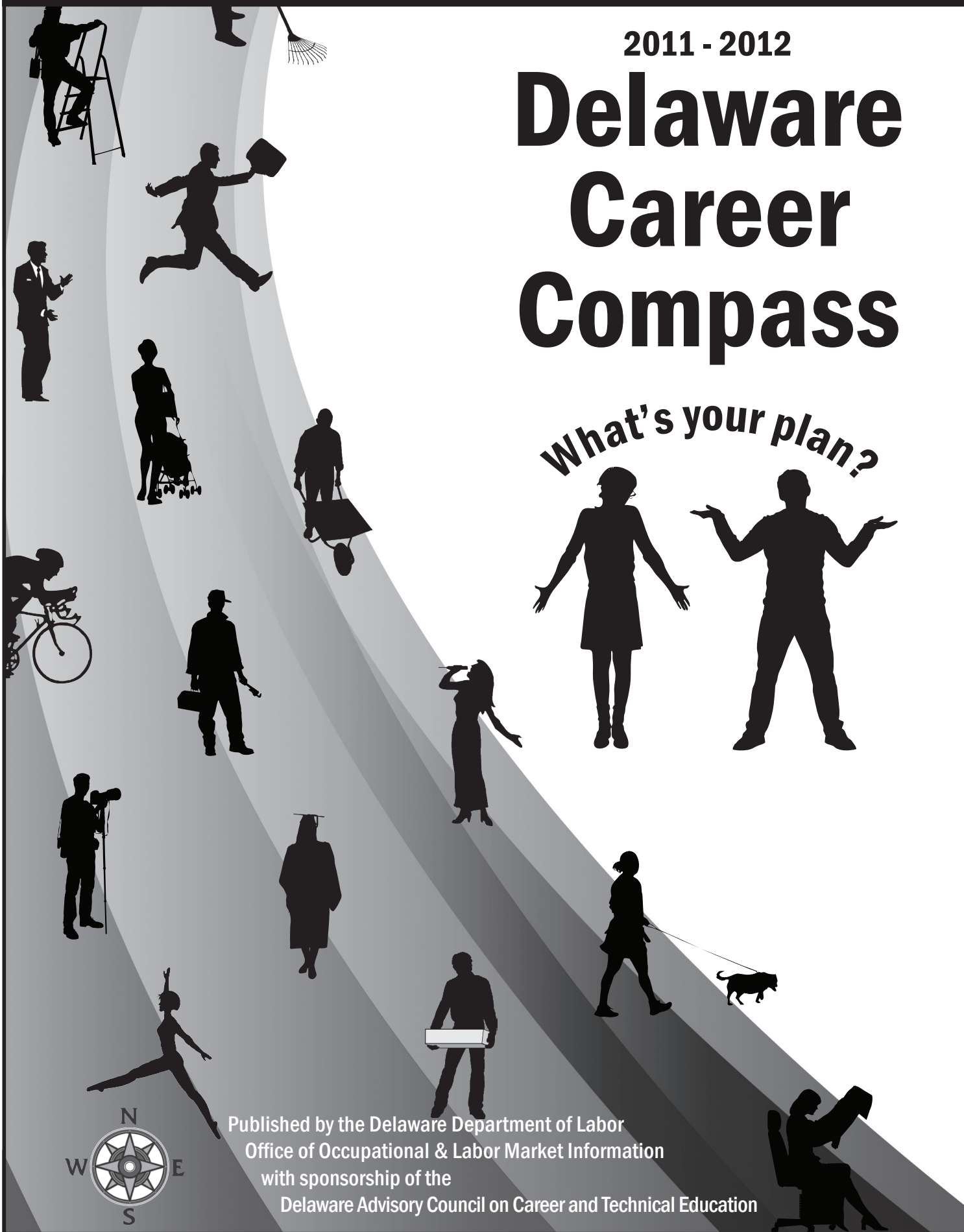


2011 - 2012

# Delaware Career Compass

*What's your plan?*



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## ***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) 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: *Who Am I?*, *What's Out There?*, *How Do I Decide?*, *How Do I Do It?*. 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*

### Overview

This lesson helps students identify who they are as a person: their learning styles, interests, skills, work values, 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. use O\*NET OnLine to search occupations
2. describe their dream occupation and determine whether it's a possible match
3. describe their own learning styles
4. identify their likes and dislikes
5. identify their interests (Holland Code)
6. identify their work values
7. determine which career clusters are a good match
8. analyze their strengths and weaknesses according to workplace skills
9. articulate their responsibility to maintain their health and avoid drugs and alcohol
10. 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 activities provided on student handouts to allow students to assess themselves. Remind them that the assessments are not tests. There are no right or wrong answers.

---

### ANSWER KEY:

#### Activity 1.2a

- | 1. Relevance Score | Code       | Occupation         | Other information/symbols  |
|--------------------|------------|--------------------|--|
| 100                | 13-2011.01 | <i>Accountants</i> |  <b>Bright Outlook Occupation</b> |
2. Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.

#### Activity 1.2b

3. Prepare, examine, or analyze accounting records, financial statements, or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards.  
Report to management regarding the finances of establishment.  
Establish tables of accounts and assign entries to proper accounts  
Develop, implement, modify, and document recordkeeping and accounting systems, making use of current computer technology.
4. Calculators or accessories  
Fax machines  
Personal computers  
Photocopiers  
Tablet computers
- Desktop computers  
Notebook computers  
Personal digital assistant PDAs or organizers  
Scanners

5. ATX Total Accounting Office; Intuit QuickBooks software; Sage CPA Client Checkbook; Summit Software Summit Biofuels Accounting (Click to *See all 42 examples.*)
6. **Active Listening** - 72% - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.  
**Mathematics** - 72% - Using mathematics to solve problems.
7. Interacting With Computers; Processing Information; Getting Information; Evaluating Information to Determine Compliance with Standards; Organizing, Planning, and Prioritizing Work; Analyzing Data or Information; Communicating with Supervisors, Peers, or Subordinates; Updating and Using Relevant Knowledge; Making Decisions and Solving Problems; Establishing and Maintaining Interpersonal Relationships; Identifying Objects, Actions, and Events; Documenting/Recording Information; Communicating with Persons Outside Organization; Interpreting the Meaning of Information for Others; Performing Administrative Activities; Coordinating the Work and Activities of Others; Scheduling Work and Activities; Thinking Creatively
8. Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.  
Integrity — Job requires being honest and ethical  
(self-answered)
9. 11-3031.01 *Treasurers and Controllers*  
13-1051.00 *Cost Estimators*  
13-2011.02 *Auditors*  
13-2031.00 *Budget Analysts*  
13-2041.00 *Credit Analysts*  
13-2081.00 *Tax Examiners, Collectors, and Revenue Agents*  
15-2011.00 *Actuaries*  
19-3011.00 *Economists*

### Extension Activity 3

O\*NET OnLine, library, school counselor, friends and family, someone you know who currently does the job, magazines, career center, broad Internet search, etc.

### 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

### Activity 5.2c

self-answered

## Activity 9.2

1. Maintain the safety of employees; cost to company; lost productivity; increased absenteeism; increased on-the-job accidents; increased medical insurance costs; increased employee theft  
Note: 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.
2. Employers will drug screen 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. Note: The most commonly used test is a urinalysis or urine test.
3. self-answered
4. zero tolerance
5. self-answered
6. See the list, *What is my responsibility?*

### Student Activities

Using O\*NET OnLine and the *Delaware Career Compass*, students will complete the ten activities for Step #1: *Who Am I?*, including:

**Activity 1: Learn to Use O\*NET OnLine** (Time required: approximately 30 minutes)

**Activity 2: A Dream Day in My Future** (Time required: approximately 30 minutes)

**Activity 3: What is My Learning Style?** (Time required: approximately 40 minutes)

**Activity 4: What Do I Like?** (Time required: approximately 35 minutes)

**Activity 5: What Is My Holland Code?** (Time required: approximately 45 minutes)

**Activity 6: What Are My Work Values?** (Time required: approximately 45 minutes)

**Activity 7: Which Career Clusters Are a Good Match?**  
(Time required: approximately 2 - 45 minutes periods)

**Activity 8: What Basic Skills Do I Have?** (Time required: approximately 25 minutes)

**Activity 9: Drugs and Alcohol: What Is My Responsibility?** (Time required: approximately 20 minutes)

**Activity 10: What Have I Learned About Myself?** (Time required: approximately two 30 minute periods)

## Activity 1: Learn To Use O\*NET OnLine

### Activity 1.1

Read page 3.



### Activity 1.2a

Go to [www.onetonline.org](http://www.onetonline.org). In the top right box (Occupation Quick Search:), enter the occupation - *accountant* - and then click on the arrow.

1. Write down the information you find that is the best match:

Relevance Score	Code	Occupation	Other information/symbols
_____	_____	_____	_____

2. What does the symbol next to this occupation mean?

### Activity 1.2b

Now, click on the occupation title and then go to the Details Tab to answer the following questions:

3. Write down one of the top 4 Core Tasks that *accountants* perform.

4. Name 3 tools that are used by *accountants*.

5. Name an accounting software.

6. Which skills are the most important for *accountants* (tied at 72% importance)?

7. Name 2 work activities that have an importance level of 50 or more.

8. Name the two most important Work Styles for an *accountant*. Why do you think they are so important?

9. Name 2 related occupations.



## Activity 2: A Dream Day in My Future

### Activity 2.1

Read and complete page 4, *What Is My Dream Occupation?*

### Activity 2.2

Imagine a dream day in your future. What will it look like?

