

Teacher's Guide

Delaware Career Compass

2012 – 2013



music to your ears



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

Acknowledgments

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

Teachers – Share Your Expertise!

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

Lyn Anderson
DE Department of Labor
19 W. Lea Blvd.
Wilmington, DE 19802
Phone: 302-761-8064
Fax: 302-761-6598

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?*

Step #2: *What's Out There?*

Step #3: *How Do I Decide?*

Step #4: *How Do I Do It?*

Section A: Educational Opportunities

Section B: Postsecondary Opportunities

Section C: Job Search

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.

Lyn Anderson
DE Department of Labor
19 W. Lea Blvd.
Wilmington, DE 19802
SLC: N250
Lyn.Anderson@state.de.us

Thank you!

Table of Contents

Step #1 Lesson Plan: Who Am I?	5
Activity 1: Learn To Use O*NET OnLine.....	8
Activity 2: A Dream Day in My Future.....	9
Activity 3: What Is Your Learning Style?.....	10
Activity 4: What Do You Like?.....	11
Activity 5: What Is Your Holland Code?.....	12
Activity 6: What Basic Skills Do You Have?.....	15
Activity 7: Drugs and Alcohol.....	17
Activity 8: What Have You Learned About Yourself?.....	18
Step #2 Lesson Plan: What’s Out There?	19
Activity 9: Labor Market Information.....	22
Activity 10: Technology: Use It Wisely.....	25
Activity 11: Career Matrix Scavenger Hunt.....	28
Step #3 Lesson Plan: How Do I Decide?	31
Activity 12: Where Do You Want to Live?.....	32
Activity 13: How Much Education Do You Want or Need?.....	35
Activity 14: What Do You Hope to Earn?.....	36
Activity 15: How Do You Match Up? What Is Your Best Match?.....	37
Step #4 Lesson Plan: How Do I Do It?	
Section A Lesson Plan – Educational Opportunities	39
Activity 16: Begin in High School.....	41
Activity 17: Career Pathways, Career & Technical Education, and Tech Prep.....	42
Activity 18: Are You Eligible to Work?.....	43
Activity 19: Identifying Skills.....	45
Section B Lesson Plan – Postsecondary Opportunities	48
Activity 20: Is the Military for You?.....	50
Activity 21: Is Postsecondary Education for You?.....	52
Supplemental Activity 21.a: Choosing a College.....	54
Supplemental Activity 21.b: What to Look for on a College Website.....	56
Supplemental Activity 21.c: What to Look for When Visiting a College Campus.....	57
Supplemental Activity 21.d: Community/Technical Colleges and Your Career Plan.....	58
Activity 22: Financial Aid.....	59
Section C Lesson Plan – Job Search	60
Activity 23: How Do You Find a Job?.....	63
Activity 24: Resumes and References.....	64
Activity 25: Cover Letters.....	69
Activity 26: How Do You Fill Out a Job Application?.....	71
Activity 27: Job Interviews.....	72
Activity 28: Keep Your New Job.....	77
State Standards Addressed	79

LESSON PLAN

Step #1: Who Am I?

Overview

This lesson helps students identify who they are as a person: their learning styles, likes, interests, and skills. 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. analyze their strengths and weaknesses according to workplace skills
7. articulate their responsibility to maintain their health and avoid drugs and alcohol
8. 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 1.2

- | 1. Relevance Score | Code | Occupation | Other information/symbols |
|--------------------|------------|-------------|--|
| 100 | 13-2011.01 | Accountants |  Bright Outlook Occupation |
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.
 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 CPAclient 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
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 and Collectors, and Revenue Agents*
 15-2011.00 *Actuaries*
 19-3011.00 *Economists*
10. Near the bottom of the page, you will see a header, **State & National**. Find Delaware in the dropdown box and click GO. Your students will find information about *Accountants* and *Auditors* that is specific to Delaware on this website.

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 7.2

1. To minimize lost productivity, absenteeism, job accidents, medical insurance costs, and 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 eight 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 50 minutes)

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

Activity 4: What Do You Like? (Time required: approximately 50 minutes)

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

Activity 6: What Basic Skills Do You Have? (Time required: approximately 50 minutes)

Activity 7: Drugs and Alcohol (Time required: approximately 30 minutes)

Activity 8: What Have You Learned About Yourself? (Time required: approximately two 30 minute periods)

Activity 1: Learn To Use O*NET OnLine

Activity 1.1
Read page 3.

Activity 1.2
Go to www.onetonline.org. 

In the top right box (**Occupation Quick Search:**), enter the occupation - *accountant*, 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?

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

3. Write down one of the 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 80 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.

10. Find the tool that will allow you to learn about Accountants in Delaware.

Hint: It's near the bottom of the page. When you find it, go to the new page and watch the career video.

Activity 2: A Dream Day in My Future

Activity 2.1

Read and complete page 4, *What Is Your 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? Bus? Subway? Carpool? Walk?
9. Do you own a car? If yes, what kind? _____
10. Describe what you like most about your job.
11. Describe what you like most about your supervisor.
12. Describe what you like most about your work environment.
13. What time do you leave work? _____
14. What do you do after work and on weekends?
15. What else makes this a dream day?

Activity 3: What Is Your Learning Style?

Activity 3.1

Complete *What Is Your 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 4: What Do You Like?**Activity 4.1**

Complete *What Do You Like?* on pages 6 and 7.

Activity 4.2

Answer the following questions:

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

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

3. You chose two occupations that you think might be a good match and wrote their titles at the top of page 6. Use O*NET Online to learn any 4 things that interest you about each of these occupations.

www.onetonline.org 

Name of Occupation 1:	Name of Occupation 2:
1.	1.
2.	2.
3.	3.
4.	4.

Activity 5: What Is Your Holland Code?

Activity 5.1 Read page 8.

Activity 5.2
Complete one of the Holland Code activities on pages 9 – 11 in the *Compass* and/or complete Activities 5.2a below and 5.2b on the next page.

