part-time job; in adulthood, it's a major time-consuming role; and in retirement, it may be non-existent.

**Spouse/Partner** – the time and energy spent in developing and maintaining a satisfying relationship with another person. This role will require different amounts of time and energy at different times in our lives.

**Homemaker** – the time and energy spent in caring for the place in which we live and the ordinary daily needs of cooking, grocery shopping, doing the laundry, mowing the lawn, cleaning the house, etc.

**Parent** – the time and energy spent in parenting. For those who choose to be parents, this is a huge commitment when children are small, but will perhaps require less time and energy at later stages in their lives.

**Leisurite** – the time and energy spent in leisure activities, including sports, reading, TV, travel, theater, friends, personal computers, etc.

**Citizen** – the time and energy spent in volunteer service to your community and the world, such as working at a hospital or church, working for political groups, mentoring young people, serving in non-profit organizations, etc.

**Pensioner** – the time and energy spent in retirement. (We will not explore this in our rainbows.)



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### Activity 12.3

Put a check next to each of the roles you currently play in your life and then describe what you do in that role. Skip any roles that you don't currently play.

\_\_\_\_\_ Son/Daughter

\_\_\_\_\_ Student/Learner

\_\_\_\_\_ Worker

\_\_\_\_\_ Spouse/Partner

\_\_\_\_\_ Homemaker

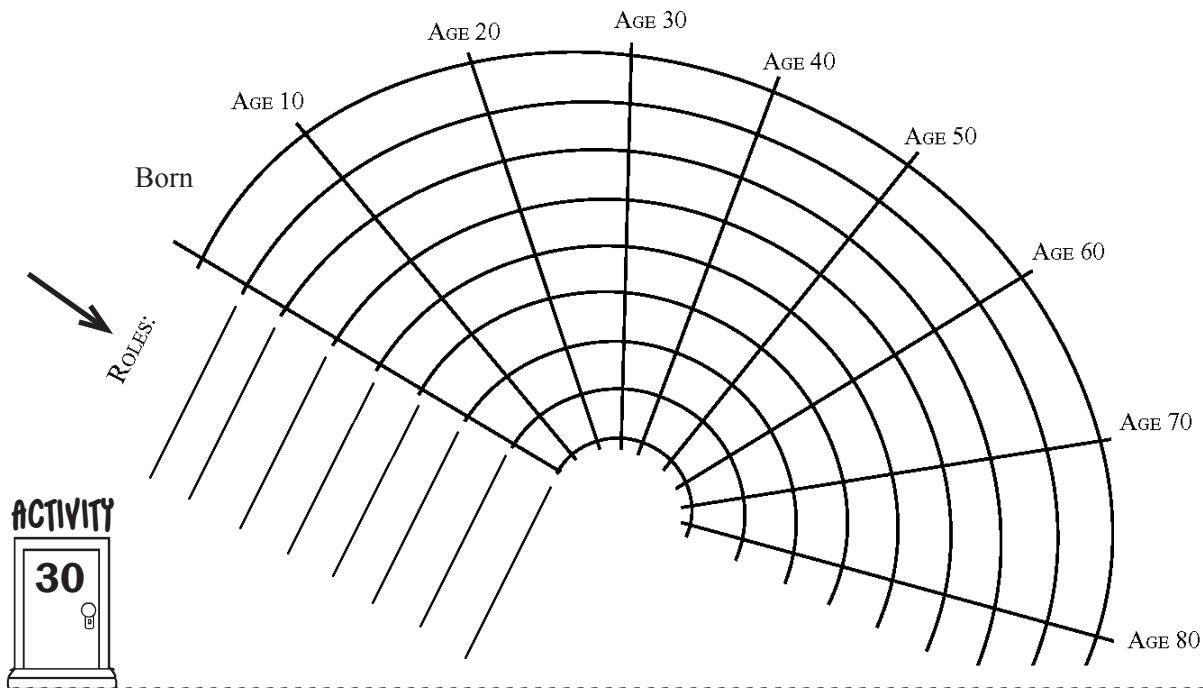
\_\_\_\_\_ Parent

\_\_\_\_\_ Leisurite

\_\_\_\_\_ Citizen

Write each role that you have checked and described above on one of the lines below under the word ROLES. Next to each role, color the rainbow beginning with the year that you started playing that role and ending with the year you stopped playing it.

1. The more time you spend on a role, the thicker you should color the line.
2. The more energy you use in a role, the brighter your color choice should be.
3. When you are finished, compare your rainbow to a friend's rainbow. What is similar and what is different?



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**Activity 12.3 - continued**

Imagine that it is 15 years from today and your life is exactly as you would like it to be. Check the roles that you are playing and describe how you are playing each of them. How old are you? \_\_\_\_\_