1. What year is it? \_\_\_\_\_
2. It's a work day. What time do you get up? \_\_\_\_\_
3. What kind of clothes do you wear to work?
4. Are you married? \_\_\_\_\_ Children? \_\_\_\_\_ How many? \_\_\_\_\_ Pets? \_\_\_\_\_ What kind? \_\_\_\_\_
5. In what kind of home do you live? Describe it.
6. Where do you live? Describe your neighborhood/city/rural environment.
7. What time do you begin work? \_\_\_\_\_
8. How do you get to work? Do you own a car? If yes, what kind?
9. Describe what you like most about your job.
10. Describe what you like most about your supervisor.
11. Describe what you like most about your work environment.
12. What time do you leave work? \_\_\_\_\_
13. What do you do after work and on weekends?
14. What else makes this a dream day?

### Activity 3: What Is My Learning Style?

#### Activity 3.1

Complete *What Is My Learning Style?* on page 5.

#### Activity 3.2

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 3.3

Write a paragraph that describes 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.

#### Extension Activity 3

As a class, brainstorm ways to learn about occupations. List as many resources as you can on the blackboard. Choose an occupation that matches your learning style and write it below. Then use at least two different resources from your class list to find out something about the occupation.

Occupation Title: \_\_\_\_\_

Resource 1:

What I learned:

Resource 2:

What I learned:



## Activity 5: What Is My Holland Code?

### Activity 5.1

Complete *What is My Holland Code* on pages 8 and 9.

### 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.

- |  |   |
|--|---|
| <p>“ Have you seen the new Yasmina Reza play?<br/>Did she make first chair violinist?<br/>I just finished reading the last <i>Twilight</i> book.<br/>Oh, to have that talent!</p> <p>1</p>   | <p>“ 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.<br/>Who conducted the analysis on that data?</p> <p>4</p> |
| <p>“ 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!<br/>They'll be the tour guides for our trip to England.</p> <p>2</p>             | <p>“ 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.<br/>What do you think of the new database software?</p> <p>5</p>           |
| <p>“ 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.<br/>They're doing all the wiring in the new house themselves.</p> <p>3</p> | <p>“ His favorite game is Monopoly.<br/>Somehow she persuaded Linda to run for class president.<br/>He made the debate team!<br/>Who is in charge of that committee?</p> <p>6</p>   |

### Activity 5.2b

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

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

Your teacher or counselor will provide you with the Interest Code/Holland Code (RIASEC) that matches your choices in Activities 5.2a and 5.2b. Read the descriptions on the next page. Did you get the same result for each activity? Did you get the same result in the *Career Compass* activity on pages 8 & 9? Are you beginning to see which interest area is the strongest? Do you have a clear interest area or are you finding that you have more than one strong area? Are you enrolled in any of the classes you like from Activity 5.2b?

### Activity 5.2c

Write a brief paragraph that explains what you have learned.

**Activity 5** (continued)**Extension Activity 5**

Go to O\*NET OnLine at: [www.onetonline.org](http://www.onetonline.org) 

Open the dropdown box under Advanced Search.

Choose **Interests** and click the arrow.

Then click on the link that represents your highest interest area (**Realistic, Investigative, Artistic, Social, Enterprising, Conventional**) to see all of the occupations that fall in that category. After you click on your highest match, you can be more precise by choosing your **2nd** and **3rd** interest areas (at the top of the page in the yellow box), as well.

Do you see an occupation on this list that interests you? Are any of the occupations you've chosen so far in the **Career Compass** on this list? Can you find an occupation that has the amount of education you want to complete? Job Zones are the way O\*Net describes the amount of education, experience, and/or training needed for an occupation. You can choose to view only the occupations in the job Zone that is right for you.

Look for an occupation with which you are **not** familiar. Click on it and learn something new!

Below are descriptions of each **Interest** area (**Holland Code**):

- Realistic**.....occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- Investigative**.....occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- Artistic**.....occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
- Social**.....occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- Enterprising**.....occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
- Conventional**....occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

A **Job Zone\*** is a group of occupations that are similar in:

- how much education people need to do the work,
- how much related experience people need to do the work, and
- how much on-the-job training people need to do the work.

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

\*Find **complete Job Zone definitions** at: [www.onetonline.org/help/online/zones](http://www.onetonline.org/help/online/zones)

## Activity 6: What Are My Work Values?

### Activity 6.1

Complete the *Work Values* assessment on pp. 10-13.

### Activity 6.2

List your two highest work values from page 10.

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

Write the 2 occupations you chose and listed on page 10.

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

### Answer the following questions:

Why did you choose these two occupations? What about them caught your attention?


Did either of them match occupations you have chosen in previous activities? (personal interests - hands, people, information - or Holland Code -RIASEC?)

If you had to guess, how much education do you think these 2 occupations require?

Occupation 1:

Occupation 2:

### Extension Activity 6

Go to O\*NET OnLine at: [www.onetonline.org](http://www.onetonline.org) 

Open the **Advanced Search** dropdown box, choose **Work Values** and then click the arrow.

Click on the Work Value link that represents your highest work value to see all of the occupations that fall in that category.

Find the two occupations you chose. In which **Job Zones** do they fall? Do they match what you guessed? Are they in line with the amount of education you want?

Do you see another occupation on this list that interests you? Learn about it.

## Activity 7: Which Career Clusters Are a Good Match?

### Activity 7.1

Complete the *What Career Clusters Interest Me?* activity on pages 14 through 17.

### Activity 7.2

Write the titles of the two Career Clusters that are your best match.

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

Write the two occupations you chose that might be a good match.

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

### Extension Activity 7

Research the occupations you chose from the *Career Compass Matrix* or find two occupations from O\*Net that are in your career cluster of interest.

Go to O\*NET OnLine at: [www.onetonline.org](http://www.onetonline.org) 

In the **Find Occupations** drop-down box, choose **Career Cluster** and click on the arrow. Open the drop-down box and choose the cluster that you want to explore first. Click **GO**. Notice that the clusters also have **Career Pathways** associated with them.

**Find the answers (if available) to the following questions for each of the two occupations you chose:**

1. Is this particular occupation *Green* or does it have a *Bright Outlook*? What do these mean?
2. What tools and technology are used?
3. What knowledge do you need?
4. What kind of work activities can you expect?
5. What is the interest (Holland) code?
6. What are the work values that match this occupation?
7. What are some related occupations?
8. What is the projected growth?

## Activity 8: What Basic Skills Do I Have?

### Activity 8.1

Complete *What Basic Skills Do I Have?* on page 18.

### Activity 8.2

Answer the following questions:

1. Based upon your results, which two specific skills are your areas of strength?

a.

b.

2. How do you think each of these strengths would benefit you in a work environment?

a.

b.

3. Which two skills do you want to develop? Why?

a.

b.

4. What actions can you take to develop these skills?

a.

b.

5. Explain how your strengths would benefit you in one of the occupations you think might be a good match.





## Activity 10: What Have I Learned About Myself?

### Activity 10.1

Complete *What Have I Learned About Myself?* and *My Top 9 Occupations Single Elimination Bracket* on pages 20 and 21.

### Activity 10.2

Move into pairs and answer the following questions:

1. What have you each learned about yourselves from the activities in Step #1? Compare and contrast your results and jot down your findings in the space below.

#### Similarities

#### Differences

2. How have your similarities and differences affected the occupations you're considering?

3. Return to your desks and share your findings with the rest of your class.

### Activity 10.3

Now that you have completed Step #1, write a paragraph that explains why having a strong knowledge of yourself will help you make a good career choice.

# LESSON PLAN

## Step #2: 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 decisions.

### State Standards

Language Arts 1 – 4, Economics 1

### Objectives

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

1. provide an overview of Delaware’s labor market and the current status of “green jobs”
2. identify job openings, mean entry wages, & education requirements
3. read charts and interpret labor market information
4. develop an awareness of pathways, classes, and career clusters and their relationship to a career choice

### Teacher Instructions

1. Students should read pages 22 through 27.
  2. To ensure understanding of the *Career Matrix* on pages 28 – 43, choose an occupation from one of the clusters to discuss with your class. Talk about each element of information provided about this occupation. Refer to the *Career Matrix Key* on p. 27 for definitions and clarification. Make sure to emphasize the connection between career clusters, career pathways, and class choices.
- 

### ANSWER KEY

#### Activity 11.2

1. Marketing, Sales, & Service; Business Management & Administration; Hospitality & Tourism
2. Government & Public Administration
3. Yes. Because you want to know that there will be opportunities to get a job when you finish your education. If the cluster you are interested in is declining, there will likely be fewer jobs available so be sure to research the particular job in which you are interested..

### Activity 11.3

- Answers may include any of the following:
  - help you to pick out potential career fields
  - find related jobs in an area of interest
  - compare benefits
  - find out more details about wages than just the average wage
  - know which jobs are in demand
  - ability to compare earnings by geographic area
  - compare occupational wages across industries
- Answers may include the following:
  - [www.dol.gov](http://www.dol.gov)
  - [www.commerce.gov](http://www.commerce.gov)
  - [www.onetonline.org](http://www.onetonline.org)
  - [www.bls.gov](http://www.bls.gov)
  - [www.oolmi.net](http://www.oolmi.net)
- Because **Sales Managers** in the Manufacturing industry earn a higher average wage (\$139,313) than **Sales Managers** in the Retail industry (\$116,319).