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? Write the number of that group next to *Favorite Party Group* below. But that group leaves the party so you have to join a second group. Write the number of that group beside *Next Favorite Party Group*. But they leave, too. So write the number of the third most interesting group next to *Third Favorite Party Group*. Fill in the corresponding Holland Code* group name.

	letter	group name
<i>Favorite Party Group:</i> _____	*Holland Code this represents: _____	_____
<i>Next Favorite Party Group:</i> _____	*Holland Code this represents: _____	_____
<i>Third Favorite Party Group:</i> _____	*Holland Code this represents: _____	_____

***Note:** Your teacher will provide you with the corresponding Holland Code group from the Teacher's Guide, page 6.

“ Have you seen the Arthur Miller play in town?
Did she make first chair violinist?
I just finished reading the last *Hunger Games* book.
1 Oh, to have that talent!

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

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

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

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

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

Activity 5 (continued)

Activity 5.2b

Read each list of courses below.

1. Write the number for your favorite class list on the first line below.
2. Write the number for your second favorite class list on the second line.
3. Write the number for your third favorite class list on the third line below.
4. Then, fill in the Holland Code* letter and group name for each.

*Note: Your teacher will provide you with the corresponding Holland Code group from the *Teacher's Guide*, page 6.

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

	letter	group name	
1. My Favorite Class List: _____	*Holland Code this represents:	_____	_____
2. My Next Favorite Class List:: _____	*Holland Code this represents:	_____	_____
3. My Third Favorite Class List:: _____	*Holland Code this represents:	_____	_____

Activity 5.2c

Read the description for each Holland Code group in the middle of the next page. On a separate piece of paper, write a paragraph that explains what you have learned about Holland Codes. Did your codes match from one activity to another? Why do you think they did or did not? Do you have one clear interest area or are you finding that you have more than one strong interest area?

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

Go to O*NET OnLine at: 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 go to that page, 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 in the **Career Compass** activities 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. (Click on a Job Zone number to get a complete description.) 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 all about it. It might be a good match.

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

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

Activity 6: What Basic Skills Do You Have?

Activity 6.1

Complete *What Basic Skills Do You Have?* on page 13.

Activity 6.2

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 will 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 6 (continued)

Activity 6.3

Read the inside back cover, *Tony Wagner's Seven Survival Skills*.

Activity 6.4

Divide into 7 groups. Each group choose a different survival skill to study.

Discuss the following questions/statements in your group and jot down your thoughts. Be prepared to discuss your findings with the whole class.

1. Describe the skill in your own words. Explain what the business leader is saying.

2. Why do you think this skill is important for the 21st Century?

3. What are some things you can do now, in high school, to develop this skill? Make a list of specific tasks.

Activity 8: What Have You Learned About Yourself?

Activity 8.1

Complete *What Have You Learned About Yourself? Assessment Summary* and *What Have You Learned About Yourself? Narrow Your Occupations* on pages 15 and 16.

Activity 8.2

Move into pairs and answer the following questions:

1. Based on your assessment summary, 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. Tell each other about the occupations you've listed on page 16. Discuss how the results of your assessments make each of these occupations a good choice.

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

Activity 8.3

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 decision.

LESSON PLAN

Step #2: What's Out There?

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
2. identify job openings, mean entry wages, & education and training requirements
3. read charts and interpret labor market information
4. develop an awareness of career clusters and pathways and their relationship to a career choice

Teacher Instructions

1. Students should read pages 17 through 24.
2. To ensure understanding of the *Career Matrix* on pages 25 – 40, choose an occupation from one of the career clusters to discuss with your class. Talk about each element of information provided about this occupation. Refer to the *Career Matrix Key* on pages 23 & 24 for definitions and clarification. Make sure to emphasize the connection between career clusters and career pathways.

ANSWER KEY

Activity 9.3

1. 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
2. Answers may include the following:
 - www.delawareworks.com/oolmi
 - www.commerce.gov
 - www.onetonline.org
 - www.bls.gov
 - www.dol.gov
 - www.acinet.org
3. *Marketing, Sales & Service and Hospitality & Tourism*
4. *Government & Public Administration and Arts, A/V Technology & Communications*
5. Self-answered

Activity 9.4

1. **Registered Nurses** – \$26.82/hr.; Associate’s degree; Cluster 8 – Health Science
2. **Cashiers** - 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; requires little education and STOJT
3. No. Even though the annual growth rate is slightly higher, the estimated and projected number of employees is very small. The employment for **Pile-Drivers** is projected to grow by only 4 people over 10 years. There will be 210 new jobs for **Physical Therapists** over the 10-year period.
Note: Don’t let the growth rates fool you.
4. **Retail Salespersons; 15,169**
5. **Landscaping and Groundskeeping Workers**
6. A job replacement is a job opening that was created because someone retired, was promoted, or left the job for another reason such as illness. A new job is one that no one has ever held before.
7. \$19.39/hr. Bachelor’s degree; Career Cluster 4 – Business, Management & Administration
8. \$20.79/hr. Associate’s degree; Career Cluster 8 – Health Science

Activity 11.1

1. They are organized by the 16 US Department of Education Career Clusters..
2. Students may choose any of the pieces of information found on pages 23 & 24.
3. a. Education
b. Work experience in a related occupation
c. On-the-job Training
4. a. Short-term on-the-job training
b. Apprenticeship
c. More than 5 years experience in a related occupation
5. The most important basic skills for each occupation are shaded orange

Activity 11.2

1. 47-2111; because this code is used in O*NET and in the Bureau of Labor Statistics website and publications
2. 1,990
3. 1,700
4. \$48,381
5. high school diploma and apprenticeship
6. Listening, thinking and learning
7. Bachelor’s degree and 1–5 years work experience in a related occupation
8. 232
9. \$61,672
10. 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.
11. 27-3041
12. Math and Science
13. Conventional, Enterprising - yes; see definitions on page 14 of the **Teacher’s Guide**
14. 103 due to growth (brand new jobs in the field): 1,285-1,182. There will undoubtedly be additional job openings due to replacements (people retiring, changing occupations, etc.)
15. \$63,877

16. Bachelor's degree; none
17. Securities & Investments, Accounting, Banking Services, Business Finance, Insurance
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. 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 9: Labor Market Information (Time required: approximately 50 minutes)

Activity 10: Technology: Use It Wisely (Time required: **approximately 30 minutes + homework**)

Activity 11: Career Matrix Scavenger Hunt (Time required: approximately 50 minutes)

Activity 9: Labor Market Information

Activity 9.1

Read pages 17–21.