\_\_\_\_\_ Son/Daughter

\_\_\_\_\_ Student/Learner

\_\_\_\_\_ Worker

\_\_\_\_\_ Spouse/Partner

\_\_\_\_\_ Homemaker

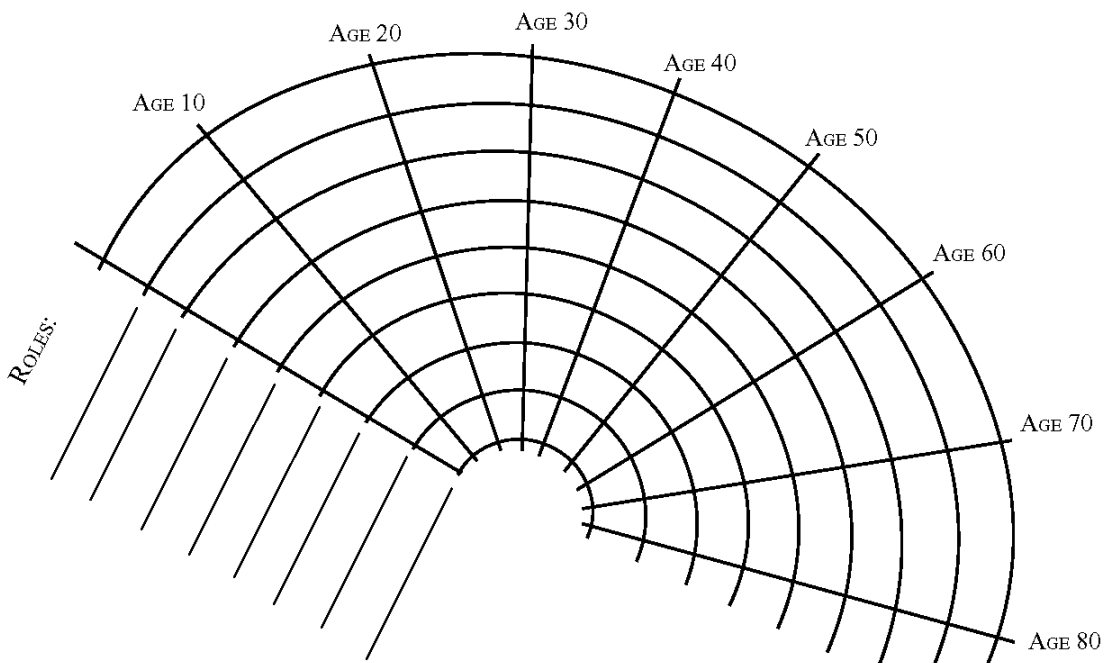
\_\_\_\_\_ Parent

\_\_\_\_\_ Leisurite

\_\_\_\_\_ Citizen

Write each role that you will be playing in 15 years on the spaces under the word ROLES. Next to each role, color in the rainbow. Use different colors for each role; use the brightest colors for the roles on which you want to spend the most energy and the duldest on those you want to play, but not as energetically.

When you have completed both rainbows, study where you are now and where you want to be in 15 years. **Write a paragraph describing how you will achieve the goals you have illustrated in your rainbow.**



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### Activity 12.4

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 12.5

List three occupations that you thought would be a good match but, based on your research, you have discovered they would NOT be a good match after all..

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Based on your research, explain why these occupations would not be a good match for you.

### Activity 12.6

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

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### Activity 12.7

Read and then complete the exercise on page 46, **Setting Goals, Reaching Dreams**.

#### Discussion Questions:

What do you need to do to make your dreams come true?

What attributes does a good goal have?

Why is it important to be passionate about your dreams?

ACTIVITY





# 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

Power Plant Operator	High School & long-term on-the-job training (more than 12 months)
Logistician	High School & Bachelor's degree (4 years)
Librarian	High School, Bachelor's degree & Master's degree (6+ years)
Industrial Engineering Technician	High School & Associate degree (2 years)
Pharmacist	High School, Bachelor's degree & Professional degree (7+ years)

### Activity 13.2: Employment Quiz

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. d
10. b

### Activity 14.1:

1. Research
2. Research and self-answered
3. TECH PREP is a program for students to receive free college credit by combining technical training and academics while in high school.  
[www.techprepdelaware.org](http://www.techprepdelaware.org) and 302-739-6163
4. Research
5. Choose from those on page 53

### 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

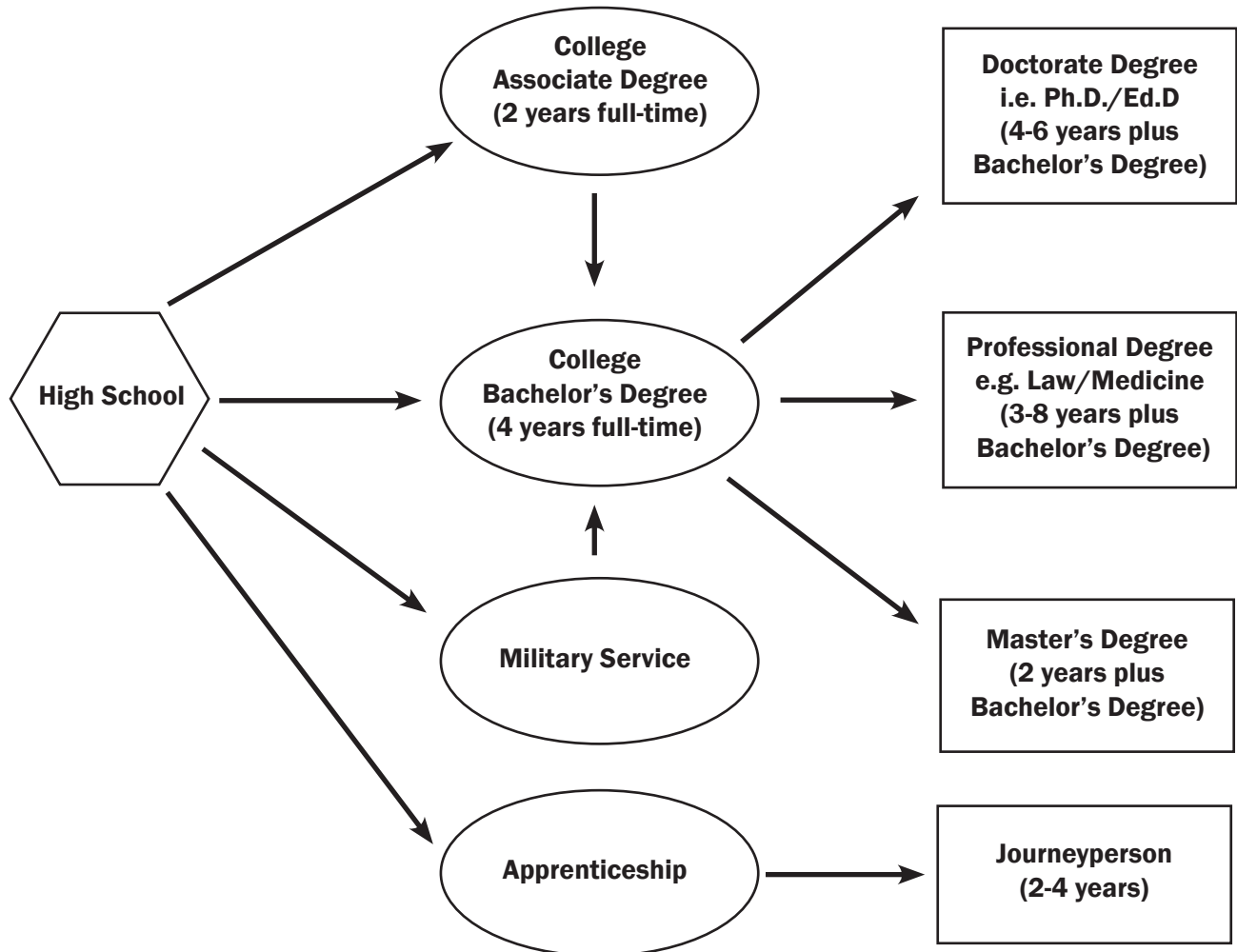
(Time required: approximately 45 minutes)