### Activity 11.4

- There is not yet a consensus on which jobs are considered green.

### Activity 11.5

- Registered Nurses** – \$54,531; Associate’s degree; Cluster 8 – Health Science (p. 35)
- 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. There are very few **Athletic Trainers** in the state, so the growth rate over 10 years is large, 4.4%, but the absolute numbers are small, 30 to 46. This means that there will be less than 2 openings per year due to growth. However, some people will leave the profession due to illness, retirement, or a career change and that will create job vacancies. (Review growth vs. replacements on page 25.)
- Retail Salespersons**
- Computer Systems Analysts**
431. It is also one of the fastest growing occupations because Delaware has a great need for healthcare workers due to the aging population.
- \$15,835. Short term on-the-job training; Career Cluster 9 – Hospitality and Tourism (p. 36)
- \$58,221. Associate’s degree; Career Cluster 8 – Health Science (p.35)

### Activity 12.1

- 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 page 27
- 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 (50% or more) of the job does not depend on that skill

### Activity 12.2

1. Ind - Independence – remind students to refer to page 12 in the *Compass* for Work Value definitions
2. 2,285
3. 2,217
4. \$32,142
5. LTOJT
6. Writing and Science
7. Bachelor’s degree
8. 310
9. \$42,842
10. 27-3041; every occupation is assigned a SOC Code that can easily be used for research purposes, particularly on O\*NET OnLine; encourage your students to use this valuable website
11. Artistic, Enterprising, Conventional – Each person and each occupation can be represented by an interest/Holland code. The closer these match, the more likely a person is to be satisfied with his/her work.
12. Science
13. Conventional, Enterprising - yes; see definitions on page 13 of the *Teacher’s Guide*
14. 114 due to growth (brand new jobs in the field): 1,857-1,743. There will undoubtedly be additional job openings due to replacements (people retiring, changing occupations, etc.)
15. \$34,773
16. Bachelor’s degree
17. Accounting, Banking Services, Financial Management Services
18. *Child Care Workers*
19. *Clinical, Counseling, and School Psychologists*
20. *Clinical, Counseling, and School Psychologists*
21. O\*NET OnLine! Go to: [www.onetonline.org](http://www.onetonline.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.
22. – 25. Self-answered; help students to understand that perceptions are not always accurate - they should base their career decisions on well-researched information to find the best match

#### Student Activities

**Activity 11: Labor Market Information** (Time required: approximately 50 minutes)

**Activity 12: Career Matrix Scavenger Hunt** (Time required: approximately 50 minutes)

## Activity 11: Labor Market Information

### Activity 11.1

Read about Labor Market Information (LMI) and Green Jobs on pages 22 – 24. Review the two tables on pages 25 & 26.

### Activity 11.2

Using page 22, answer the following questions:

1. Which Career Clusters are expected to have more than 2,000 average annual job openings from 2008-2018?
2. Which Career Cluster is projected to have the least average annual job openings from 2008-2018?
3. Should this matter to you? Why or why not?

### Activity 11.3

Using page 23, 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:

3. Why should I consider being a *Sales Manager* in the Manufacturing industry rather than the Retail industry?

### Activity 11.4

Green businesses are those which produce a product or service focused on one or more of the six activities named on page 24. What are these six activities?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Activity 11** (continued)**Activity 11.5**

Based on the information on pages 25 and 26, answer the following questions:

1. If you want to make a high entry wage in an occupation with greater than 400 total annual openings, what would be a good choice? What is the entry wage for the occupation you chose? What is the least amount of education required to be qualified? Which career cluster does it belong to?
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. **Athletic Trainers** have the fastest average annual rate of growth. Does that mean there will be lots of opportunities in this field? Why or why not?
4. Which occupation had the highest estimated employment in 2008?
5. Which job is expected to have a projected employment of 3,537 in 2018?
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 average annual entry wage for **Waiters and Waitresses**? How much education/training does one need to be qualified? In which career cluster is it?
8. What is the average annual entry wage for **Nuclear Medicine Technologists**? How much education/training does one need to be qualified? In which career cluster is it?





**Activity 12 (continued)****Activity 12.2**

Refer to page 29, *Career Cluster 2: Architecture and Construction*, to answer the following questions:

1. What is the Work Value for *Electricians*? What does that mean?
2. How many *Electricians* are there expected to be in 2018?
3. How many people were employed as *Electricians* in 2008?
4. What is the 2008 mean entry wage?
5. What education/training is needed to become an *Electrician*?
6. Which Basic Worker Skills are least needed by *Electricians*?

Refer to page 30, *Career Cluster 3: Arts, Audiovisual Technology & Communications*, to answer the following questions:

7. What education do *Editors* need?
8. How many people were employed as *Editors* in 2008?
9. What was the mean entry wage in 2008?
10. What is the SOC Code for *Editors*? Why is it good to know this?
11. What does Holland (interest) code AEC stand for? Why is it important to know this?
12. Which worker skill is not used by any of the occupations listed in this cluster?

Refer to page 33 to answer the following questions about *Career Cluster 6: Finance*:

13. If you are \_\_\_\_\_ and/or \_\_\_\_\_ (Interest/Holland code), then Finance might be a good match for you. Does this make sense to you? Why or why not?
14. How many total openings due to growth are expected between 2008 – 2018 for *Credit Analysts*?
15. What was the 2008 mean entry wage for *Credit Analysts*?
16. What training/education is needed for this job?
17. Name two career pathways in Finance.

*Activity 12 (continued)*

Refer to page 37 to answer the following questions about *Career Cluster 10: Human Services*:

18. Which occupation had the most estimated Delaware employment in 2008?
19. Which occupation requires a PhD?
20. Which occupation earned the highest 2008 mean entry wage?
21. Where can you find a description of what each of these occupations does?

**Choose one of the 16 Career Clusters and answer the following questions:**

22. Which Career Cluster did you choose? Why?
  
23. Name the occupation in this cluster that interests you the most. Why does it interest you? List some things that you know (or think you know) about this occupation. How have you learned these things? From family? From friends? From observing someone in the occupation? From research? From television? Which resource do you think will provide you the most accurate information?
  
24. List three things you know about this occupation by looking at the career matrix or O\*NET.
  - 1.
  - 2.
  - 3.
  
25. Is your Holland Code (Interest Code) a good match for the occupation you chose? Are your work values a good match? Do you think you would be happy doing this work 5 days a week, or more. If yes, are you taking high school classes that are relevant to this type of work? Write down your thoughts and then discuss them in small groups or with the class.

# LESSON PLAN

## Step #3: Focus

### Overview

This lesson will help students match their self-assessment results with their occupations of interest. Students will match chosen occupations to job characteristics, education level, entry wages, and job location preference.

### State Standards

Language Arts 1-4, Mathematics 6, Economics 1

### Objectives

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

1. identify the importance of education and the related economic and employment benefits
2. articulate how much education/training they want and why
3. budget a monthly salary and compare income to expenses
4. demonstrate an understanding of the cost of living
5. articulate their reasons for choosing a job location
6. correlate their self-assessment profile to three job profiles
7. distinguish between compatible and incompatible jobs
8. demonstrate ability to research occupations using multiple resources

### Teacher Instructions

Teachers may use Step #3 activities and extension activities to guide students to occupations that fit their personalities, capabilities, education interests, wage desires, and job location preference.

---

### ANSWER KEY

#### Activity 13.1a

1. In general, the more education, the higher the wages and the less unemployment. (There are always exceptions.)
2. & 3. – Self-answered

14.1b - self-answered but this would be a good time to have a guest speaker who can help students understand the dangers of credit cards, and the benefits of saving and building strong economic health

#### Activity 15.2

1. \$2.52
2. \$987
3. \$2,783; \$588
4. Honolulu is very expensive, 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 Question:** The data are taken from the ACCRA Cost of Living Index, First Quarter 2011. Gas rates will vary up and down depending on the economic climate. Always check statistical sources.

#### Student Activities

**Activity 13: How Much Education or Training Do I Want?** (Time required: approximately 20 minutes)

**Activity 14: What Entry Wages Do I Want to Earn?** (Time required: approximately 50 minutes)

**Activity 15: Where Do I Want to Live?** (Time required: approximately 3 45-minute periods)

**Activity 16: How Do I Match Up?** (Time required: approximately 2 45-minute periods + research)



## Activity 14: What Entry Wages Do I Want to Earn?

### Activity 14.1a

Read *What Entry Wages Do I Want to Earn?* on page 46 and complete the budget activity for one of the occupations that is a good match for you. Use that occupation's average entry wage as your starting point. Use steps 1 - 6 below to help you with the math, if you need it.

#### INCOME

**I. Gross Monthly Pay** (the amount you earn before anything is deducted, e.g., taxes.)

Occupation Title: \_\_\_\_\_ Annual wage: \$ \_\_\_\_\_  
 Monthly wage = Annual wage/12 **Monthly wage:** \$ \_\_\_\_\_

Write your monthly wage in the **Your Budget** column on line **I. Gross Monthly Pay**.