Activity 9.2

On page 17, you learn that occupational wages can differ from county to county. In the example given, *Computer Programmers* average over \$20,000/year MORE in New Castle County than in Sussex County.

1. Would this information impact your decision-making? Yes/No? Explain.

2. Find the state and county wages for two occupations that interest you. Do the wages differ from county to county? What are the annual average wages for each county?

Note: One place to find this information is in the publication, *Delaware Wages 2011*, which is online at the following address: www.delawareworks.com/oelmi/Information/Publications/DelawareWages.aspx.

Another way to get hold of this information is to call Lyn Anderson at 302-761-8064 and ask her to send you a copy of the *Delaware Wages 2011* publication.

Occupation 1:

Occupation 2:

Activity 9 *(continued)*

Activity 9.3

Using pages 18 & 19, 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. Which Career Clusters are expected to have more than 2,000 average annual job openings from 2010-2020?

4. Which two Career Clusters are projected to have the fewest average annual job openings from 2010-2020?

5. What are the 2010 average annual wages for each of the 3 clusters in which you are interested?

Activity 9.4

Based on the information on pages 20 and 21, 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. **Pile-Driver Operators** have an average annual growth rate of 2.92%. **Physical Therapists** have an average annual growth rate of 2.91%. Do you have a better chance of getting a job if you are a **Pile-Driver Operator**? Why or why not?
4. Which occupation had the highest estimated employment in 2010?
5. Which job is expected to have a projected employment of 3,956 in 2020?
6. What is a job replacement? What is a new job?
7. What is the average hourly entry wage for **Accountants and Auditors**? How much education/training does one need to be qualified? In which career cluster is it?
8. What is the average hourly entry wage for **Diagnostic Medical Sonographers**? How much education/training does one need to be qualified? In which career cluster is it?

Activity 10: Technology: Use It Wisely

Activity 10.1

Read the complete article below.

Fixing a Faulty Social Media Reputation By Janet Wall*

It is an established fact that more and more hiring authorities are looking to social media sites to gather information about a person prior to making a final hiring decision. A recent Microsoft-sponsored study revealed that 79% of US HR/Recruitment professionals use online information to evaluate candidates most or all of the time. Further, 70% of US HR/Recruiters have rejected candidates based on their online reputation. Only a little over one third of the consumers surveyed reported being concerned that their online reputation impacts their chances of getting a job or admission into a college or university in the future.

Performing pre-employment background checks of social media sites is becoming increasingly prevalent. Agencies and institutions are often outsourcing the tasks to other companies that have developed tools to automate the process. According to social media expert Courtney Shelton Hunt, PhD, Founder of SMinOrgs, "Even if you are not actively on the job market, your digital identity and activity can still be found through social searches. Therefore, it's in your best interests to establish a strong positive digital presence and monitor and manage it regularly."

How do you know if your online reputation is positive, and what do you do if it needs to be strengthened or repaired? Here are some steps you can take.

Google Yourself. Be smart about your online identity. See what others are seeing and saying. You may have an online reputation that is vastly different from what you thought or intended. Just enter your name into Google to see what comes up. If you have a strong online identity or brand, many of the entries on the first few pages will be about you. If you do not have a strong presence but a relatively common name, then many people with the same name will appear. That is important to know because their reputation may be mistaken for yours. In addition to Google, there are free programs like <http://addictomatic.com> or <http://www.pipl.com> that will look for your name on several sites. You may be very surprised what you see.

Take It Down. If you find anything negative, the first thing you should do is remove the negative information from any sites over which you have control. That means removing embarrassing photos, inflammatory statements, or anything that can be negatively interpreted.

If the harmful photos or information exists on a site over which you have no control, ask the site owner to take it down. Many times she or he will comply with your request.

Bury it Deep. But what if you have tried everything and still there is some digital dirt out there about you? By increasing positive activity on the web, you can bury the negative information so deep that it has less likelihood of being found or given credence. When recruiters or admissions officers search for your name, they are not likely to delve into the web many pages deep. If you can fill the web with positive information about you, the negative information won't rise to the top and thus may not ever be detected. Here are some ways to do that.

***Dr. Janet Wall**, EdD, CDFI, MCDP, is a career development practitioner with interests in assessment, technology, evaluation, online learning, and writing. She has authored several books related to assessment and career development topics. As founder of www.CEUonestop.com, Janet has created several online courses supported with CEU clock hours by NBCC and CCE. She also has created an e-book on free technology tools you can use to enhance your training, teaching, and business activities. Her website is www.janetwall.net. Contact her at careerfacilitator@janetwall.net.

Fixing a Faulty Social Media Reputation *(continued)*

•It's been said that if you are not on **LinkedIn**, you don't exist. When googling a name, more often than not a LinkedIn site will be among the first entries a person will see. Google considers LinkedIn to be a high authority website, so LinkedIn results rank higher in Google searches. That's why you need to make sure that you have a complete and active LinkedIn profile. Include connections that are positive and recommendations that speak of your professionalism. Think of it as your online resume that is viewable and accessible to anyone in the world. Be sure that your profile conveys a message as to who you are and what you can do so that others can understand and appreciate your value. Use your profile to convey your skills. It's like putting keywords in your resume.

•Be careful of who you "friend" in **Facebook**. Unfriend them if you don't know them. Keep your privacy settings strong. Watch what you write on someone's wall.

•Use **Twitter** to share important information relevant to your field. Make sure your twitter name is professional. Even though Twitter is informal, resist the trend of "SPEAKING IN CAPS", or all lowercase, or with #!*#+^%. The message is that I do not care enough about you to use proper writing when I communicate with you. That is not a message you want to convey.

•Start and actively update **blogs** in which you share content and opinions directly related to your chosen major or field of work. Commenting on the blogs of others will also help elevate your positive profile.

•Review any photos your have posted on **Flickr** or similar photo sharing sites. Remove anything that has any possibility of being misinterpreted.

•If you have a **YouTube** account, take down any videos that can portray you in a negative fashion.

•Get active on **Google +** (<https://plus.google.com>). This new social media tool will likely show up high on the list of web entries when a person googles your name.

•Set up a **Google Alert** (www.google.com/alerts). By doing so, you will get a message anytime your name appears on the web. If you have a fairly common name, you will receive messages about people who share your name, but it is important to know that as well, so that you know what other people might be seeing and how that may reflect on you.