## 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 so be sure you know how much education you are willing to get.

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 definitions

**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.

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### 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 and would you be willing to get the education needed?

**Example:** Systems Analyst    High School -- Associate Degree -- Bachelor's Degree = 4 yrs.    yes/no

1. Power Plant Operator \_\_\_\_\_
2. Logistician \_\_\_\_\_
3. Librarian \_\_\_\_\_
4. Public Health Social Worker \_\_\_\_\_
5. Pharmacist \_\_\_\_\_

### Activity 13.2

Circle T, F, a, b, c, or d for 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 less likely you are to be unemployed.
- 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.
- T F 8. The proportion of jobs in occupations that typically require a college degree will increase slightly between 2006 and 2016.
9. Select the best way to begin planning your career.
  - a. Decide what is most important to you.
  - b. Look at what is available in the job market.
  - c. Complete personal assessments to find out what you like and are good at.
  - 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.

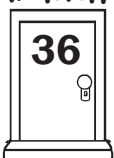
7-10 answers right : **WOW!** You've been doing some reading, but visit with your counselor anyway.

4-6 answers right : **OKAY.** You're on your way, but visit with your counselor anyway.

0-3 answers right : **PROCEED** directly to the Guidance Counselor's office.

(Do not pass go, do not collect \$200.)

ACTIVITY



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

### Activity 14.1

Read pages 50 – 53. Research your specific school to answer the following questions:

1. Who should you contact in your school to find out which career and technical education programs are available?
2. Which career and technical student organizations are available at your high school? Which one interests you the most? Why? What would you have to gain by joining it?
3. What is Tech Prep Delaware? List two ways to find out more about Tech Prep.
4. List two Tech Prep courses that are offered in your school or the high school you will attend. Explain how it would benefit you to enroll in these courses.
5. Name two Tech Prep post-secondary college partners that are located in your county.



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## 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:

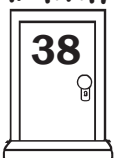
- List 2 positive personality traits that an employer looks for in an employee.  
a. \_\_\_\_\_ b. \_\_\_\_\_
- List two ways that you, as a student, can develop or improve each of these personality traits.  
a.1 \_\_\_\_\_ b.1 \_\_\_\_\_  
a.2 \_\_\_\_\_ b.2 \_\_\_\_\_
- Of the 18 personality traits, which are your two strongest? And which two need the most work?  
Strongest Weakest  
a. \_\_\_\_\_ a. \_\_\_\_\_  
b. \_\_\_\_\_ b. \_\_\_\_\_
- Form groups and brainstorm ways to improve the weakest skills. Write down your improvement plan.

### 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 tasks in the workplace. Often, we take our skills for granted. The following exercise will assist you in discovering your skills.

- 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. These are skills! Pick three and describe how you think each of these skills might be valuable in the workplace.
- 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 a skill that is used in the workplace? Describe a work situation in which you've observed information being conveyed. Was it conveyed well? Compare and contrast your situation with others in your class.

ACTIVITY



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

### 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? Classwork, 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 were faced with 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

\*Considering college? This website lists possible occupations based on your major. Check it out!

[www.uncwil.edu/stuaff/career/Majors](http://www.uncwil.edu/stuaff/career/Majors)



# 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. Marines  | 6. Coast Guard     | 11. benefits  |
| 2. enlist   | 7. National Guard  | 12. Navy      |
| 3. skills   | 8. Army            | 13. ASVAB     |
| 4. tuition  | 9. work experience | 14. diploma   |
| 5. training | 10. reserves       | 15. Air Force |

### 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 College 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.a** (Time required: approximately 30 minutes)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

**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. In small groups, discuss the decisions you have made.

**Personal Summary**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

### 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 are my dreams and goals? (Step #3)
3. What do I need in the way of training/education? (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.