#### II. Taxes

Multiply your Gross Monthly Pay by the indicated percentages for each category of your taxes.

Examples:  $\$2,799 \times .126$  (federal taxes) = 352.67, round to \$353

$\$2,799 \times .0555$  (state taxes) = 155.34, round to \$155

Add all taxes: Federal + State + Social Security + Health Insurance + Personal Insurance & Pension

**Total Taxes** = \$ \_\_\_\_\_

Write your total tax amount in the **YOUR BUDGET** column on the **TOTAL TAXES** row.

#### III. Monthly Take-Home Pay (Net) = Gross Monthly Pay – Total Taxes

#### EXPENSES

**IV.** Multiply your *Monthly Take-Home Pay (Net)* by each expense percentage.

Examples:  $\$1653 \times .137$  (food) = 226.46, round to \$226

$\$1653 \times .337$  (housing) = 557.06, round to \$557

Add: Food + Housing + Clothing + Transportation + Savings + Miscellaneous = Total Expenses.

Write your total expenses in the **YOUR BUDGET** column on the **TOTAL EXPENSES** row.

**V.** How much money are you left with after taxes and expenses?

**Monthly Take-Home Pay (Net) - Total Expenses** = \$ \_\_\_\_\_

### Activity 14.1b.

Compare your *Total Expenses* to your *Monthly Take Home Pay* for the occupation you chose. Are you in the red (-) or the black (+)? Write 1- 2 pages describing your findings and how you would handle it.

❖ *If the income for the occupation you chose does not cover your expenses (you're in the red):*

Do you think you should choose a higher paying occupation? If yes, does that mean you need to change your education plans? Do you think you just need to learn how to live within your means? How could you cut back? Could you get a second job? What should you NOT do to make ends meet?

❖ *If the income does cover your expenses (you're in the black):*

What would you do with your disposable income? Would you develop a long-term plan for more savings? (e.g. - more education, raising children, starting your own business, buying a house, saving more for a rainy day.) Would you give more to your place of worship or your favorite 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?

## Activity 15: Where Do I Want to Live?

### Activity 15.1

Read page 47, *Where Do I Want to Live?*, and review the Cost of Living table.

### Activity 15.2

Using the Cost of Living table, answer the following questions:

1. What is the average price for a half-gallon of whole milk in Wilmington?
2. What is the average monthly rent for a two-bedroom apartment in Wilmington?
3. How much is the average monthly rent for a two-bedroom apartment in Manhattan, NY? In Des Moines, IA?
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 and Wilmington. Does anything surprise you? Why or why not?

**Discussion Question:** Explain why the cost of gasoline on this chart may not reflect the current cost of gasoline.

### Activity 15.3

#### *Discussion Question:*

Think about where you would 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. Why is this? Make a list of things you should consider when deciding where to live.

#### Activity 15.3a: Know yourself

Read through the following questions. Answer each question and then prioritize them based on your own needs and personality. Based on your answers, write a 1-page paper that describes the attributes you are looking for in your dream location.

#### EXAMPLES:

- 1   Do you want to live close to your *family*? How close? Yes, *definitely!, in the same town*  
(If being close to your family is the most important factor for you, put a 1 next to it.)
- 2   What type of *climate* do you like? *I really want to live where the winters are cold and it snows*  
(If climate is the next most important attribute, put a 2 next to it.)
- 10   Do you want to be able to *walk*, take *public transportation*, or *drive* to work? *don't care*  
(If how you get to work is not important at all, then give that a low priority.)

## Activity 15 (continued)

priority #

answer

- \_\_\_\_\_ What type of **climate** do you like?
- \_\_\_\_\_ What types of **sports**, professional and/or personal, do you want to have available to watch or play?
- \_\_\_\_\_ 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 to work**?
- \_\_\_\_\_ Do you prefer a fast- or slow-paced **lifestyle**?
- \_\_\_\_\_ Is a low **cost-of-living** a must?
- \_\_\_\_\_ What **demographics** (human characteristics, e.g., gender, race, age) are you comfortable with?
- \_\_\_\_\_ 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?
- \_\_\_\_\_ Is low crime a priority?
- \_\_\_\_\_ Do you care about the quality of the **school system**?
- \_\_\_\_\_ Is a **healthy environment** a high priority for you?
- \_\_\_\_\_ Do you want to live close to your **family**? How close?
- \_\_\_\_\_ Other? \_\_\_\_\_
- \_\_\_\_\_ Other? \_\_\_\_\_

**Activity 15.3b: What's out there?**

Research locations and choose three that you believe would be a good match.

Using your dream location description from Activity 15.3a, find 3 locations that might be a good match. Do your research online (e.g. - [www.usa.gov/Citizen/Topics/Travel\\_Tourism/State\\_Tourism.shtml](http://www.usa.gov/Citizen/Topics/Travel_Tourism/State_Tourism.shtml)) or at the library.

City/Town: \_\_\_\_\_ State: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_

**Learn more:** Make it a point to expand your horizons. 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 someday. Take a geography course. Visit a friend who has moved away. Read books and travel magazines.

**Extension Activity: Where are the job opportunities?**

Use the Internet to find out about industries and occupations in the 3 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 3 locations you listed might also be a good place to find a job that interests you? Based on your research, explain why you believe you may or may not be able to live and work in one of your top 3 geographic locations.

## Activity 16: How Do I Match Up? What is My Best Match?

### Activity 16.1

Complete pages 48 and 49, *How Do I Match Up?* and *What Is My Best Match?*

### Activity 16.2

Compare your personal information (My Profile) with three occupations that you have chosen as a good match and answer the following question:

Is your personal profile a good match with any of the three occupations? If so, what makes it a good match? If not, why not?

### Activity 16.3:

Complete page 49, *What Is My Best Match?* Research the occupation that is your best match. Use any available resources to complete the questions below.

Occupation Title \_\_\_\_\_

1. Describe the main duties.
2. What education/training is required?
3. Are there other required qualifications? (license, certification, etc.)
4. What is the mean (average) entry wage for this occupation?
5. Is it considered a Bright Outlook or Green occupation? Which?



**Activity 16 (continued)**

6. Are there jobs in this occupation in Delaware or near where you want to live? If yes, name some companies that would hire this occupation.
  
  
  
  
  
  
  
  
  
  
7. Do you think this occupation deals mainly with hands, people, or information? Does that match your interest?
  
  
  
  
  
  
  
  
  
  
8. Do your skills match the requirements of the occupation? Will they in the future? Explain.
  
  
  
  
  
  
  
  
  
  
9. Name some related occupations.

**CONCLUSIONS/FINDINGS:**

**RESOURCES USED:**

Websites:

People:

Books/Publications:

# LESSON PLAN

## Step #4: *Implementation*

**Section A: Educational Opportunities**

**Section B: Postsecondary Opportunities**

**Section C: Job Search**

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### 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

#### Objectives

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

1. define and understand career pathways, Career and Technical Education programs, Tech Prep, including student organizations, and the benefits of participation in these programs
2. recognize positive personal skills in high school and how they relate to successful employee traits
3. understand work eligibility requirements for students under 18 yrs.
4. list high school goals based on education and occupational goals

#### 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 importance of education and how education relates to future occupational choices.

#### Discussion points

- the value of taking advantage of your high school years
- many high school skills relate directly to job skills
- labor laws differ for employees under age 18
- vocational programs in high school can help develop good work habits
- the value of setting goals based on postsecondary plans

## **ANSWER KEY**

### **Activity 17.1**

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 or legal guardian must sign if you are 14 or 15 years old.
4. Restricted activities include: operating or cleaning slicing machines, dough mixing machines, and many metal forming, punching, or shearing machines. Erection and/or repair of electrical wires is also restricted.
5. Minimum wage in Delaware is currently \$7.25 per hour (except for tipped jobs.)
6. Office of Labor Law Enforcement at the Delaware Department of Labor.

### **Activity 17.2 - self-answered**

### **Activity 18.1:**

1. Research your specific school
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 listed on the Tech Prep map on page 57

### **Activity 19 - self-answered**

#### **Student Activities**

**Activity 17: Am I Eligible to Work?** (Time required: approximately 40 minutes)

**Activity 18: Career Pathways, Career & Technical Education, and Tech Prep**

(Time required: approximately 50 minutes)

**Activity 19: Build Your Work Foundation in School** (Time required: approximately 50 minutes)

## Section A: Educational Opportunities

### Activity 17: Am I Eligible to Work?

#### Activity 17.1

Read page 51. 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 or legal guardians 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?

#### Activity 17.2:

Do you think that working could be considered an educational opportunity? Why or why not?

## Activity 17 (continued)

## Activity 17.3:

Complete this sample work permit.

Note: When it's time for you to complete the real thing for a job, download the application from the following website:  
[www.delawareworks.com/industrialaffairs/forms/pdf/08/ChildLaborWorkPermit.pdf](http://www.delawareworks.com/industrialaffairs/forms/pdf/08/ChildLaborWorkPermit.pdf)

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



## Activity 19: Build Your Work Foundation In School

### Activity 19.1

Read *Build Your Work Foundation in School* on the inside back cover of the *Compass*.

Answer the following questions:

1. Of the 18 personality traits and skills, which are your three strongest? Which three need the most work?

Strongest

Weakest

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_

2. Form groups and discuss the following statement:

*We all have areas of weakness. These areas can be improved but may never become areas of strength. It is, however, important to improve your weaknesses enough to keep them from becoming a liability to you and your employer.*

Explain what this means.

