

Career Classes



On the following pages are several examples of student contracts that use *Career Search* and other materials. You may choose to use them exactly as you see them or adjust/adapt assignments to better serve the needs of your students.

CONTRACT

**to be read, signed, and completed by members of the
CAREER CLASS**

Fall Semester**Counselor** _____

As a student enrolled in Career Class, I, _____, understand that my grade in said class is dependent upon completion of this contract. Furthermore, I understand that each project listed below must be completed on or before the due date. After the due date, credit will not be given for the assignment.

ITEMS TO BE COMPLETED

First Semester

ALL STUDENTS —

1. I will fill out the Careers Program Application August 19
2. I will have on file a "Plan of Study" August 26
3. I will have three Oklahoma *Career Search* "Occupational Search" printouts in my "Plan of Study" August 26
4. I will have a Learning Styles inventory printout in my "Plan of Study" August 26
- 5.(a) I will have read pages 1-11 in the *Job Hunting Handbook* September 2
- 5.(b) I will have my parent sign the inside cover of the *Job Hunting Handbook* September 2
6. I will have completed pages 10-11 in the *Job Hunting Handbook* September 9
7. I will have completed page 13 in the *Job Hunting Handbook* September 16
8. I will have read and completed pages 14-19 in the *Job Hunting Handbook* September 23
9. I will hand in a rough draft of my resumé September 30
10. I will hand in a final draft of my resumé October 7
11. I will have read and completed pages 20-26 in the *Job Hunting Handbook* October 19
- 12.(a) I will have read and completed pages 27-29 in the *Job Hunting Handbook* October 28
- 12.(b) I will have my parent sign a copy of my resumé October 28
13. I will have read and completed pages 30-31 in the *Job Hunting Handbook* November 4
14. I will have read and completed pages 32-37 in the *Job Hunting Handbook* November 11
15. I will have read and completed pages 38-43 in the *Job Hunting Handbook* November 18
16. I will have read and completed pages 44-45 in the *Job Hunting Handbook* November 25
17. I will have read and completed pages 46-48 in the *Job Hunting Handbook* December 2
18. I will have completed my first interview from my appointment schedule December 9
19. I will have two letters of reference on file in my "Plan of Study" December 16
20. I will have taken my ACT test at least once December 21

In addition to the above, **students who remain in class during seventh period will cover the activities in the *Job Hunting Handbook* in more detail and do other career-oriented activities.** These will include, but not be limited to:

- Produce letters from *Career Search* requesting information from colleges/vocational schools.
- Conduct practice interviews.
- Produce letters from *Career Search* requesting information about different jobs.
- Preview videos on educational and career opportunities.

ITEMS TO BE COMPLETED

Second Semester:

ALL STUDENTS —

(Note: Students entering second semester must complete the above items to receive a grade for this class.)

1. I will have five letters of reference on file in my "Plan of Study" January 15
2. I will have a transcript representing seven semesters in my "Plan of Study" February 1
3. I will have my Financial Aid Packet filled out and mailed February 14

Second-semester items will also include college applications, scholarship applications, and more interviews.

Students should be observing or employed during second semester.

ATTENDANCE GRADE

I understand I am required to personally check in each day with my teacher. I will remain in class and work on projects unless I am employed or observing in the workplace. Failure to check in will result in an absence for that day. Regardless of the reason, any "no show" is counted as an absence. The only absence that is negotiable is one recorded by the principal's office as "medical."

My attendance at my job or observation place will be checked. Any absence there will also count against me the same as school absences. An attendance grade for each semester will be calculated on the follow scale:

Absence	Grade	Percent
0	A	100
1	A	95
2	A	90
3	B	85
4	B	80
5	C	75
6	C	70
7	D	65
8	D	60
9	F	50
10	F	0

Job Hunting Handbook
 Dahlstrom & Company, Inc.
 155 Wilson Road
 Holliston, MA 01746-1433
 1-800-222-0009

The attendance grade will count as one-third of my final grade.

JOB SKILLS CONTRACT

Review the following requirements for the various letter grades available by contract.

All students will begin their contract at "entry level" — a C letter grade.

You will be permitted to contract up for a "raise" after completing all prior work. Once you contract up, you will have at most one week or the deadline to complete all newly contracted work. Failure to meet your contract requirements by deadline will result in a demotion of 10 percent of your final project grade.