Conclusion: It is important to manage your online reputation first by knowing what is out there about you; and second, by removing negative information to ensure that your online reputation enhances your potential and promise in the workplace and your career.

This article originally appeared in NCDA's web magazine, *Career Convergence*, at www.ncda.org. Copyright National Career Development Association, (12/2011). Reprinted with permission.

Fixing a Faulty Social Media Reputation (continued)

Activity 10.2

Use the article on pages 25 & 26 of the *Teacher's Guide* to help you complete this *Social Media Reputation Worksheet*.

1. Google yourself. List the positive and negative information you find online through your search.

2. If you only found positive information, wonderful! Great job! If you found anything negative, take one of the following actions as described in the article:

Take it down

Ask to have it taken down

Bury it deep

3. Choose at least one of the following ways to start building a positive Internet reputation:

LinkedIn, Facebook, Twitter, Blog, Flickr, YouTube, Google +

I will begin to build a positive online presence using _____.

Now, follow the suggestions in the article to develop your new Internet presence.

Jot down some notes about your social media plans.

4. Set up a Google Alert.

Go to: Google - More - Even More - Specialized Search - Alerts.

Search on your full name, a nickname, a Facebook name, etc.

You may choose the result type, how often you want to receive these alerts, how many, and which email address to send the alerts to.

Activity 11: Career Matrix Scavenger Hunt

Activity 11.1

Using pages 23 & 24, *Delaware Career Matrix: Matrix Key*, answer the following questions:

1. How are the occupations in the Delaware Career Matrix organized?
2. Name 3 pieces of information you can find in the matrix.
 - a.
 - b.
 - c.
3. The Bureau of Labor Statistics has changed the method by which it classifies the amount of education and training needed to be qualified for an occupation. What are the three education and training classifications?
 - a.
 - b.
 - c.
4. What do these abbreviations mean?
 - a. STOJT
 - b. APP
 - c. > (more than) 5 years
5. How can you identify which basic skills are most important for an occupation?

Activity 11 (continued)**Activity 11.2**

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

1. What is the SOC Code for *Electricians*? Why is it good to know this?
2. How many *Electricians* are there expected to be in 2020?
3. How many people were employed as *Electricians* in 2010?
4. What was the 2010 mean entry wage?
5. What education, work experience, and on-the-job-training are needed to become an *Electrician*?
6. Which Basic Worker Skills are most needed by *Electricians*?

Refer to page 27, *Arts, Audiovisual Technology & Communications*, to answer the following questions:

7. What education, work experience, and training do *Editors* need?
8. How many people were employed in Delaware as *Editors* in 2010?
9. What was the mean entry wage in 2010?
10. What does Holland (interest) code AEC stand for? Why is it important to know this?
11. What is the SOC code for *Editors*?
12. Which basic skills are not very important to any of the occupations listed in this cluster?

Refer to page 30 to answer the following questions about *Finance*:

13. If you have a Holland Code that includes _____ and _____, then Finance might be a good match for you. Does this make sense to you? Why or why not?
14. Approximately how many total openings due to growth are expected for *Credit Analysts* between 2010–2020?
15. What was the 2010 mean entry wage for *Credit Analysts*?
16. What education is needed for this job? Is any work experience or on-the-job training needed?
17. Name two career pathways in Finance.

Activity 11 (continued)

Refer to page 34 to answer the following questions about *Human Services*:

18. Which occupation had the most estimated Delaware employment in 2010?
19. Which occupation requires a Doctoral or professional degree?
20. Which occupation earned the highest 2010 mean entry wage?
21. Where can you find a description of what each of these occupations does?

Choose any one of the 16 Career Clusters to learn more about.

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? Why?

24. List three things you know about this occupation by looking at the career matrix or O*NET OnLine.
 - 1.
 - 2.
 - 3.

25. Is your Holland Code (Interest Code) a good match for the occupation you chose? 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 discuss them with your class, teacher, or counselor.

LESSON PLAN

Step #3: How Do I Decide?

Overview

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

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 12.2

1. \$2.57
2. \$988; \$3,244; \$592; \$853
3. Honolulu is very expensive, but any solid argument is okay.
4. Any solid argument is fine.
5. Blacksburg, VA
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 2011, Annual Average Data. Gas rates will vary up and down depending on the economic climate. Always check statistical sources.

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

Activity 14.1

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

Student Activities

Activity 12: Where Do You Want to Live? (Time required: approximately 3 45-minute periods)

Activity 13: How Much Education Do You Want or Need? (Time required: approximately 20 minutes)

Activity 14: What Do You Hope to Earn? (Time required: approximately 2 45-minute periods)

Activity 15: How Do You Match Up? (Time required: approximately 2 45-minute periods + research)

Activity 12: Where Do You Want to Live?

Activity 12.1

Read *How Do I Decide?* on p. 41 and *Where Do You Want to Live?* on p. 42. Review the cost-of-living table.

Activity 12.2

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 each of these cities:

Wilmington?

Manhattan, NY?

Des Moines, IA?

Denver, CO?
3. In which western city would you have the most difficulty making ends meet? Why?
4. In which city in the Northeast 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?
5. According to the ACCRA Cost of Living Index, which Southeast city has the lowest monthly home energy costs? Where is this 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 12 (continued)

Activity 12.3**Know yourself**

Think more about where you would you like to live. Choosing the right location 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.

1. Below is a list of items to think about when you are deciding where to live. Read through the entire list and think about the things that are most important to you.

_____ **climate/geography** (e.g., hot, cold, mild, desert, mountains, coastal)

_____ **family** close by

_____ **professional sports** available

_____ **size/population** of location

_____ **public transportation** available

_____ **recreation** (e.g., parks, clubs, water)

_____ **culture** (e.g., theater, symphony, art museums)

_____ **health care** (e.g., quality doctors taking new patients, good hospitals)

_____ **affordable housing**

_____ **schools** (e.g., good public schools and state universities)

_____ **demographics** (e.g., race, age, education of neighbors)

_____ **religious institutions**

_____ **low crime**

_____ **low cost-of-living**

_____ **environment** (e.g., clean air, water, soil)

2. Now prioritize each item from 1–15, #1 being the most important item and #15 being the least important.
Put the number on the line before each item until you have all 15 prioritized.