Do you agree with the statement? Why or why not? Give examples.

Report your findings to the class.

### Activity 19.2

**Skills are learned talents or capacities. We all have skills even if sometimes they are hard to find or they need to be developed. 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.**

1. Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, leading, organizing, being responsible, getting places on time, working in teams, problem-solving, hobbies, chores, and part-time work. These are skills! Pick three and describe how you think each of these skills would be valuable in the workplace.

Activity 19 (continued)

2. Have you recently written an essay, a letter to a friend or relative, or given a presentation in school or at a community/club activity? 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.
  
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 to solve the problem?

**Activity 19.3**

Review the table 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.uncw.edu/stuaff/career/Majors](http://www.uncw.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
4. extend data and predict long-term goals

### Teacher Instructions

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

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### ANSWER KEY

#### Activity 20.1

**Power Plant Operator** - Agriculture, Food Production & Natural Resources - 51-8013

High School + LTOJT = more than 12 months

**Logistician** - Transportation, Distribution & Logistics - 13-1081

High School + Bachelor's = 4 years

**Librarian** - Arts, Audiovisual Technology & Communications - 25-4021

High School + Bachelor's + Master's = 6+ years

**Pharmacist** - Health Science - 29-1051

High School + Bachelor's + Professional = 7+ years

**Paralegal** - Law, Public Safety, Corrections & Security - 23-2011

High School + Associate's = 2 years

#### Activity 21.1: Military Word Scramble

- |             |                    |               |
|-------------|--------------------|---------------|
| 1. Marines  | 6. Coast Guard     | 11. benefits  |
| 2. enlist   | 7. Army            | 12. Navy      |
| 3. skills   | 8. National Guard  | 13. ASVAB     |
| 4. tuition  | 9. work experience | 14. diploma   |
| 5. training | 10. reserves       | 15. Air Force |

#### Activity 21.3 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 yards)] x [(3 feet)/(1 yard)] x [(12 inches)/(1 foot)] = (10 x 3 x 12) inches = 360 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 mangle 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  $2x$  and the perimeter is  $4x$ . Then  $4x = 2x$ , 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.

### Supplemental Activity 22.d

1. self-answered
2. close to home, less expensive, provides course of study you are interested in
3. self-answered

### Activity 23.1

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.
6. SEED: scholarship; 2.5 grade-point average; stay out of trouble; enroll at Del Tech or UD (AA Program) immediately after graduation; Delaware residency; you must apply  
Inspire: scholarship; 2.75 grade-point average; enroll at DSU immediately following graduation; Delaware residency; you must apply

#### Student Activities

**Activity 20: Levels of Training and Education** (Time required: approximately 20 minutes)

**Activity 21: Is the Military for You?** (Time required: approximately 10 minutes & two 45-minute periods)

**Activity 22: Is Postsecondary Education for Me?** (Time required: approximately 40 minutes)

*Supplemental Activities* (Time required: approximately 60 minutes for each)

**Activity 22.a: Choosing a College**

**Activity 22.b: What to Look for on a College Website**

**Activity 22.c: What to Look for When Visiting a College Campus**

**Activity 22.d: Community/Technical Colleges and Your Career Path**

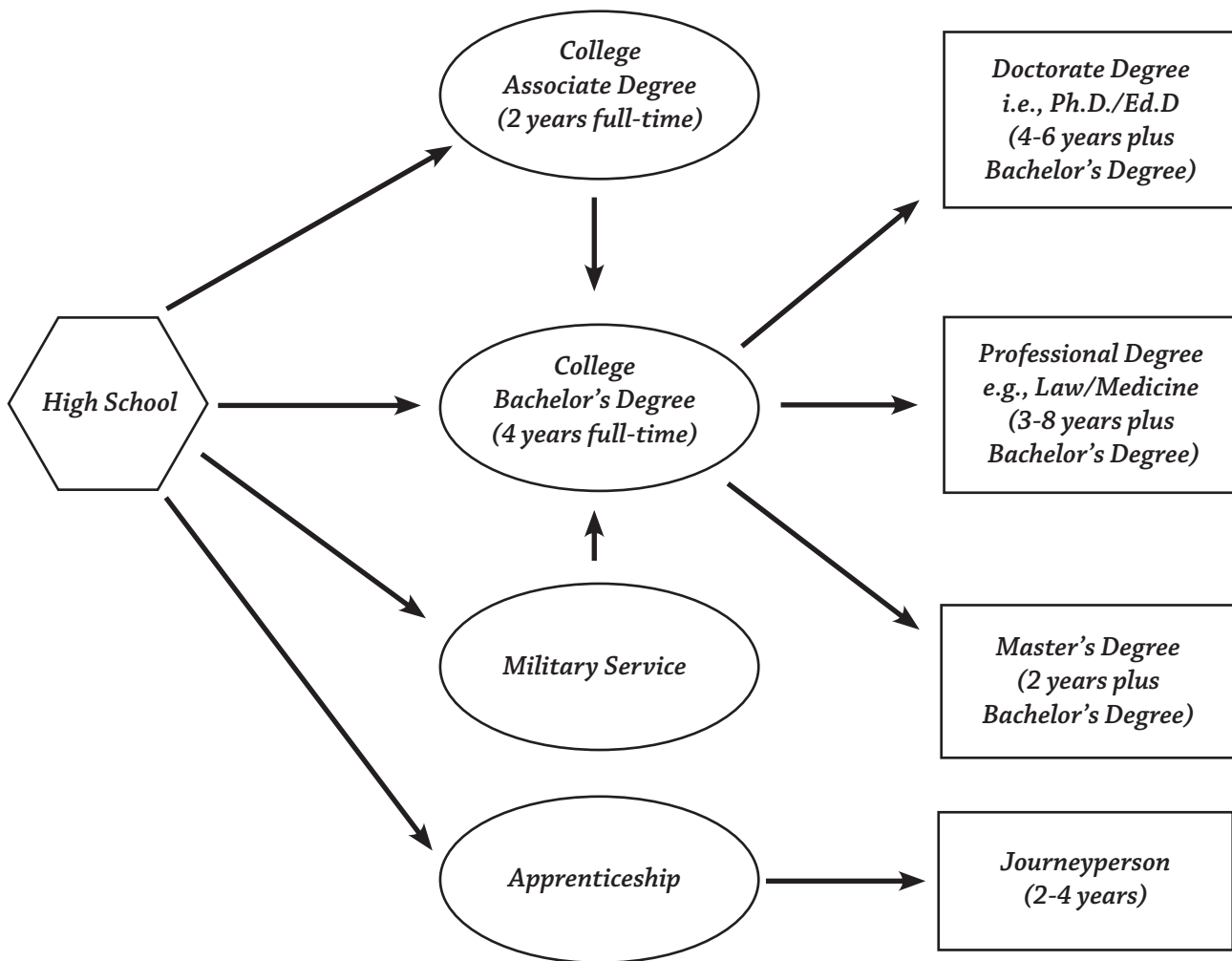
**Activity 23: Financial Aid** (Time required: approximately 30 minutes)

## Section B: Postsecondary Opportunities

### Activity 20: 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.

*Activity 20 (continued)***Activity 20.1**

Using the *Delaware Career Matrix* on pages 27 – 43 and the diagram on the previous page, list the career cluster, the SOC code, and a possible educational path for each of the following occupations. How many years of education after high school would this path typically take?

<i>Example:</i>	<i>Career Cluster</i>	<i>SOC Code</i>
<i>Computer Systems Analyst</i>	Information Technology	15-1051
Educational path	High School -- Bachelor's Degree = 4 yrs.	

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<i>Career Cluster</i>	<i>SOC Code</i>
-----------------------	-----------------

*Power Plant Operator*

Educational path

*Logistician*

Educational path

*Librarian*

Educational path

*Pharmacist*

Educational path

*Paralegal*

Educational path

**Activity 21: Is the Military for You?****Activity 21.1**

Read the bottom of page 59. Unscramble the letters to form words associated with the military.

1. SENARMI \_\_\_\_\_
2. LTINSE \_\_\_\_\_
3. SLLSIK \_\_\_\_\_
4. IUNTOTI \_\_\_\_\_
5. TANGRNII \_\_\_\_\_
6. SAOCT RUAGD \_\_\_\_\_
7. MAYR \_\_\_\_\_
8. TNIOANLA RAUGD \_\_\_\_\_
9. ORKW NPEXRCEEIE \_\_\_\_\_
10. RRESVEES \_\_\_\_\_
11. BNTIESFE \_\_\_\_\_
12. YANV \_\_\_\_\_
13. BVASA \_\_\_\_\_
14. IDMPOAL \_\_\_\_\_
15. ARI CFEOER \_\_\_\_\_

**Activity 21.2**

Invite a military recruiter to speak to your class. Invite your students' parents and guardians, as well. 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/guardians what questions they would like to ask.

## Activity 21 (continued)

## Activity 21.3

Try your hand at these sample ASVAB questions.