You must work your way up the job contract ladder one grade contract at a time with at least one day between steps . . . after all, one does not start as a laborer and run the company the next day.

Any contracting up must be approved/initialed by your teacher.

Not meeting the minimum criteria for the job contract will result in "firing" the employee (a grade of F, 60 percent maximum — or the percent of work completed).

Two grades are recorded for the final project:

- The contract grade, for example: A = 100%, B = 90%, C = 80%
This grade will be awarded if all contract items are complete for the contracted grade, such as a C.
- The contents grade of quality — the bulk of your points, 10 points each. Remember, neatness counts!

Additionally, grades for daily work habits will be recorded as usual.

CONTRACT REQUIREMENTS					
C	B	A	✓	Contract Item	Grade/Comments
1	2	3		cover letter (each to a different business)	
1	2	3		follow-up letter (corresponds to cover letter)	
1	0	0		mini data sheet, written	
0	1	0		mini data sheet, typed	
0	0	1		mini data sheet, typed and reduced	
1	1	1		job application	
5	10	15		interview questions to answer (how many) Answers should reflect thought and not be too short or yes/no responses.	
0	1	0		resumé, handwritten on form	
0	0	1		resumé, typed	
1	1	1		Occupation Search list of jobs from questionnaire, computer program	
1	1	1		computer printout of jobs from Occupation Search that do not require a high school diploma	
1	1	1		computer printout of jobs that require one to three years training past high school	
1	1	1		one-page report on a job from that computer printout training list, written	
0	1	1		computer printout of a job list that requires a college degree, any level	
1	1	1		career cluster handout with areas you are interested in circled	
1	2	3		in-depth report printout of any of the following areas: college major, specific career, military career, vo-tech program description	
1	2	3		one-page summary of a career with your personal reaction/or the above printout with half-page summary	

125 150 175

TOTAL POINTS FOR QUALITY

71% 86% 100%

EQUIVALENT PERCENTAGE

Contracted Grade _____ Student _____ Due _____
Signature _____ Date _____

Revised Contract _____

Teacher Signature _____ Date _____

CAREER PROJECT

Minimum Requirements for a "B"

1. Four career reports from computer with printout
 - printout — military job
 - printout — vo-tech program
 - printout — career of choice
 - printout — a job available without high school diploma

Career reports should include:

- salary
 - benefits
 - qualifications
 - duties
 - education required
 - advancement opportunities
2. Job letter of application
 3. Job application completed
 4. Written data sheet
(Be sure to list name, address, and phone number of three references.)
 5. Mock interview with teacher.

Requirements for an "A"

Two additional projects of your choice (approved by teacher)

Examples:

- Do another kind of printout related to careers.
- Do a second printout from one of the categories listed above.
- Find an article from a newspaper or magazine about a person in a career field that you are considering.
- Do a want ad count/survey.
- Type a resumé based on your data sheet.
- Conduct a real interview and write it up. Get the interviewee to sign it.

1. _____
list project

2. _____
list project

SUGGESTED CAREER CLASS SCHEDULE

The following lessons, along with their descriptions, are arranged in an order to show what can be accomplished using the lesson plans provided in this toolbox. Also listed are resources to support the lessons. These resources can be ordered through the *Career Stuff* catalog included in this toolbox.

Lessons cover three areas:

- Research an Occupation
 - Pre-Activities
 - Interest and Skills Needed
 - Research Occupation/Cluster
- Apply for a Position
- After You Are Hired

This is just one of many ways to organize your Career Class. Each teacher decides which lessons to present according to the time available.

Research an Occupation

(Taught in any order)

Pre-Activities

Lesson Title	Lesson Description
Compute Wages	Compute daily wages and weekly wages.
Career Clusters	Identify occupations in different clusters.
Job Geography	Research occupations by geographical locations.
Occupational Rewards	List personal satisfaction derived from an occupation beyond money.
Occupational Glossary	Know terms related to careers and employment.
High School Pays	Figure return on investment by staying in school.
Decision Making Steps	Follow sequence steps in decision making.
Future Plans	Discuss paths to follow — military, college, vocational school, marriage, etc.
Where Does the Time Go?	Graph time spent doing chores, getting homework, watching television, etc., during one 24-hour period.
Male/Female Roles	Choose from a list which occupation is male or female. Using a list of occupations, discuss which ones are thought of as "male" or "female."