3. Use the information above to describe your dream location.

4. What if you are offered a job in a place that does not have your most important attributes? What are your options?

Activity 12 (continued)

Extension Activity 1

Using your dream location description from Activity 12.3, Research states online (e.g., www.usa.gov/Citizen/Topics/Travel_Tourism/State_Tourism.shtml) or at your library to find 2 states that might contain your dream location. List the two states below.

1. _____

2. _____

What do these two states have that match your dream location?

Learn more: Make it a point to expand your geographic 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 2**Where are the job opportunities?**

Use the Internet to find out about industries and occupations in the 2 states you listed above.

Go to: www.acinet.org

Click on **State Information** (scroll down to the tan box & look below **Occupation Information & Industry Information**)

Click on **State Profile** (listed under **State Information**)

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.

After reviewing the information, do you think that either of the 2 states you listed might be a good place to find a job? Explain why you believe you may or may not be able to live and work in one of your top 2 geographic locations.

Activity 13: How Much Education Do You Want or Need?

Name _____

Activity 13.1a

Read *How Much Education Do You Want or Need?* on page 43. Then study the graph at the bottom of page 43. Answer the following questions:

1. What conclusions about education might you reach after examining the graph?
2. Will this information influence your occupational choice? Why or why not?
3. Will you choose the level of education you want to attain before you choose an occupation or after? Why?

Activity 13.1b

After you have answered each of these questions in Activity 13.1a, discuss this topic as a class.

Activity 14: What Do You Hope to Earn?

Activity 14.1

Read *What Do You Hope to Earn?* on page 44 and complete the budget activity on page 45 for two occupations.

Review the results of your budget exercise. Do the two occupations in your budget fall into Group 1, Group 2, or do you have one occupation in each?

Group 1:

The entry wage does not cover your expenses. (Line 26 is negative.)

What could you do to balance your budget?

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?

Could you cut back on or share expenses? Could you get a second job?

What should you NOT do to make ends meet?

Jot down your ideas and discuss them with the class.

Group 2

The entry wage covers your expenses and you have money left over. (Line 26 is positive.)

What would you do with the extra?

Would you develop a long-term plan for saving more money? (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?

What should you NOT do with your extra money?

Jot down your ideas and share them with the class.

Activity 15: How Do You Match Up? What is Your Best Match?

Activity 15.1

Complete page 46, *How Do You Match Up?* & page 47, *What Is Your Best Match?*

Activity 15.2

What did you find when you compared your personal information in Column 1 (My Profile) with the three occupations you chose for Columns 2, 3, & 4 on page 46.

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 15.3:

Research one of the occupations you wrote at the top of page 47. Use any available resources to complete the questions below.

Occupation Title _____ SOC Code _____

1. Describe the main duties.

2. What education, work experience, and training are required?

3. Are there other required qualifications? (e.g., license, certificate)

4. What is the mean (average) entry wage for this occupation?

5. Is it considered a Bright Outlook occupation?

Activity 15 (continued)

6. Are there jobs in this occupation in Delaware or in the state 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.

Research Conclusions:

Resources Used:

Websites:

People:

Books/Publications:

Other:

LESSON PLAN

Step #4: *How Do I Do It?*

Section A: Educational Opportunities

Section B: Postsecondary Opportunities

Section C: Job Search

Step #4 - SECTION A: Educational Opportunities

Overview

This section stresses how education impacts readiness for job opportunities. The availability of career and technical education programs, such as Tech Prep, and student organizations such as Health Occupations Students of America (HOSA), 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. develop an action plan to achieve a goal
2. define and understand career pathways, Career and Technical Education programs, and Tech Prep, including student organizations and the benefits of participation in these programs
3. understand work eligibility requirements for students under 18 yrs.
4. recognize positive personal skills in high school and how they relate to successful employee traits

Teacher Instructions

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

Discussion points

- the value of setting goals using an action plan
- 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

ANSWER KEY

Activity 17.1:

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 and 302-739-6163
4. Research
5. Choose from those listed on the Tech Prep map on page 55

Activity 18.1

1. Anyone ages 14 – 17 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.

Student Activities

Activity 16: Begin in High School (Time required: approximately 50 minutes)

Activity 17: Career Pathways, Career & Technical Education, and Tech Prep

(Time required: approximately 50 minutes)

Activity 18: Am I Eligible to Work? (Time required: approximately 40 minutes)

Activity 19: Identifying Skills (Time required: approximately 50 minutes)

Section A: Educational Opportunities

Activity 16: Begin in High School

Read page 48, *How Do I Do It?*

Choose one of the ideas on page 48 as a goal for you to achieve while in high school. Complete the Action Plan below to define the steps necessary to reach this goal. Be detailed and specific with each step.

EXAMPLE: I will shadow my mother at her job on 10/25/2012 from 9:00AM - 5:00PM.
(NOT: I'll shadow my mother sometime this fall.)

Have fun with your rewards, but make sure they are reasonable.
If your goal will take more than 6 steps, build your own personalized chart.

Action Plan

MY GOAL IS:	Date I expect to complete this step	My reward for completing this step on time
Step 1: In order to begin working toward my goal, I must first complete my action plan.		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		

What obstacles might you face in reaching your goal?

What will you do to overcome these obstacles?

**Activity 17: What Is a Career Pathway?
Should You Be a Delaware Career & Tech Ed Student?
Should You Join a Delaware CTE Student Organization?
Tech Prep Delaware**

Activity 17.1

Read pages 49 – 55. Research your specific school to answer the following questions:

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

Activity 18: Are You Eligible to Work?

Activity 18.1

Read page 56. 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 18.2:

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

Activity 18.3:

Complete this sample work permit.

Note: When it's time for you to complete the real document for a job, go to the Delaware Department of Labor to pick up the application. Call: 302-451-3423 to find the closest location.