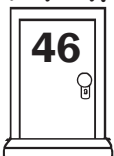
**LISTEN** for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

**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

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

#### ACTIVITY



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: 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: \_\_\_\_\_

Is there an entrance test? \_\_\_\_\_  
Electives recommended: \_\_\_\_\_

When is the deadline for applying for admissions? \_\_\_\_\_

Where will I live? What are the options? \_\_\_\_\_

What is the estimated cost for a year?

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

TOTAL \_\_\_\_\_

What is the school calendar?

Fall semester \_\_\_\_\_ to \_\_\_\_\_  
Winter term? \_\_\_\_\_ to \_\_\_\_\_  
Spring semester \_\_\_\_\_ to \_\_\_\_\_  
Summer terms? \_\_\_\_\_ to \_\_\_\_\_  
Other? \_\_\_\_\_ to \_\_\_\_\_

Holidays?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are some of the student activities and services? \_\_\_\_\_

General information and notes: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 18: Is the Military for You?

### Activity 18.1

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

SENARMI \_\_\_\_\_

LTINSE \_\_\_\_\_

SLLSIK \_\_\_\_\_

IUNTOTI \_\_\_\_\_

TANGRNII \_\_\_\_\_

SAOCT RUAGD \_\_\_\_\_

MAYR \_\_\_\_\_

TNIOANLA RAUGD \_\_\_\_\_

ORKW NPEXRCEEIE \_\_\_\_\_

RRESVEES \_\_\_\_\_

BNTIESFE \_\_\_\_\_

YANV \_\_\_\_\_

BVASA \_\_\_\_\_

IDMPOAL \_\_\_\_\_

ARI CFEOR \_\_\_\_\_

### 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 ask.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

**Supplemental Activity 18.a: 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 malingering is

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

**Paragraph Comprehension**

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

7. This paragraph implies

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

**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  $60^\circ$ , then how many more degrees are in the largest angle than in the smallest?

- A.  $0^\circ$
- B.  $10^\circ$
- C.  $5^\circ$
- D. It cannot be determined from the given information.

**ACTIVITY****52**

For more ASVAB practice tests, go to: [http://www.testprepreview.com/asvab\\_practice.htm](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 a 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

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.
- Importance of practicing interviewing techniques

---

### 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 \$7.25 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 products or services does the company provide? Who are its major competitors?
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 for 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 25.3

Encourage students to choose an occupation that would be a good match based on their work in the *Delaware Career Compass*. Model a mock interview for the students. Ask the students to take notes on your interview and then discuss ways that they can make the observations constructive for the applicant.