Products to support these lessons are available from the *Career Stuff* catalog:

- *Employment Skills for the 21st Century*
- *Real Game*
- *Career Connection Magazine*

Interest and Skills Needed

Lesson Title	Lesson Description
Personality Profile	List likes, dislikes, limitations, and attitudes to determine personality traits
Plan of Study	Organize and plan a tentative high school schedule.
Self-Concept.....	Rate yourself on skills to determine areas of personal strength.
Personal Skills Needed	List personal skills you possess and the skills needed for work.
Education and Salary	Identify ways in which decisions about education and work relate to other major life decisions.
Traditional/Nontraditional Roles ...	Examine educational requirements for males and females.

Products to support these lessons can be ordered from the **Career Stuff** catalog:

- *Employment Skills for the 21st Century*
- *Career Search and Career Search Activities*
- *Six-Year Plan of Study*
- *Career Option Folder*
- *Career Targets*
- *Real Game*
- *Career Talk*
- *Career Connection Magazine*
- *Occupational Clues*

Research Occupation/Cluster

Lesson Title	Lesson Description
Career Report	Research an occupation.
Research Occupation	Research occupations within a certain subject area.
Guest Speaker Reaction Paper	Write a reaction paper after hearing each guest speaker's presentation.
Leisure Activities	Draw an illustration of how the student uses his/her leisure time.
Lifestyles	Interview adults to identify their lifestyles and amount of leisure time, and then compare their cost of living.
Career Interviewing	Research and interview an adult of student's choice.
Advertising	List skills needed to be an advertising agent.

Products to support these lessons are available from the **Career Stuff** catalog:

- *Employment Skills for the 21st Century*
- *Career Search and Career Search Activities*
- *Licensed and Certified Occupations*
- *Careers for the 21st Century (Volume I-IV)*
- *Work-Based Learning: Internship and Job Shadowing*
- *Real Game*
- *Career Day Planning Guide*
- *Guide for Occupational Explorations*
- *Occupational Outlook Handbook*

Apply for a Position

(Taught in the following order)

Lesson Title	Lesson Description
Transferable Skills	Identify transferable skills in school to implement in a career.
Work Habits Inventory	Observe areas to strengthen: cooperation, courtesy, accuracy of work, and punctuality.
Want Ad Abbreviations	Determine abbreviations from want ads.
Classified Ads	Decode a secret message using abbreviation list.
Application Forms	Fill out application forms.
Resumés	Add information to build a resumé.
Letter of Recommendation	List strengths to build a resumé.
Interview	Role play interview using questions provided.

Products to support these lessons are available from the Career Stuff catalog:

- *Employment Skills for the 21st Century*
- *Through the Jungle*
- *Employability Skills I and II*
- *Real Game*
- *Career Connection Magazine*
- *Resumé Writer*

After You Are Hired

(Taught in any order)

Lesson Title	Lesson Description
Communicate Skills	Respond positively to situations that involve rejections.
Dealing with Criticism	Describe alternative ways to deal with an unfair evaluation.
Coconut Compromise	Orally communicate needed information.
Mental Health	Describe relationship between how we feel about ourselves and maintenance of good mental health.
Job Skill	Promote communication and social skills to keep a position.
Time Management	Improve time in new position.
Budgets	Plan a budget.
Positive Contribution	Discuss positive and negative effects of stress.

Products to support these lessons are available from Career Stuff catalog:

- *Employment Skills for the 21st Century*
- *Career Connection Magazine*
- *Real Game*
- *Employability Skills I and II*

Activity

Personality Profile

Related Subject

Health

National Career Development**Guidelines: I**

Knowledge of the influence of positive concept.

Suggested Oklahoma P.A.S.S.:

Grades 6-8 Language Arts
Program Skills E and F
Grades 9-12 Language Arts
Program Skill D

Objective

Student will list likes, dislikes, limitations, and attitudes to determine personality traits.

Opening

Define a personality. Give a personality profile of a famous person. You may choose a famous sports star, actor, actress, or community leader, etc.

Activities

- Define PERSONALITY PROFILE worksheets.
- Have students complete the PERSONALITY PROFILE worksheet.
- Have students discuss how physical limitations may prohibit employment in occupations that require those physical characteristics.
- Have students discuss how good work attitudes will enhance employment opportunities.
- Have students discuss and compare how difficult it is for them to complete tasks that they dislike and how easy it is for them to complete tasks they like.