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>STEP 1 MINOR:</p> <ol style="list-style-type: none"> 1. COMPLETE THE SECTION MARKED "MINOR". IF YOU ARE 14 OR 15 YEARS OF AGE, YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE PERMIT. 2. TAKE THE CERTIFICATE TO YOUR PROSPECTIVE EMPLOYER AND ASK THEM TO COMPLETE THE SECTION MARKED "EMPLOYER". 3. IN PERSON RETURN THE COMPLETED FORM TO AN ISSUING OFFICER AT YOUR SCHOOL OR AT YOUR LOCAL DEPARTMENT OF LABOR OFFICE. YOU MUST PROVIDE THE ISSUING OFFICER WITH ONE OF THE FOLLOWING PROOFS OF AGE: BIRTH CERTIFICATE; BAPTISMAL CERTIFICATE; PASSPORT; SCHOOL RECORD; VALID DRIVER'S LICENSE. 4. YOU MUST GET A NEW PERMIT WHEN YOU CHANGE EMPLOYERS.
<p>STEP 2 EMPLOYER:</p> <ol style="list-style-type: none"> 1. COMPLETE ALL "EMPLOYER INFORMATION" INCLUDING DELAWARE ADDRESS AND PHONE NUMBER. RETURN TO THE CHILD. (S)HE WILL TAKE THE APPLICATION TO AN ISSUING OFFICER AND RETURN IT TO YOU AFTER THE WORK PERMIT HAS BEEN CERTIFIED. 2. DO NOT ACCEPT WORK PERMIT UNLESS IT IS DATED AND SIGNED BY AN ISSUING OFFICER. 3. KEEP EMPLOYER COPY ON FILE - IT IS REQUIRED BY LAW.
<p>STEP 3 ISSUING OFFICER:</p> <ol style="list-style-type: none"> 1. FORM MUST BE FILLED OUT AND SIGNED BY MINOR AND PARENT OR GUARDIAN (IF THE CHILD IS AGED 14 OR 15) AND THE EMPLOYER. 2. EMPLOYER MUST HAVE COMPLETED "COMPANY NAME, ADDRESS, AND PHONE NUMBER" PORTIONS OF THE PERMIT. 3. YOU MUST VERIFY MINOR'S AGE. 4. GIVE MINOR "EMPLOYER COPY" TO RETURN TO THE EMPLOYER. 5. MAIL DDOL COPY TO: DEPARTMENT OF LABOR OFFICE OF LABOR LAW ENFORCEMENT 225 CORPORATE BLVD., STE. 104 NEWARK, DE 19702

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 (continued)

4. How do you manage your time? Classwork, homework, projects, reports, extra-curricular activities, sports, etc. They 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 (continued)

Activity 19.2

Read the list of subjects below. Circle one that you are good at and that you also like. Then circle an occupation associated with that subject. Research this occupation to see if it might be a good match for you.

I have the ability to do well in this subject AND I like it	Here are just a few of the many occupations associated with its subject area. Look for one that you might enjoy exploring. Do you think it could be a good match?
Admin/Management	Community Service Manager, Education Administrator, Chief Executive, Program Director
Biology	Microbiologist, Geneticist, Pathologist, Zoologist, Veterinarian, Physician, Biomedical Engineer
Building/Construction	Architect, Construction Manager, Civil Engineer, Building Inspector, Drywall Installer
Chemistry	Materials Scientist, Chemist, Pharmacist, Chemical Technician, Embalmer, Food Scientist
Clerical	Legal Secretary, Office Clerk, Title Examiner, Medical Secretary, File Clerk, Court Reporter
Communications/Media	Public Relations Specialist, Reporter, Producer, Editor, Program Director, Radio Announcer
Computers/Electronics	Hardware Engineer, Computer Programmer, Information Security Analyst, Software Developer
Customer/Personal Service	Funeral Director, Flight Attendant, Securities Sales Agent, Event Planner, Park Naturalist
Design	Architect, Civil Engineer, Commercial Designer, Mechanical Drafter, Art Director
Economics/Accounting	Economist, Financial Analyst, Accountant, Auditor, Budget Analyst, Tax Preparer, Actuary
Education/Training	Instructional Coordinator, Teacher, Speech-Language Pathologist, Physical Therapist
Engineering/Technology	Engineer (Civil, Aerospace, Nuclear, Petroleum, Transportation, etc.), Marine Architect
English	Editor, Teacher, Court Reporter, Speech-Language Pathologist, Lawyer, Copy Writer
Fine Arts	Choreographer, Musician, Painter, Actor, Dancer, Landscape Architect, Interior Designer
Food Production	Agricultural Equipment Operator, Animal Scientist, Aquacultural Manager, Food Scientist
Foreign Language	Teacher, Interpreter, Translator, Anthropologist, Farm Labor Contractor, Customs Inspector
Geography	Geographer, Geospatial Information Scientist, Cartographer, Remote Sensing Technologist
History/Archeology	Archeologist, Anthropologist, Archivist, Curator, Historian, Political Scientist, Tour Guide
Law/Government	Lawyer, Judge, Detective, Political Scientist, Fish and Game Warden, Fire Investigator
Mathematics	Mathematician, Mathematical Technician, Actuary, Astronomer, Biostatistician, Surveyor
Mechanical	Mobile Heavy Equipment Mechanic, Ship Engineer, Refrigeration Mechanic, Millwright
Medicine/Dentistry	Anesthesiologist, Pathologist, Oral Surgeon, Internist, Physician Assistant, Athletic Trainer
Personnel/HR	Human Resources Manager, Industrial-Organizational Psychologist, Benefits Manager
Philosophy/Theology	Family Therapist, Clergy, Social Worker, Counseling Psychologist, Psychiatric Nurse
Physics	Astronomer, Nuclear Engineer, Agricultural Engineer, Hydrologist, Robotics Engineer
Production/Processing	Industrial Production Manager, Manufacturing Engineer, Food Scientist, Plant Operator
Psychology	Neuropsychologist, Marriage Therapist, Clinical Psychologist, School Psychologist, Naturopath
Public Safety/Security	Sheriff, Police Detective, Fire Inspector, Jailer, Flight Attendant, Traffic Technician, Pilot
Sales/Marketing	Advertising Agent, Sales Manager, Marketing Manager, Real Estate Agent, Insurance Agent
Sociology/Anthropology	Sociologist, Anthropologist, Substance Abuse Social Worker, Healthcare Social Worker
Telecommunications	Equipment Installer/Repairer, Dispatcher, Broadcast Technician, Computer Network Architect
Therapy/Counseling	Marriage/Family Therapist, Clinical Psychologist, Counseling Psychologist, Psychiatric Nurse
Transportation	Pilot, Transportation Planner, Aircraft Cargo Handler, Air Traffic Controller, Subway Operator

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
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.