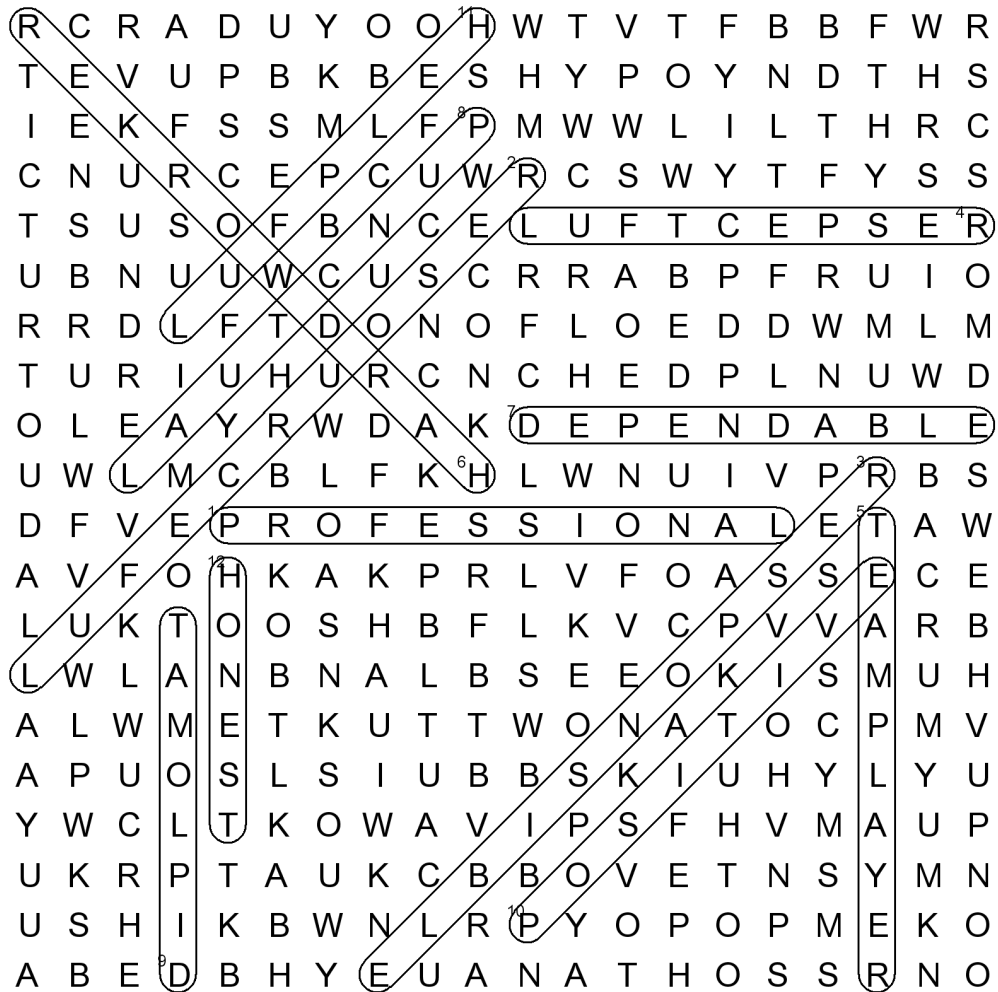
### Activity 26.1: Answers on next page

### 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

Keep Your New Job



**Student Activities**

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

- Activity 19: Am I Eligible to Work?** (Time required: approximately 40 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 40 minutes)
- Activity 23: Resumes** (Time required: approximately five 45 minute periods)
- Activity 24: Cover Letters** (Time required: approximately 60 minutes)
- Activity 25: Job Interviews** (Time required: approximately four 45 minute periods)
- Activity 26: Keeping Your Job** (Time required: approximately 60 minutes)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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: \_\_\_\_\_

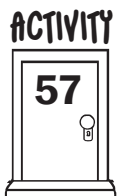
### Activity 19.2: Complete this sample work permit.

DELAWARE DEPARTMENT OF LABOR  
OFFICE OF LABOR LAW ENFORCEMENT  
225 CORPORATE BLVD., STE. 104, NEWARK, DE 19702  
(302) 451-3423 PH

INSTRUCTIONS FOR COMPLETING CHILD LABOR WORK PERMIT
<p><b>STEP 1 MINOR:</b></p> <ol style="list-style-type: none"> <li>1. COMPLETE THE SECTION MARKED "MINOR". IF YOU ARE 14 OR 15 YEARS OF AGE, YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE PERMIT.</li> <li>2. TAKE THE CERTIFICATE TO YOUR PROSPECTIVE EMPLOYER AND ASK THEM TO COMPLETE THE SECTION MARKED "EMPLOYER".</li> <li>3. <b>IN PERSON</b> 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.</li> <li>4. YOU MUST GET A NEW PERMIT WHEN YOU CHANGE EMPLOYERS.</li> </ol>
<p><b>STEP 2 EMPLOYER:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. DO NOT ACCEPT WORK PERMIT UNLESS IT IS DATED AND SIGNED BY AN ISSUING OFFICER.</li> <li>3. KEEP EMPLOYER COPY ON FILE - IT IS REQUIRED BY LAW.</li> </ol>
<p><b>STEP 3 ISSUING OFFICER:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. EMPLOYER MUST HAVE COMPLETED "COMPANY NAME, ADDRESS, AND PHONE NUMBER" PORTIONS OF THE PERMIT.</li> <li>3. YOU MUST VERIFY MINOR'S AGE.</li> <li>4. GIVE MINOR "EMPLOYER COPY" TO RETURN TO THE EMPLOYER.</li> <li>5. MAIL DDOL COPY TO: <b>DEPARTMENT OF LABOR OFFICE OF LABOR LAW ENFORCEMENT 225 CORPORATE BLVD., STE. 104 NEWARK, DE 19702</b></li> </ol>

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  
225 CORPORATE BLVD., STE. 104, NEWARK, DE 19702  
Newark: (302) 451-3423 / Milford: (302) 422-1134



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 20: Avoid Drugs and Alcohol

### Activity 20.1

Read page 49. Answer the following questions:

1. What are the different ways employers will conduct drug screening?
2. Why do you think employers do drug testing?
3. Do you agree that employers should conduct drug screening prior to hiring individuals?  
Explain why you agree or disagree with drug screening.
4. What is the current military policy on drug use?



NAME:

DATE:

PERIOD:

## Activity 21: How Do I Find a Job?

### Activity 21.1

Read pages 61 & 62. Answer the following questions:

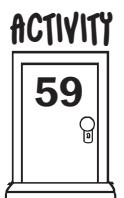
1. List five sources for job leads.
2. How should you prepare for a job interview?
3. List three websites where you might find job leads.
4. What does “pounding the pavement” mean?

### Activity 21.2

If you have access to the Internet, visit any two websites listed on page 62. Describe the content of each.

Site 1:

Site 2:



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.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## 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 (strong action verbs in bold):

\***managed** the annual Key Club car wash that resulted in an increase in club participation and **generated** 25% 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?
2. What kind of environment do you want to work in?
3. What is your availability?
4. What skills will you bring to this specific job?

**Example:**

Lifeguard  
Swim Instructor

neighborhood pool

summer, full-time  
days, nights and  
weekends

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.

**Examples:**

**Objective:** 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:** 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.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 24: Cover Letters

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

	205 Henderson Road Edgetown Delaware 19947 May 2, 2009								
	Mr. Ronald Parks Human Resources Manager Blake Industries 300 East Main Street Lewes, Delaware 19934								
	Dear Mr. Parks:								
<b>Introduction</b> →	This letter is in reply to your advertisement for a clerical assistant which appeared in the <i>Delaware State News</i> on May 1, 2009. 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.								
<b>Qualifications</b> →	<table><thead><tr><th><u>Your Requirements</u></th><th><u>My Qualifications</u></th></tr></thead><tbody><tr><td>Knowledge of word processing</td><td>Proficient in Microsoft Word, PFS:Write File; 3.5 GPA in business courses</td></tr><tr><td>Ability to work with others</td><td>Secretary, Future Business Leaders of America</td></tr><tr><td>Previous related experience</td><td>Summer employment and co-op experience at Daily Financial Services</td></tr></tbody></table>	<u>Your Requirements</u>	<u>My Qualifications</u>	Knowledge of word processing	Proficient in Microsoft Word, PFS:Write File; 3.5 GPA in business courses	Ability to work with others	Secretary, Future Business Leaders of America	Previous related experience	Summer employment and co-op experience at Daily Financial Services
<u>Your Requirements</u>	<u>My Qualifications</u>								
Knowledge of word processing	Proficient in Microsoft Word, PFS:Write File; 3.5 GPA in business courses								
Ability to work with others	Secretary, Future Business Leaders of America								
Previous related experience	Summer employment and co-op experience at Daily Financial Services								
<b>Ask for Interview</b> →	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 to meet. Thank you for your time and consideration.								
<b>Signature</b> →	Sincerely,  Joyce Daniels Enclosure								