**Arithmetic Reasoning**

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

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

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

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

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

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

**Word Knowledge**

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

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

5. The best synonym for defect is

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

6. The best synonym for malinger is

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

**Paragraph Comprehension**

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

7. This paragraph implies

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

**Mathematics Knowledge**

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

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

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

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

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

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

11. If one angle of an isosceles triangle is  $60^\circ$ , 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.

For more ASVAB practice tests, go to: [www.military.com/ASVAB](http://www.military.com/ASVAB)

**Activity 22: Is Postsecondary Education for Me?****Activity 22.1**

Read *How Do I Prepare for College?* on page 62 of your *Compass*.

**Activity 22.2a**

Circle the best answer for you.

1. If I were out of high school right now, I would go to:
  - a. A 4-year, in-state public institution
  - b. A 4-year out-of-state public institution
  - c. A private college
  - d. A 2-year institution
  
2. With financial aid a possibility, I would go to a school:
  - a. that is as inexpensive as possible.
  - b. that is an average-cost school.
  - c. regardless of the cost.
  
3. Choose one:
  - a. I want a school that is well known throughout the U.S.
  - b. I want a school that is prestigious, but not necessarily well known.
  - c. The school I go to should be familiar to people in Delaware.
  - d. It is not important to me whether the school is well known.
  
4. Choose one:
  - a. I would like a campus where there is an enclosed, close community.
  - b. I would like a campus where I know some kids, but one where everybody doesn't know everybody else.
  - c. I'm OK with a campus atmosphere where I can be anonymous or where I can become involved with other students of like interests.
  
5. The size of a school for me should be:
  - a. the bigger the better.
  - b. medium size.
  - c. small.
  
6. Choose one:
  - a. I wouldn't mind a very large class where I may have to assert myself to get help.
  - b. I would like all my classes to be fairly small.
  
7. Choose one:
  - a. Studying and learning is thrilling, and I would like a school where I do a lot of it.
  - b. I don't want to have to study too intensely at school.
  - c. I would like to learn by doing something. For the studying I do, I need to see a product or something I created, or know that I am trained for a specific job.



**Activity 22 (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.

**Activity 22.2b**

**Choosing your post-high school education is a very personal decision. In the space below, write a summary of what you have learned about yourself from these questions.**

**Activity 22 (continued)****Supplemental Activity 22.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 for colleges that interest you. Then compare.

(Copy Supplemental Activity 22.b on page 52 of the *Teacher's Guide* to record your findings for each school.)

- 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

## Activity 22 (continued)

**III. Narrow Your Choices**

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, remind yourself of what you have learned.

1. What am I able to do and what do I like to do? (Step #1)
  
2. What do I need in the way of training/education? (Step #3)
  
3. What is my career plan? (Step #4)

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

Activity 22 (continued)

Supplemental Activity 22.b: What to Look for on a College Website

Name of Institution: \_\_\_\_\_

Type of Institution: \_\_\_\_\_ Size: \_\_\_\_\_ Student/Teacher ratio: \_\_\_\_\_

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 are the requirements for entrance?

Number of high school credits: \_\_\_\_\_

Is there an entrance test(s)? \_\_\_\_\_

Subjects required:

Electives recommended:

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

Where will I live? What are the options?

What is the estimated cost for a year?

Tuition: \_\_\_\_\_ Fees: \_\_\_\_\_

Personal Expenses: \_\_\_\_\_

Room/Board: \_\_\_\_\_ Transportation: \_\_\_\_\_

Other: \_\_\_\_\_

Leisure Time/Recreation: \_\_\_\_\_ Books: \_\_\_\_\_

Other: \_\_\_\_\_

TOTAL: \_\_\_\_\_

What is the school calendar?

Fall semester \_\_\_\_\_ to \_\_\_\_\_

Winter term \_\_\_\_\_ to \_\_\_\_\_

Spring semester \_\_\_\_\_ to \_\_\_\_\_

Summer term \_\_\_\_\_ to \_\_\_\_\_

Other? \_\_\_\_\_ to \_\_\_\_\_

Holidays?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What student activities and services interest you?

NOTES:

*Activity 22 (continued)***Supplemental Activity 22.c: What to Look for When Visiting a College Campus**

Check page 65 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.*

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 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? What kind?
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?

***During your visit, or soon after:***

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.**

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NOTES:

Activity 22 (continued)

**Supplemental Activity 22.d: Community/Technical Colleges and Your Career Plan**

1. Review page 65 of the *Compass* to see where the technical & community colleges are located in Delaware. Which community college is closest to where you live?

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 in the spaces below. Now list three occupations from each of those clusters that require training beyond high school. Research the availability of training for each of these occupations at the technical & community college nearest you. Check “yes” or “no” when you know whether it provides the specific training/education.

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. Write the names of the school(s) below.

## Activity 23: Financial Aid

### Activity 23.1

Read pages 63 and 64. 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.
6. What is the SEED Scholarship? What is the Inspire Scholarship?  
What do you have to do to be eligible for each of these scholarships?

### *Supplemental Activities*

- Ask the recruiter from the Army, Air Force, Marines, and Navy about the ROTC scholarships offered by their services.
- Invite a police officer, the military, a school resource officer, and/or an employer to talk to your students about the benefits of staying away from drugs and alcohol and staying out of trouble with regard to school, financial aid, and future employment.

# 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 1

### Objectives

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

1. define networking and explain its benefits
2. define informational interviewing, explain its benefits, and know how to conduct one
3. fill out a job application successfully
4. develop a sample resume and cover letter
5. prepare for and learn how to conduct themselves in an interview
6. understand their responsibilities as an employee

### Teacher Instructions

Use Section C to instruct students on employment seeking skills using the readings and activities provided. Encourage your students to do an informational interview.

### Discussion points

- networking and why it is important
- informational interviews and how students can benefit from them
- importance of properly executed resumes, applications, and cover letters
- importance of practicing interviewing techniques

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### ANSWER KEY

#### Activity 24.1

1. allows you to try jobs firsthand, broadens your experiences, helps you to build your resume, might even get you a job offer
2. self-answered (specific friends, parents, clergy, teachers, etc.)
3. a specific library, school, business, newspaper, professional magazine, career center - O\*Net, ACINet, Monster.com, etc.
4. you are learning from someone who is doing the same work that you want to do; you are expanding your network; you are improving your interviewing skills; you may learn about unadvertised jobs



**Activity 28.2**

1. Social security card, copy of resume, copy of personal references, samples of work, portfolio, black pen.  
(Other items are listed on page 75 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 three words would you use to describe this company? Please describe the managerial style in this office. Is there anything else you need to know about me in order for me to be fully considered for the job?
7. After an interview, you should send a thank you letter expressing appreciation to the interviewer for taking the time to see you.

**Activity 28.3**

This exercise will provide students an opportunity to sit on both sides of the interviewing process. Model a way to give feedback that is constructive and not hurtful. Lead a follow-up discussion about how the students performed in each of the roles and what they learned.

**Activity 29.1: Answers on next page****Activity 29.2**

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. – 4. Self-answered.



## Activity 24: How Do I Find a Job?

### Activity 24.1

Read pages 66 & 67. Answer the following questions:

1. What does it mean to *test the waters* and what are the benefits?

2. List three people who are already part of your network.

Name	Relationship/Connection	Phone/Email	Company/School	Other Information

3. List three physical resources and three Internet resources that would be helpful to your job search.

4. List the benefits to conducting informational interviews.

5. Using all your ingenuity and resources, find two people who actually work in *Your Best Match* occupation (page 49 of the *Career Compass*). Would they be good candidates for an informational interview? Prepare a list of 10 questions you would like to ask each. How about giving the interviews a try?

## Activity 25: Resumes and References

### Activity 25.1: Build a Personal Job-Search File

Read pages 68 through 71 regarding resumes.

Using the *Personal Fact Checklist* on page 69 of the *Compass* as your guide, gather all the information you need to create your resume. Choose a safe place to store this information - a hard copy file or electronic personal job-search file (backed-up) - so that you will not have to gather it again! Continue to add to your file and make the necessary changes as your life progresses and your experience grows.

**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 25.2: Practice Writing Action Statements

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

\***managed** the annual Key Club car wash that **resulted** in a *10% increase* in club participation and **generated** *25% more income* for charity over the prior year

Review *Activity 19.2* (p. 39 in the *Teacher's Guide*) for a list of skills you've already identified. Now use those skills and any you identified in *Activity 25.1* to practice writing your personal action statements. Use the Resume Action Verbs list on page 70 of the *Compass*. When you are satisfied with your statements, add them to your personal resume file for safekeeping.

### Activity 25.3: Create Your Objective and/or Profile

Review the objective/profile on the sample resumes. (See page 71 in the *Compass* and pages 62 and 63 from the *Teacher's Guide*.) Imagine you are developing a resume designed to target a specific job for which you are currently qualified. It could be a retail clerk, a lifeguard, a singer, a mechanic, or any other occupation for which you have skills and a true interest. Organize your thoughts by answering the four questions on the next page. 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 job-search file.

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

## Activity 25 (continued)

### EXAMPLE

#### 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?

#### Answers:

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 job-search file to choose the ones that would be most appropriate for the specific job to which you are applying.

**Now write both an objective and a 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 professional 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 25.4: Choose a Format and Build Your Resume

Reread *Choose a Format* on page 69 and examine the resume on page 71. (Look at the sample resume templates on pages 62 & 63 of the *Teacher's Guide*, as well.) 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 job-search file. Use it!

### Activity 25.5: Prepare a Reference Sheet

Prepare a Reference Sheet to take with you to interviews. It 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. See a Sample Reference Sheet on page 64 of the *Teacher's Guide*. As always, file it away for future reference.