ANSWER KEY

Activity 20.1: 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 20.3 ASVAB

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

Supplemental Activity 21.d

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

Activity 22.1

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

Activity 21: Is Postsecondary Education for You? (Time required: approximately 40 minutes)

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

Activity 21.a: Choosing a College

Activity 21.b: What to Look for on a College Website

Activity 21.c: What to Look for When Visiting a College Campus

Activity 21.d: Community/Technical Colleges and Your Career Plan

Activity 22: Financial Aid (Time required: approximately 40 minutes)

Section B: Postsecondary Opportunities

Activity 20: Is the Military for You?

Activity 20.1

Read the bottom of page 57. 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 CFEOR _____

Activity 20.2

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 20.3

Try your hand at these sample ASVAB questions.

General Science

1. Air is less dense than water because
 - A. it is lighter.
 - B. its molecules are further apart.
 - C. its molecules are closer together.
 - D. it moves more quickly and easily.

Arithmetic Reasoning

2. If the tire of a car rotates at a constant speed of 552 times in one minute, how many times will the tire rotate in half-an-hour?
 - A. 276
 - B. 5,520
 - C. 8,280
 - D. 16,560

Word Knowledge

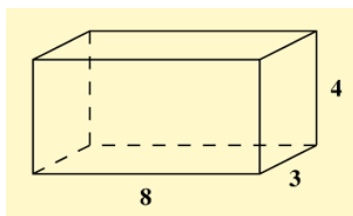
3. Antagonize most nearly means
 - A. embarrass.
 - B. struggle.
 - C. provoke.
 - D. worship.

Paragraph Comprehension

4. The eastern part of Texas will ambush the senses of all who enter it with preconceptions of sand and cacti around every bend. It has a look and atmosphere that does not fit the boots-and-saddle image of the state.

The author implies that the look and atmosphere of east Texas does NOT resemble that of the

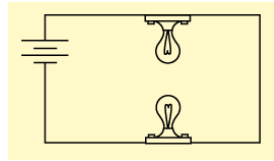
- A. marshlands.
- B. mountains.
- C. seashore.
- D. desert.



Mathematics Knowledge

5. The volume of the brick is
 - A. 15
 - B. 36
 - C. 44
 - D. 96

For more ASVAB practice, go to:
www.military.com/ASVAB



Electronics Information

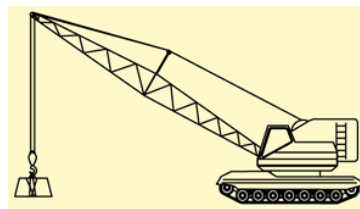
6. The circuit shown in the diagram contains a battery and two light bulbs. If one light bulb burns out, the other will
 - A. no longer burn.
 - B. continue to burn.
 - C. flicker on and off.
 - D. burn more brightly.

Auto Information

7. Shock absorbers on a car connect the axle to the
 - A. wheel.
 - B. chassis.
 - C. drive shaft.
 - D. exhaust pipe.

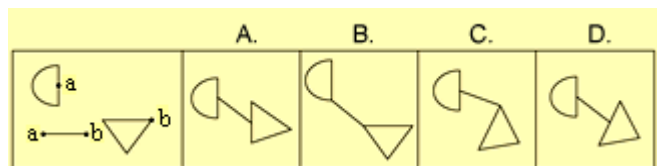
Shop Information

8. Sanding blocks are used to
 - A. prevent high spots and ridges on sanded surfaces.
 - B. prevent dirt from collecting on the sandpaper.
 - C. stretch the length of the sandpaper.
 - D. prolong the use of the sandpaper.



Mechanical Comprehension

9. Extending the reach of this crane will shift its
 - A. total weight.
 - B. allowable speed.
 - C. center of gravity.
 - D. center of buoyancy.



Assembling Objects

10. Which figure best shows how the objects in the left box will touch if the letters for each object are matched?
 - A.
 - B.
 - C.
 - D.

Activity 21: Is Postsecondary Education for You?**Activity 21.1**

Read *How Do You Prepare for College?* on pages 59–60 of your *Compass*.

Activity 21.1a

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 21 (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 21.1b

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 21 (continued)**Supplemental Activity 21.a: Choosing a College**

Check page 63 of the *Delaware Career Compass* for websites and telephone numbers of area schools.

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 21.b on page 56 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

III. Narrow Your College 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 21 (continued)

Supplemental Activity 21.b: What to Look for on a College Website

Date: _____

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? _____ Early action? _____

What are the housing 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?

Holidays? _____

Fall semester _____ to _____

Winter term _____ to _____

Spring semester _____ to _____

Summer term _____ to _____

Other? _____ to _____

What student activities and services interest you? _____

NOTES:

Activity 21(continued)

Supplemental Activity 21.c: What to Look for When Visiting a College Campus

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.
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.

NOTES:

Activity 21 (continued)

Supplemental Activity 21.d: Community/Technical Colleges and Your Career Plan

1. Review page 63 of the Delaware Career *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

Job Title	Yes	No	Job title	Yes	No
1.			1.		
2.			2.		
3.			3.		

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 22: Financial Aid

Activity 22.1

Read pages 60–62. 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, cover letter, and thank-you note
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, cover letters, and thank-you notes
- importance of practicing interviewing techniques

ANSWER KEY

Activity 23.1

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, books - 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 27.2

The following are sample answers. Pages 74 and 75 provide more possible responses.

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 27.3

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 28.1: Answers on next page

Activity 28.2

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 28.1

Keep Your New Job



Student Activities

Activity 23: How Do You Find A Job? (Time required: approximately 50 minutes)

Activity 24: Resumes and References (Time required: approximately five 45 minute periods)

Activity 25: Cover Letters (Time required: approximately 50 minutes)

Activity 26: How Do You Fill Out A Job Application? (Time required: approximately 60 minutes)

Activity 27: Job Interviews (Time required: approximately four 45 minute periods)

Activity 28: Keep Your New Job (Time required: approximately 60 minutes)

Activity 23: How Do You Find the Right Job?**Activity 23.1**

Read pages 64 & 65. 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 47 of the *Career Compass*). Would they be good candidates for an informational interview? On a separate piece of paper or on a computer, prepare a list of 10 questions you would like to ask each. How about giving the interviews a try?