Discuss how this transfers to employment tasks.

Related Activities

Ask students to complete CHECKING UP ON YOU worksheet. Have students determine how many activities can be done alone, in a group, indoors, and outdoors. Students may take the Career Search Interest Survey (41 questions) by using pencil/paper or by using the *Career Search* computer program.

Closure/Evaluation

Students will determine their likes and dislikes, limitations, and attitudes related to employment tasks and employment opportunities. Students can enter information into portfolio as appropriate.

Resources

Oklahoma Career Search software, Oklahoma Department of Vo-Tech Education.

Materials/Supplies

PERSONALITY PROFILE worksheet, pens or pencils.

PERSONALITY PROFILE

Name _____

Instructions: Write your likes, dislikes, aptitudes, and limitations in the space provided. Identify the category of each activity.

Categories:

- (W) = Work
- (S) = School
- (H) = Home
- (L) = Leisure

ACTIVITIES I LIKE TO DO

1. (____) _____
2. (____) _____
3. (____) _____

ACTIVITIES I DO NOT LIKE

1. (____) _____
2. (____) _____
3. (____) _____

ACTIVITIES I DO WELL

1. (____) _____
2. (____) _____
3. (____) _____

ACTIVITIES I HAVE DIFFICULTY DOING

1. (____) _____
2. (____) _____
3. (____) _____

DISCUSS: IS THIS TYPE OF INFORMATION HELPFUL IN CHOOSING A CAREER?

CHECKING UP ON YOU

Name _____

Here is a list of hobbies and interests. Express how you feel about each one by placing one of the following symbols in the spaces provided.

- + for those you like to do
- for those you do not like to do
- ? for those you would like to try

- | | |
|------------------------------------|------------------------------------|
| _____ individual sports | _____ arts and crafts |
| _____ team sports | _____ writing stories, poems, etc. |
| _____ games | _____ babysitting |
| _____ reading | _____ working with animals |
| _____ cooking | _____ taking pictures |
| _____ visiting friends | _____ working with electronics |
| _____ talking on the phone | _____ collecting things |
| _____ walking | _____ participating in clubs |
| _____ jogging | _____ boating |
| _____ sewing | _____ camping |
| _____ attending school | _____ hiking |
| _____ bicycling | _____ sight-seeing |
| _____ dancing | _____ rock hunting |
| _____ roller skating | _____ exploring |
| _____ ice skating | _____ swimming |
| _____ carpentry | _____ lying on the beach |
| _____ making models | _____ weight lifting |
| _____ playing a musical instrument | _____ daydreaming |
| _____ singing | _____ doing experiments |
| _____ watching television | _____ decorating a room |
| _____ bowling | _____ organizing activities |
| _____ listening to music | _____ working puzzles |

Activity

Self-Concept

Related Subject

Language Arts

National Career Development**Guidelines: I**

Knowledge of the influence of positive self-concept.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Objective

The students will rate themselves on skills and personal attributes to determine areas of strength and weakness.

Opening

The teacher will introduce the concept of perception. Teacher and students will then discuss the differences in how we perceive ourselves and how others perceive us.

Activities

- Distribute three HOW DO YOU RATE handouts to each student (one will be given to each of the following: a teacher, parent, and another student). Distribute the RATE YOURSELF handout to each student.
- Have students complete the handout.
- Have students discuss areas of strength and weakness.
- Invite an employer from the community to come and speak with the class on the personal attributes he/she looks for when hiring.
- Have students use the information given by this speaker to make a list of their personal attributes.

- Have students also make a list of personal attributes that they do not have, based on information given by the speaker.
- Have students write a paragraph discussing the correlations and discrepancies listed on the two handouts (the self-rating vs. the rating by others). In addition, students will describe how they will work to develop those personal attributes needing improvement.

Related Activity

Students will develop a graph based on their findings.

Closure/Evaluation

After completing the activities and RATE YOURSELF sheets, students will be able to list their strengths and weaknesses and will be able to identify which of their strengths will be helpful in gaining employment. Copy and distribute *Newsweek* article for discussion. Students can enter information into portfolio as appropriate.

Resources

Newsweek, March 16, 1998, "The World According to Garth".