## Help Wanted

**Accounting & Admin.**  
Our client who is a local growing constr. co. seeks an indiv. w/constr. acctg. exp. Indiv. must be analytical, org'd, proactive, comfortable using computer software incl. Excel & Word. Familiar w/bnfts. admin., A/R, Collection & Tenant Mgmt. Reply via email: decpajob@aol.com

**ADVISORS / SAFETY**  
No exp. nec. Start at \$23.16 hourly  
Guaranteed in writing. FT/PT flex hrs. Mgmt. oppty's. Training & supply cost refundable after 1st 80 hrs. Call 302-351-9033

**Automotive Dealership**  
looking or a  
**Used Car Technician**  
Are you working at an independent repair shop and looking to move to the next level in your career? Ideal candidate must have knowledge of most make and model vehicles, must be able to work independently and have a clean driving record. If you're the person who can fix anything and want to make the move to a clean well equipped dealership and earn what you are worth then apply today.  
All replies confidential  
E-mail to:  
auto.jobs@live.com  
Fax resume to:  
302-683-9069

**Automotive Sales**  
**PORTER CHEVROLET**  
PRE OWNED  
DEPARTMENT

HAS AN IMMEDIATE FT/PT OPENING FOR A PRE OWNED SALES REP

CANDIDATES SHOULD BE SELF MOTIVATED, RELIABLE, AND HAVE A STRONG WORK ETHIC. A CLEAN DRIVING RECORD IS A MUST

WE OFFER:

- UNLIMITED EARNING POTENTIAL
- DEMO ALLOWANCE
- FULL HEALTH BNFTS
- PAID VACATION
- 150 + CAR INVENTORY
- 401K PLAN

CANDIDATES SHOULD APPLY IN PERSON AT 414 E CLEVELAND AVE. NEWARK, DE  
ASK FOR JIM OR KEVIN

ONLY APPLICANTS THAT APPLY IN PERSON WILL BE CONSIDERED

## Help Wanted

**AUTOMOTIVE SALES**  
SHERIDAN NISSAN  
LOOKING FOR AN  
EXP'D NEW CAR SALES-  
PERSON CANDIDATES  
SHOULD BE SELF MOTI-  
VATED, SELF STARTER!  
WE OFFER:  
•AGGRESSIVE PAY PLAN  
•5 DAY WORK WEEK  
•MEDICAL BENEFITS  
•401K PLAN  
•DEMO ALLOWANCE  
PROGRAM  
•OPP. TO SELL NEW &  
PRE-OWNED CARS  
•GREAT WORK ENVI-  
RONMENT.  
ALL APPLICANTS  
MUST APPLY IN PERSON  
ASK FOR AL  
TORTELLA OR LOU  
SHOCKLEY

**Automotive Tech**  
A or B Tech. ASE cert.  
pref'd. but not req'd. Bnfts,  
vac., 401K. Apply in person  
to Eddie Vieira: Pointe  
Pontiac, Buick, GMC, 91  
N. Virginia Ave., Penns  
Grove, NJ. 856-299-3300

**Carpenter Mechanic -**  
All phases of general  
contracting. Valid drivers  
lic. Own truck or van  
w/ladder rack & tools.  
F/T. Frank @ 998-7513

**COLLEGE  
STUDENTS  
& '09 HS Grads**  
\$17 base-appt, FT/PT  
schedules, sales/svc,  
no exp nec, all ages 17 +,  
cond. apply. CALL NOW!  
302-355-3505

**CONSTRUCTION - Exp.**  
**Utility Pipe Foreman,**  
jobs in DE & MD lmed  
opening. Top salary. Fax  
resume and salary req. to  
302-658-7413 or 302-741-  
2065 or sdelsignore  
@daisyconstruction.com

**CONSTRUCTION**  
**MOT Supervisor**  
Immed. opening. Must  
have current ATSSA  
cert. and driver's license.  
Dover area, top wages,  
health and other benefits.  
Fax resume to 302-658-  
7413 or 302-741-2065 or  
sdelsignore@daisy  
construction.com

**Construction - Sitework**  
co. seeks highly skilled HE  
Operators w/demonstrated  
ability to run CAT equip.  
(excavators, dozers). Exc.  
pay & bnfts. Call (302) 652-  
3339, x3367.