# Chronological Resume Template

## Full Name

Address • City, State Zip code  
phone number • email address

---

**Objective:** Tailor each objective to the job for which you are applying. Use the exact job title from the job announcement, if appropriate.

## Work Experience

**Most Recent Job Title** month/year – present

Company, City, State

Provide an overview of your responsibilities and duties. Follow that with statements that quantify, qualify, and measure (numbers, percentages, dollars) your achievements. Begin with your biggest achievement. Demonstrate that you have solved problems. Make sure to focus on the skills that match the job for which you are applying.

**Next Most Recent Job Title** month/year – month/year

Company, City, State

Provide details

**Next Most Recent Job Title** month/year – month/year

Company, City, State

Provide details

## Volunteer Experience

**Volunteer Title** month/year – month/year

Organization, City, State

Include a description of your volunteer job duties only if they support the skills that match the job for which you are applying.

## Education and Training

**Degree - Major/Course of Study** year received

Most Recent School/College/Institution

GPA, if above 3.5 • High Honors/summa cum laude

City, State

**Degree - Major/Course of Study** year received

Next Most Recent School/College/Institution

GPA, if above 3.5 • High Honors/magna cum laude

City, State

## Tools and Technology

**Tools:** Include your ability to use tools that are relevant to the job for which you are applying. These might include construction machinery, medical devices, mechanical pilot hoists, robots, compasses, etc.

**Technology:** Include a list of all relevant software and operating systems. The software might include CAD, accounting, project management, graphics, database, geographic, etc.

## Professional Associations

**Member/Office** Year – Year

Organization

Items in this section should only be included if relevant to your current job search.

City, State

## Combination Resume Template

The combination resume is a cross between the functional and the chronological resume. It is a good format to use if you are a student or looking for your first job. It generally begins with a functional resume format and then goes to the reverse chronological work experience. Listing your skills, knowledge, and career achievements right up front adds to the overall attractiveness of the combination resume format.

### Full Name

Address • City, State Zip code  
phone number • email address

---

### Profile/Summary

This should be a strong and targeted statement of the skills, abilities, accomplishments, and attributes you have demonstrated that are directly related to the job. Ask yourself, "How will the employer benefit from me?" and write the answer clearly in your summary.

### Skills and Abilities

List your qualifications by category from all of your past jobs.

List those which best fit with the job target first.

Use strong action words to add energy and strength to your statements.

Quantify your accomplishments whenever possible.

### Achievements

This section should highlight any significant accomplishments that are applicable to the desired job.

### Professional Experience

Job Title, Company name, City, State

Dates of Employment

Job Title, Company name, City, State

Dates of Employment

Job Title, Company name, City, State

Dates of Employment

### Related Volunteer Experience

Job title, Organization

When or How Long

Job title, Organization

When or How Long

Job title, Organization

When or How Long

### Education:

Type of degree conferred or pursuing (full degree name)

Name and location

Date(s)

## Sample Reference Sheet

References for:

**John Robert Smythe**  
654 Smith Street  
Brooklyn, NY 01902  
917-555-5555  
jrsmythe@yahoo.com

---

### **Michelle Hall**

President  
Smith Computers  
5 Brooklyn Drive  
Brooklyn, NY 01000  
(H) 917-555-4444  
(W) 917-555-3333  
MHallSC@yahoo.com

### **Joseph Jones**

Project Manager  
Apple Computer, Inc.  
199 Boat Drive  
Providence, RI 48000  
(H) 674-555-2222  
(W) 674-555-1111  
Josjones@aol.com

### **Ashley Smith**

Quality Director  
Apple Computer, Inc.  
777 Brittney Court  
Providence, RI 48000  
(H) 674-365-5555  
(W) 674-365-6666  
ALSmith@earthlink.net



## Activity 26: Cover Letters

### Activity 26.1

Read the top of page 72 in the *Compass*.

### Activity 26.2

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 a template for you to follow. You may also follow the example on page 73 of your *Delaware Career Compass*.

Your Street Address  
City, State Zip  
Month (written out) Date, Year

Reader's Complete Name  
Job Title  
Department  
Company/Organization Name  
City, State Zip

Dear Ms./Mr. Last Name:

The first paragraph should include the title of the job you are applying for and how you learned about it. You should also include any personal contacts you have in the company and your general qualifications for the job.

The second paragraph should provide more specific information about your qualifications for the job. Highlight the most important accomplishments in your resume that are relevant to the job. Mention how you will fit into and benefit the company.

In the closing paragraph, you should request an interview and express your willingness to supply further information about your qualifications. State how and when you can be reached. Thank the reader for his/her time and consideration.

Respectfully,

***Signature***

Your Name Typed

enclosure



**Concrete Finishers & Laborers.**  
CDL Driver a plus. 10yrs experience, drug free workplace.  
Fax resume 764-0777

**CUSTOMER SERVICE**  
New Castle area. Inside Counter. Good phone personality a must. Send res to: Howard@motorcarcolors.com

**HVAC**  
**Full Time**  
**Commercial Refrigeration & Air Tech. 5yrs exp. a must. Food equipment a + . Comp. wages, AFLAC bnfts. vacation, more! Immed. start. Call 302-397-8863 or fax 302-397-8864**

**Property Management Assistant**  
Commercial real estate company seeks individual to assist w/ property mgmt of mid-Atlantic properties. Individual must have exp. in property mgmt or a related field & basic financial skills. Must be personable, computer-savvy & a creative problem-solver. Must have driver's lic. Casual work environment, free parking & some flexibility on hours. Salary based on skills & exp. Fax: (302) 654-3753

**Help Wanted**

Salesperson-Print ad Needed in NCC area Send CV to: careers@aston-marketing.com

**ASBESTOS WORKERS**

Local Abatement Contractor looking for Delaware licensed asbestos workers to fill summer positions.  
Call 215-953-8500 x100

**ASPHALT PAVING**  
Paver Operator, Roller, Lute, Sealcoating. Also CDL-A Dump Truck Drivers Experienced only need apply. Call 302-420-3887

**Automotive - Front Counter Service Writer Exp'd. F/T w/bnfts. Fax res 302-292-8640; ph -292-8814**

**Bar Maid needed - Night shift avail. Apply in person, 1575 Red Lion Rd, Bear DE, 19701, ask to see Dave or Sherry**

**Carpet/Flooring Installer Assistant - F/T**  
•Fluent in Span. •No sub-contr. •No criminal bkgrnd  
• Experience on carpet & flooring installs Call 9a-4p 475-2053; millenniumfloorsinc@yahoo.com

**CHILD CARE TEACHERS/ASST TEACHERS**  
F/T P/T. Call Asbury Child Care, 328-5640 asburydaycare@yahoo.com

**CONSTRUCTION**  
Blacktop Foreman w/10 yrs exp for hvy/hwy & site development contractor. Full bnfts pkg. Valid lic., drug screening, & bkgrnd check req'd. Send res or apply in person: Eastern States Constr Svc, 700 First State Blvd, Wilm, DE 19804. EOE

**Construction Equip. oper. Pipelayers & Laborers.**  
Exp. req'd. Bnfts. Apply at Nichols Excavation, 2742 Pulaski Hwy, Newark, DE

**CONSTRUCTION**  
Excavator operator w/10 yrs exp in underground utilities & deep cuts. Full bnfts pkg. Valid license, drug screening & bkgrnd check req'd. Send res or apply in person: Eastern States Constr Svc, 700 First State Blvd, Wilm, DE 19804. EOE

Dental Asst. -expd. 4 day wk. M/T 10-6, W/TH 7:30-3:30. Email resume to dawn@drmazoch.com

**Director SENIOR EXECUTIVE DIRECTOR YMCA OF DELAWARE**  
The Downtown branch of the YMCA seeks high-energy, motivated visionary leader to manage two facility operations. Req'd: BA/BS in related field; 5 yrs. mgmt exp., exc. community relations, fiscal/budget mgmt and fundraising exp. Exc. benefits, inc. 12% retirement contribution. Salary range: \$92,100-\$102,300. Submit resume online with attached six or more references and a one-paragraph description of your most significant accomplishment by 6/30/2011. [https://www10.ultirecruit.com/YMCA1010/JobBoard/ListJobs.aspx?\\_VT=ExtCan](https://www10.ultirecruit.com/YMCA1010/JobBoard/ListJobs.aspx?_VT=ExtCan)

**EARN UP TO 50K**  
Your first year after CDL training @ American Driver Training Academy Classes begin June 13th 4 & 8 week classes in house funding & tuition reimbursement available. (302) 655-4511

**Dispatcher**  
**FULL TIME**  
**Telecommunications Operator/Dispatcher**

The Rehoboth Beach Police Department is accepting applications for the position of F/T TELECOMMUNICATIONS OPERATOR / DISPATCHER. Starting salary will be \$13.80/hr w/exc. bnfts. As a busy 911 Ctr Telecommunicator you will dispatch police, fire and ambulance calls as well as answer telephones for the Police Department. Basic keyboarding skills are necessary. Applicants must possess a high school diploma or equivalent, have a valid driver's license & be able to pass a comprehensive criminal check & background investigation. This position requires working rotating shifts, weekends & holidays. Applications can be obtained at the Rehoboth Beach Police Department, 229 Rehoboth Ave., Rehoboth Beach, DE 19971; downloading the application from our web site; [www.rehobothpolice.org](http://www.rehobothpolice.org) (bottom of page) or by calling 302-227-2577. Applications will be accepted until 4 pm on June 20, 2011.