Materials/Supplies

RATE YOURSELF and HOW DO YOU RATE handouts, guest speaker, paper, pens, pencils.

RATE YOURSELF

Name _____

Instructions: For each category, rate yourself as:

A — Having strength in that area.

B — Being about average in that area.

C — Needing improvement.

- ___ 1. I control my temper.
- ___ 2. I get there every day.
- ___ 3. I do what I am told.
- ___ 4. I avoid horseplay.
- ___ 5. I get there on time.
- ___ 6. I work cooperatively with others.
- ___ 7. I follow orders promptly.
- ___ 8. I get along without complaining.
- ___ 9. I dress appropriately.
- ___ 10. I do the best I can.
- ___ 11. I try to get the skills I need to improve my work.
- ___ 12. I take responsibility for my work.
- ___ 13. I care for my equipment.
- ___ 14. I accept criticism without getting upset.
- ___ 15. I do neat and accurate work.

For at least two items from your B or C list, write a paragraph telling specific ways in which you will improve in those areas.

HOW DO YOU RATE?

Name _____

Instructions: For each category, rate the person as:

A — Having strength in that area.

B — Being about average in that area.

C — Needing improvement.

- 1. He/She controls his/her temper.
- 2. He/She gets there every day.
- 3. He/She does what he/she is told.
- 4. He/She avoids horseplay.
- 5. He/She gets there on time.
- 6. He/She works cooperatively with others.
- 7. He/She follows orders promptly.
- 8. He/She gets along without complaining.
- 9. He/She dresses appropriately.
- 10. He/She does the best he/she can.
- 11. He/She tries to get the skills he/she needs to improve the work.
- 12. He/She takes responsibility for the work.
- 13. He/She cares for the equipment.
- 14. He/She accepts criticism without getting upset.
- 15. He/She does neat and accurate work.

Activity

Advertising

Related Subjects

Language Arts

**National Career Development
Guidelines: II**

Skills to interact with others.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills II

Objective

Students will list skills needed to be an advertising agent.

Opening

Have students bring in pictures of advertisements.

Activities

- Divide students into groups of four.
- Each group of students designs a new shoe and discusses how to advertise it.
- Each group of students agrees on *one* picture of a shoe and presents it and its advertisement to the whole class.

Related Activity

As a class, students can vote by secret ballot on which of the advertisements sold them.

Closure/Evaluation

Presentations by the students and observations of them working together.

Materials/Supplies

Paper, markers, any other art supplies necessary.

Activity

Communication Skills

Related Subject

Health

National Career Development Guidelines: II

Skills to interact with others.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Health

Program Skills B and E

Grades 6-8 Language Arts

Program Skill G

Objective

Students will be able to respond positively to open-ended, decision-making situations that involve rejections.

Opening

Provide an example of a situation that involves rejection in a job situation.

Activities

- Use the THIS IS ME handout for a guide, and ask the students to add additional situations in which they had to deal with criticism.
- Discuss the nature of decision making with the class, emphasizing factors that influence our decisions and stressing the importance of being aware of those factors.
- Divide class into groups of two, three, or four students, encouraging the students to sit with classmates they *do not* know very well.
- Distribute statements; ask students to respond to the statements and to state their reasons for responding that way.

- Encourage discussion among groups so that students will see other influencing factors.
- Have students write or verbalize what they learned about making decisions and handling criticism.

Related Activity

DEALING WITH CRITICISM lesson.

Closure/Evaluation

Students will learn to recognize factors with the person and factors within the situation that influence given decision-making situations.

Materials/Supplies

THIS IS ME handout, paper, pens or pencils.

THIS IS ME!
(Dealing with criticism)

Name _____

1. Let's say I got yelled at . . .
 - a. It would bother me if . . . (why)
 - b. It would not bother me so much if . . . (why not)

2. If a neighbor got mad at me for running across the lawn . . .
 - a. It would not worry me if . . . (why)
 - b. I would feel bad if . . . (why not)

3. Let's say I heard someone tell a story about me that was not true . . .
 - a. I would like to be able to . . . (why)
 - b. I would not want to . . . (why not)

4. If I got a new haircut/style and my friends said it was awful . . .
 - a. I would respond by saying . . . (why)
 - b. I would not respond . . . (Why not)