Activity 24: Resumes and References

Activity 24.1: Build a Personal Job-Search File

Read pages 66 through 69 regarding resumes.

Using the *Personal Fact Checklist* on page 68 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 24.2: 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* in the *Teacher's Guide* for a list of skills you've already identified. Now use those skills and any you identified in *Activity 24.1* to practice writing your personal action statements. Use the Resume Action Verbs list on page 68 of the *Compass*. When you are satisfied with your statements, add them to your personal resume file for safekeeping.

Activity 24.3: Create Your Objective and/or Profile

Review the objective/profile on the sample resumes. (See page 69 in the *Compass* and pages 66 and 67 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 24(continued)

EXAMPLE

Questions:

1. What job interests you?
2. In what kind of environment do you want to work?
3. What is your availability?
4. What skills will you bring to this specific job?

Example 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 certifications in CPR, First Aid, AED, Lifeguarding, and WSI.

Activity 24.4: Choose a Format and Build Your Resume

Reread *Choose a Format* on page 67 and examine the resume on page 69. (Look at the sample resume templates on pages 66 & 67 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 24.5: 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 68 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 • appropriate 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 City, State
GPA, if above 3.5 • High Honors/summa cum laude

Degree - Major/Course of Study year received
Next Most Recent School/College/Institution City, State
GPA, if above 3.5 • High Honors/magna cum laude

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

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 25: Cover Letters

Activity 25.1

Read the top two sections of page 70 in the *Compass*.

Activity 25.2

Read the sample job posting (taken directly from the Internet) on the next page. Respond to this posting as though you are well-qualified for the job. Write your cover letter so that you stand out from all the other letters this employer will receive. Do your best to win the interview.

Note: Of course, when you write a real cover letter for a job, you must NEVER lie about anything.

Below is a template for you to follow. You may also follow the example on page 71 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

Sample Internet Job Posting

Store Manager: Family Dollar Store - Dover, Delaware

Job: Store Management

Primary Location: 1007 N State St Silver Lake Shopping Center Dover 19901

Job Level: Manager

Education Level: High School Diploma/GED (±11 years)

Shift: Variable

Travel: No

Background Check Required: Yes

Drug Screen Required: Yes

JOB DESCRIPTION

General Summary:

As a Family Dollar Store Manager in Training you will be responsible for providing exceptional customer service while assisting the Training Manager in the daily operation of a retail store. Under the direction, training and observation of the Training Manager, the Store Manager in Training (SMIT) maintains inventories, store appearance and completes daily paperwork. The Store Manager in Training must be willing and able to accept a Store Manager position within the Market upon completion of the training.

Principal Duties & Responsibilities:

- At the direction of the Training Manager, the SMIT supervises, trains, and develops store Team Members on Family Dollar operating practices and procedures (e.g., Door to Shelf). Must be able to effectively communicate and explain these (and other) standards and procedures to Team Members when directed by Training Manager.
 - Greets and assists customers in a positive, approachable manner. Answers questions and resolves customer inquiries and concerns.
 - Assists the Training Manager in weekly ordering of merchandise using cycle counts to ensure in-stock representation.
 - At the direction of the Training Manager, the SMIT assists in unloading all merchandise from delivery truck, organizes merchandise, and transfers merchandise from stockroom to store.
 - Assists the Training Manager in loss prevention efforts by maintaining a presence in the store and providing excellent customer service.
 - Acquires knowledge and executes all duties necessary for the effective and profitable operation of the store.
-

JOB REQUIREMENTS

Position Requirements:

Education: Prefer completion of high school or equivalent. Ability to read, interpret and explain to others operational directives (e.g., merchandise schematics, etc).

Experience: Prefer store management experience in retail, grocery or drug store environments.

Physical Requirements: Ability to regularly lift up to 40 lbs. (and occasionally, up to 55 lbs.) from floor level to above shoulder height; must be able to meet demands of frequent walking, standing, stooping, kneeling, climbing, pushing, pulling, and repetitive lifting, with or without reasonable accommodation.

Availability: Ability to work flexible, full-time schedule to include days, evenings, weekends and holidays.

Skills & Competencies: Customer Focus, Results Driven, Strong Organizational Skills, Communication Skills, Problem Solving/Decision Making, Job Knowledge and Relationship Management.

Activity 26: How Do You Fill Out a Job Application?**Activity 26.1**

Read the bottom of page 70 in the *Compass*.

1. Complete the sample job application on pages 72 and 73 of the *Career Compass*.
2. Exchange your application with another student and edit his/her application. Make a light note in pencil where you believe a correction needs to be made:

Check for the following:

- typographical errors
- spelling errors
- good grammar
- Are all the questions answered? If not, did he/she write *not applicable (N/A)* in the space?
- Is the application neat and easy to read?
- Is the application signed and dated?

3. Return the application to its original owner. Look over the notes and make final corrections, if necessary.
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 27: Job Interviews

Activity 27.1

Read pages 74 and 75 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 27 (continued)

Activity 27.3

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 based on the situation you have chosen above:**

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 27 (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!
Nonverbal behavior			
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
Verbal behavior			
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 27 (continued)

Activity 27.4

Read page 76 of the *Delaware Career Compass*.

Write a thank-you note to the classmate who interviewed you in Activity 27.3. Often your chances of employment can be increased by making another contact with the employer. A thank-you note might just be the edge you need to beat the competition.

About the interview thank-you note

- A thank-you note may be typed or neatly handwritten on personal stationery. A thank-you note 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 note should be sent the same day as the interview or the following day at the latest.
- The note should state your continued interest in the job and your appreciation of the time spent with you during the interview.
- The note 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.

Activity 28: Keep Your New Job

Activity 28.1

Read page 75, *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

Activity 28 (continued)

Activity 28.2

Answer the following questions:

- 1. What are three things workers should do to keep their new jobs and prepare for advancement?

- 2. Imagine you are an employer and one of your employees asks you for advice on how to get a promotion. What would you tell the employee about your expectations?

- 3. Suppose you and a friend apply for the same position. Your friend gets hired. How would you feel? How would you deal with the situation?

- 4. One of your co-workers has a bad attitude and is always complaining and saying negative things about your supervisor. What would you do in this situation?

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.

music to your ears



Delaware Career Compass

www.delawareworks.com/oelmi/Information/Publications.aspx