## Help Wanted

**DENTAL Front Desk** for  
busy Newark area family  
practice. Exp. req'd.  
Fax resume 302-836-  
2693, E-mail: info.bg  
dental@comcast.net

**Driver - Forklift Driver**  
w/exp needed for interna-  
tional warehouse opera-  
tions, located in Chester  
TWP PA. Only apply if you  
are prompt, flexible, hands  
on & a team player. Hours  
8am to 5pm. Mechanical &  
Carpentry ability a plus!  
Competitive salary & full  
benefits. Email resume to  
bdkfl1@comcast.net

**DRIVER JOBS**  
always available!  
**YOUR CDL**  
in 4 weeks  
**SMITH & SOLOMON**  
Commercial Driver  
Training  
1-800-622-0355  
www.smithsolomon.com

**DRIVER**  
**AMERICAN**  
Driver Training Academy  
New Castle, DE.  
Hands-on CDL-A Train-  
ing. 4 week course.  
Funding for all who  
qualify. Job placement  
assistance.  
Start June 1 - 8th  
Start June 29 - July 6th  
Weekend classes start  
every Saturday.  
302-655-4511  
www.americandriver  
training.com

**DRIVERS - School Bus**  
**Drivers needed ret.**  
moms, dads need extra  
money. Short hours. Will  
train. We need good  
drivers for Smyrna, Clay-  
ton, Middletown areas  
and NCC. Weekly pay  
and mo. bonuses. Smyr-  
na Clayton area 653-3886  
NCC area 302-328-7100.

**Education Teacher of**  
Mathematics - Pennsville  
School District; Either  
Elementary W/Middle  
School Math Specialization  
or K-12 Mathematics  
Certification: Send re-  
sume, and copy of trans-  
cripts, copy of certificate  
to: Dr. Mark Jones, 30  
Church St., Pennsville, NJ  
08070 no later than  
6/19/09. EOE

## Help Wanted

**Education**  
The following positions are  
open in the Pennsville  
School District for the  
2009-2010 school year.

•**Teacher of the  
Handicapped -**  
Pennsville High School.  
•**School Social Worker-**  
Strong behavior analysis  
skills; bc/ba preferred;  
homeless liaison.  
Send resume, copy of tran-  
scripts, copy of certificate  
to: Dr. Mark Jones, 30  
Church St., Pennsville, NJ  
08070 no later than  
6/11/09. EOE

**Manager** for Dover Frat.  
org. to oversee operations.  
Kit. & bar exp. & computer  
literacy req'd. Salary neg.  
Joe Bush, 302-736-1903

**Marketing PT** -experience  
preferred, Middletown firm  
interested in hiring a Mar-  
keting person w/ contacts  
in a 100 mile radius that  
incl. business owners,  
CEO's & prof'l groups.  
Compensation is based on  
results generated. A  
proven networking  
capability in these markets  
is required. Fax resume to:  
302-378-1835.

**STORE  
MANAGEMENT**  
Newark area  
store looking for store  
management. Send re-  
sumes to P.O. Box 302,  
Montchanin, DE 19110 or  
fax to (302) 622-9562, Attn:  
Hiring Manager.

**Restaurant**  
**CHEF**  
and  
**EXPERIENCED COOK**  
Full Time with Benefits  
Health Care  
Experience Preferred  
Serve Safe Certified  
Assisted Living  
Community  
**WILMINGTON AREA**  
applicationdesk@  
yahoo.com


**Restaurant**  
**Servers**  
FT/PT. Good \$. Min. 3  
years exp. Apply:  
**Michaels Restaurant,**  
Newark, DE

**Resturant - Cashier/Cook**  
w/catering exp. PT/FT.  
Email: rodneygrille@  
verizon.net; ph-302-472-  
3354; cell- 267-992-3326

## Help Wanted

**Sales, \$10, local store**  
marketing to increase  
fundraising & take out  
for CiCi's Pizza Contact  
Jim 302-275-0673

**SALES**  
Immediate openings for  
experienced automo-  
tive sales people. Will-  
ing to train the right per-  
son with no experience.  
Must have high drive  
and excellent people  
skills. Earning potential  
of over 100k per year.  
401k and other benefits  
offered. Call John  
Herrin @ Sheridan  
Ford 302-999-0261

**SHERIDAN**  


4001 Kirkwood Hwy  
Wilmington, DE 19808

**SALES**  
SHERIDAN NISSAN  
LOOKING FOR AN  
EXP'D NEW CAR SALES-  
PERSON CANDIDATES  
SHOULD BE SELF MOTI-  
VATED, SELF STARTER!  
WE OFFER:  
•AGGRESSIVE PAY PLAN  
•5 DAY WORK WEEK  
•MEDICAL BENEFITS  
•401K PLAN  
•DEMO ALLOWANCE  
PROGRAM  
•OPP. TO SELL NEW &  
PRE-OWNED CARS  
•GREAT WORK ENVI-  
RONMENT.  
ALL APPLICANTS  
MUST APPLY IN PERSON  
ASK FOR AL  
TORTELLA OR LOU  
SHOCKLEY

**Sewing Mach Oper**  
Industrial serger machine  
experience necessary. In-  
centive possible  
Call 302-255-9855.

**SUMMER WORK**  
**Great Pay**

Immediate FT/PT  
openings, cust sales/svc,  
cond. apply, all ages 17 + .  
CALL NOW! 302-355-3505

**Teacher - Saint Mark's** is  
seeking qualified appli-  
cants for the pos. of  
Teacher in the subject  
areas of Italian Language  
& Art/Digital Photography.  
Interested indiv's. should  
submit a resume & cover  
letter to the Principal,  
Saint Mark's High School,  
2501 Pike Creek Road,  
Wilm., DE 19808 or email:  
principal@stmarkshs.net.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 25: Job Interviews

### Activity 25.1

Read pages 71 and 72.

Read the following information on interview behavior.