**DRIVERS**

**ADVANCED STUDENT TRANSPORTATION**

Great Part time openings for school bus drivers in the Newark & Wilm. area's. Onsite training provided in a relaxed atmosphere by our certified instructors. Work 4-5 hrs daily, if you want more hrs, we have them for you. Spend summers & holidays at home. EOE. Get into the driver's seat by calling the transportation specialists at: 302-998-6726

**Education**  
Colonial School District  
Mechanic - Class A Transportation Division  
Apply online at [www.colonial.k12.de.us](http://www.colonial.k12.de.us)  
Attach letter of interest to application  
Closing date: June 9-4 pm.

Hotel - The Courtyard Newark hotel @ UD is hiring: FT and PT housekeepers and PT Bartenders. Exp. is a must. Apply within @ 200 New London Rd.

Human Services  
**PROGRAM ASSOCIATE**  
providing direct support for small day program. Minimum 1 year exp. working with indivs. w/disabilities, HS diploma, valid driv. lic. Must be able to lift 50 lbs. Exc. pay/bnfts. More info available under **JOBS** at: <http://certsinc.org> EOE

**HVACR Technician & HVAC Plumbing Technician** Highly qualified w/strong work history. Great pay, bnfts 302-753-5569

**LAW CLERKS-**  
Professional individuals needed for Term and Career Law Clerk positions for U.S. Magistrate Judge. Responsibilities include providing advice and assistance with civil and criminal litigation, and may also involve managing the office by performing administrative duties. Salary dependent on qualifications. Send resume to Personnel, 844 N. King St., Unit 18, Wilm., DE 19801. EOE. See [www.ded.uscourts.gov](http://www.ded.uscourts.gov) for detailed position descriptions.

**Lawn Sprinkler Service**  
Tech & low voltage lighting exp'd to open, troubleshoot & make repairs. Apply 69 Albe Dr, Newark

**Mechanic P/T - Trucks/ Equipment.** Seasoned w/own tools. Apply @ 69 Albe Dr, Newark

**Maintenance Tech**  
Exp needed. Must have knowledge of all maintenance aspects. Apply in person at Village at Red Clay, 302-995-2378

**Maintenance Tech** for Bear Apt Community must be reliable & a team player. Exp. in Apartment Maint. & HVAC Certified. Pls email resumes to Jennifer at [Brandywinwoodsmanager@altmanco.com](mailto:Brandywinwoodsmanager@altmanco.com)

**MODEL SEARCH**

Men, Women, Children, teens, infants 6 months and up. Rates up to \$150/hour, Christian centered, family oriented. Apply in person: Monday, June 6 at 7:30pm sharp Hilton, 100 Continental Drive, Newark, DE exit 4B off I-95 by Christiana Mall

Clarion Hotel The Bell, 1612 N. Dupont Hwy, New Castle, DE; Tuesday June 7th, 7:30pm Sharp If under age 18 must be with parent. Van Enterprise, Inc. PA State licensed, bonded, since 1973, not a school.

**Single Copy Draw Sales Analyst**

College degree preferred. Two years college or equivalent business experience required. Experience in business information analysis; preferably in sales dynamics, sales trends, sales patterns and product merchandising preferred. Business-to-business sales experience preferred. Newspaper experience is a plus. Exceptional understanding of the dynamics of sales as impacted by market trends, economy and current events. To be successful, individual must possess strong analytical ability, advanced Microsoft Access and Excel skills, strong math skills, customer service and problem solving skills. Must be able to handle multiple tasks in a fast-paced environment. Excellent verbal and written communication skills are required. Please send resume and salary requirements to [jobs@delawareonline.com](mailto:jobs@delawareonline.com) or fax to 302-324-2578.

**Swim Instructors (2)**  
Certified for approximately 5 hrs per week, flexible schedule, starting 7/1. \$20/hr. Fax please to 656-6246

**TRACTOR TRAILER MECHANIC**  
Part-time Wed-Sat for fleet maintenance Call 410-620-4911

**TREECLIMBERS**  
Exp'd w/ driv.s lic. Health, dental, vision, 9 pd. holiday, 3 personal days, vac., bonuses & more. Kerns Bros. 302-475-0466

**TRUCK DIESEL MECHANIC**  
5 yrs exp-\$1000/week salary with benefits. Call 302-656-1433 fax res: 656-2341 e-mail: [kw1stchoic@aol.com](mailto:kw1stchoic@aol.com)

**Truck Driver - Roll-Off w/ Tri-Axel dump exp. & hands on construction work.** Experienced only. Clean CDL. Marty's Contracting. 302-593-5977

**Goodwill of DE in Wilmington is seeking Administrative Coordinator**

Goodwill of DE is seeking an individual with advanced clerical skills. Must also have excellent written & oral communication skills with 3+ yrs exp. In an administrative role. 1-3 yrs in recruiting & staffing is preferred.



Applicants may apply at [www.goodwillde.org/jobs](http://www.goodwillde.org/jobs) Click on jobs, work at goodwill, and administration.



## Activity 27: How Do I Fill Out a Job Application?

### Activity 27.1

Read the bottom of page 72 in the *Compass*.

1. Complete the sample job application on page 74 of the *Career Compass*.
2. Exchange your application with another student and edit his/her application. Check for the following:
  - typographical errors
  - spelling errors
  - good grammar
  - Are all the questions answered? If not, did he/she write *not applicable* in the space?
  - Is the application neat and easy to read?
  - Is the application signed and dated?
3. Correct any errors on your application when it is returned to you.
  
4. What did you learn from this activity? What can you do better next time? How can you make sure that you don't make the same mistakes next time?

## Activity 28: Job Interviews

### Activity 28.1

Read pages 75 and 76 and then 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.



## Activity 28 (continued)

## Activity 28.3

**Mock Interviews: Choose groups of three. Conduct this activity 3 times so that each person in the group has an opportunity to play each role. Review observation results.**

**I. ROLES**

1. APPLICANT - the person who is interviewing for the internship
2. EMPLOYER - the person looking for the right candidate to fill the position
3. OBSERVER - the person who watches the interview, takes notes, and provides constructive feedback

**II. SITUATION: You have applied for one of the three internships below. Circle your choice.**

1. Research and create environmental education stations to interact with garden visitors. Learn about environmental advocacy and conservation. Maintain a vegetable plot in a children's garden.
2. Immerse yourself in a health care setting. Provide assistance to patients, families, and hospital staff.
3. Interested in music and/or performance related fields? Participate in event planning to broaden your understanding of the entertainment business.

**III. APPLICANT****A. Be prepared to answer all of the following questions:**

1. Tell me a little bit about yourself.
2. What has been your favorite summer or part-time job so far?
3. What are your goals for this internship?
4. What will motivate you in this internship?
5. What do you believe is an intern's role in an organization/company?
6. What do you like about this organization?
7. What are your plans once the internship is over?
8. What are your strengths? weaknesses?
9. Give me an example of a goal that you set for yourself. Did you reach it? How?
10. Tell me about a project you initiated, the challenges you faced, and how you overcame them.
11. How do you see yourself in five or ten years?
12. What has been your greatest achievement so far?
13. Have you ever had difficulty with a supervisor or teacher? How did you handle it?
14. How would you describe your ability to work as a team member?
15. Why should I select you?

**B. Prepare 2 questions to ask the employer during the interview. Write them below.**

Question 1: \_\_\_\_\_

Question 2: \_\_\_\_\_

**IV. EMPLOYER**

Choose 5 questions from those listed above to ask the applicant. Circle the numbers. Then, create one question of your own to ask the applicant. Write your question below:

---



---



---

**Activity 28 (continued)****V. OBSERVER**

Review the list of behaviors below. Observe the interview quietly and use the review form to provide constructive feedback to the applicant you observed. You should also use this form (with a different color pen) to reflect on your own interview results.

**VI. THE INTERVIEW**

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

Applicant - Enter the interview area and introduce yourself.

Employer - Invite Applicant to sit. Ask 6 interview questions. (Five from the list and one of your own.)

Applicant - Ask your two questions. Thank the employer. Shake hands and leave.

**OBSERVER REVIEW/PERSONAL REFLECTION**

	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/suggestions for applicant:**

**Comments/suggestions for me:**

**VII. ROTATE ROLES**

## Activity 28 (continued)

### Activity 28.4

Write a thank-you letter to the classmate who interviewed you in Activity 28.3. 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 emailed 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 positive impressions of the company itself, an analysis of the interview proceedings, or new facts you learned about the company. This shows your interest.

#### *Thank-you letter template*

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 printed name



**Activity 29: Keep Your New Job****Activity 29.1**

Read page 76, *Keep Your New Job*. Complete the word search puzzle below.

*Keep Your New Job*

*ATTITUDE*  
*HELPFUL*  
*RESOURCEFUL*  
*TEAM PLAYER*

*DEPENDABLE*  
*PROFESSIONAL*  
*RESPECTFUL*  
*HARD WORKER*

*DIPLOMAT*  
*PUNCTUAL*  
*RESPONSIBLE*  
*HONEST*



## ***State Standards Addressed***

### **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.