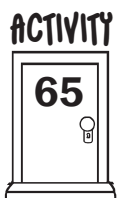
#### **INTERVIEW DOs AND DON'Ts**

##### **THE DOs**

- 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 2 days. If you don't hear by the time indicated, call back and ask the status of the position.

##### **THE DON'Ts**

- DON'T arrive late, 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?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

### Activity 25.3

In groups of three, conduct mock interviews. Conduct this activity 3 times so that each person has an opportunity to play each role.

#### Roles:

Applicant - the person who wants the job

Employer - the person looking for the right candidate to fill the position

Observer - the person who watches the interview and takes notes

#### Preparation:

1. Each student will choose an occupation and an organization/company.
2. Each student will research the occupation and organization & take notes.
3. Students will move into groups of 3 and switch research papers with another student in the group.
4. Each student will use pp. 71 & 72 and the student's research notes to prepare 7 interview questions.
5. Each student will review the list of interview behaviors below.

#### The Mock Interview:

Applicant - Pretend to enter the interview area and introduce yourself.

Employer - Begin the interview.

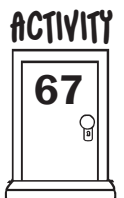
Observer - Observe and take appropriate notes using the form below.

#### Class Discussion

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	whoops	okay	great!
<b>Nonverbal behavior</b>			
1. appropriately dressed	1	2	3
2. firmly shook hands	1	2	3
3. maintained eye contact	1	2	3
4. displayed a positive attitude	1	2	3
5. maintained good posture	1	2	3
<b>Verbal behavior</b>			
1. answered questions completely	1	2	3
2. used the interviewer's name	1	2	3
3. emphasized qualifications	1	2	3
4. used appropriate language	1	2	3
5. focused on strengths; avoided weaknesses	1	2	3
6. stayed calm and confident	1	2	3
7. asked appropriate questions	1	2	3
8. demonstrated knowledge of the company	1	2	3
9. avoided saying "um", "you know", etc.	1	2	3
10. stated career goals and related them to the position	1	2	3
11. used proper English	1	2	3
12. "sold" him/herself!	1	2	3

#### COMMENTS:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

### Activity 25.4

Write a thank-you letter to the classmate who interviewed you in **Activity 25.3**. Often your chances of employment can be increased by making another contact with the employer. A thank-you letter might be the edge you need to beat the competition.

#### About the interview thank-you letter

- A thank-you letter may be typed or neatly handwritten on personal stationery. A thank-you letter may be e-mailed if the decision is going to be made immediately or if you have been told that this is the employer's preferred means of communication.
- The letter should be sent the same day as the interview or the following day at the latest.
- The letter should state your continued interest in the job and your appreciation of the time spent with you during the interview.
- The letter should briefly clarify any qualifications you have that you may have forgotten to mention or highlight during the interview.
- You may want to include impressions of the company itself, an analysis of the interview proceedings or new facts you learned about the company. This shows your interest.

#### Model thank-you letter

Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email Address  
Date

Mr. Full Name  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr. Last Name:

Thank the interviewer for his time and the opportunity to speak with him. Thank him for telling you about the company and the position. Mention your enthusiasm for the job and why you believe you are a good fit for the job.

Include any impressions of the organization or position that you found especially interesting. Add any information you didn't share during the interview that you believe would increase your chance of getting the position.

Conclude by showing that you have a strong and sincere interest in the job and you look forward to hearing from him.

Sincerely,

*signature*

Your name



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Activity 26: Keeping Your Job

### Activity 26.1

Read page 72. Complete the word search puzzle below.

### Keep Your New Job



**ATTITUDE  
HELPFUL  
RESOURCEFUL  
TEAM PLAYER**

**DEPENDABLE  
PROFESSIONAL  
RESPECTFUL  
HARD WORKER**

**DIPLOMAT  
PUNCTUAL  
RESPONSIBLE  
HONEST**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

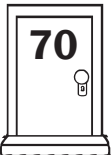
### Activity 26.2

Read page 72. Answer the following questions:

1. What are three things workers should do to keep their new jobs and prepare for advancement?
2. Imagine you are an employer and one of your employees asks you for advice on how to get a promotion. What would you tell the employee about your expectations?
3. Suppose you and a friend apply for the same position. Your friend gets hired. How would you feel? How would you deal with the situation?
4. One of your co-workers has a bad attitude and is always complaining and saying negative things about your supervisor. What would you do in this situation?

ACTIVITY

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## **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 Activity Evaluation**

**Activity Evaluation**

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

Activity No./Title: \_\_\_\_\_  
Class in which used: \_\_\_\_\_  
Grade in which used: \_\_\_\_\_

1. Are the student instructions clear in this activity?
2. Which of the Delaware Curriculum Content Standards do you feel this activity met?
3. Would you use this activity in your classroom again?
4. Do you have any ideas for ways to improve this activity?
5. Please share activities you are currently using with your students or ideas you have for other activities.

Submitted by: \_\_\_\_\_  
School: \_\_\_\_\_

Fax completed evaluation to: Lyn Anderson – (302) 761-6598

**Thank you!**

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**Looking for Input**

- Would you like to see new activities included in the *Teacher's Guide* that are closely aligned to DOE Standards?
- Have you developed activities for your students that you would be willing to share with other educators?
- Can you think of interesting ways to engage students in their career planning?

If you said “yes” to any of these questions, would you be willing to join a small group of educators who will meet for just a few hours next spring/summer to develop new activities for next year’s *Teacher's Guide*?

*Yes? Wonderful! Send an email to: [lyn.anderson@state.de.us](mailto:lyn.anderson@state.de.us) and let me know of your interest.*