5. My mom or dad is upset with me because I haven't cleaned my room, done my homework, etc., . . .
 - a. It would not bother me if . . . (why)
 - b. It would bother me if . . . (why not)

6. An older brother or sister will not let me go to the movies with him/her and friends because they all think I am too young or immature . . .
 - a. I would like to be able to . . . (why)
 - b. I would not want to . . . (why not)

7. A teacher reprimanded me in front of the whole class . . .
 - a. It would not worry me if . . . (why)
 - b. I would not feel bad if . . . (why not)

8. One of my friends avoids me but will not tell me why.
 - a. I might feel OK about that if . . . (why)
 - b. I would not feel OK if . . . (why not)

Activity

Dealing With Criticism

Related Subject

Health

National Career Development Guidelines: II

Skills to interact with others.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Objective

Students will describe alternative ways to deal with an unfair evaluation.

Opening

Ask students how they feel when they receive criticism.

Activities

- Identify the strengths of each student in each group. Prepare individual letters indicating that each of the students has been rejected for some inadequacy in an area in which the student actually is very strong. Five sample letters are attached. (Class may be divided into groups, with each group taking a letter.)
- Have each student in turn read his/her letter to the group and express his/her reaction.
- After the letters are read, ask the following:
 - How would you react to this letter?
 - How did you feel when you read the letter?
 - Do you think that the statements are true? Why?

- Does this information differ in any way with your evaluation of yourself in this area? How?
- What are you really like?
- How can we know what our strengths and weaknesses really are?
- Suppose you think this letter is unfair to you. What would you do about this situation?
- What would you do if this happened on the job?
- How can we correct an erroneous impression others have of us?
- Have students list approaches they would use in dealing with evaluations such as these or any others that students may want to suggest.

Related Activity

Have students write a rebuttal. Have students role play their reactions from these letters.

Closure/Evaluation

Students can express their feelings and identify their reactions to an unfair evaluation and then suggest ways of solving the problem.

Materials/Supplies

Five sample letters.

DEALING WITH CRITICISM

LETTER 1: Skill Level

The letter states the applicant is rejected because of a slow typing speed (20 words per minute). This letter is to be given to a student who actually types 40 words per minute.

LETTER 2: Academic

The letter states that achievement is poor and the student cannot go to vocational training. This letter is to be given to a student with a good achievement record.

LETTER 3: Interpersonal Skills

The letter states the employee's services will be terminated because the employee has poor relationships with supervisors and co-workers. This letter is to be given to a student who maintains good interpersonal relationships with others.

LETTER 4: Attendance

The letter states termination of the job is due to excessive absenteeism. This letter is to be given to a student who has an excellent attendance record.

LETTER 5: Appropriate Dress

The letter states termination of the job is due to inappropriate dress, after repeated warnings. This letter is to be given to a student who is well-groomed at all times.

LETTER 1

Dear Ms. Rose:

Your rating on our typing test was 20 wpm. We regret that we cannot place you in our organization. If, in the future, your speed increases to meet the minimum standard for junior typists, you may apply at this office for another test.

Sincerely,

S. T. Burns, Supervisor
Clerical Staff

LETTER 2

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering vocational training.

We regret that we are unable to place you in clerical training. Your termination is effective March 11.

Sincerely,

Joseph P. Johnson
Counselor

LETTER 3

Dear Mr. James:

Your services will be terminated at 5 p.m. on Friday, March 15.

According to your latest performance management review, you have been involved in several disputes with your fellow workers. This inability to work as an effective team member critically interferes with the operation of our plant.

Cooperative relationships among workers are essential in our line of work. We believe it is in the best interest of our employees and management that your services be terminated at this time.

You may report to the personnel office for your final check between 4:30 and 5 p.m. on March 15.

Sincerely,

Jack Parsons
Personnel Director

LETTER 4

Dear Mr. Brown:

Please note that your attendance record indicates you have been absent a total of 34 days since January 1.

The managers of Brand Production Company understand the necessity for absences due to extenuating circumstances. However, your record far exceeds the maximum number of days allowed for illness and personal business. Under the circumstances, we must ask you to terminate your services on the 30th of this month.

We regret the necessity of this action because your work skills are satisfactory. Nevertheless, the management can no longer maintain your position on the payroll.

Sincerely,

Kevin Black
Personnel Director

LETTER 5

Dear Ms. Byrd:

Your services as receptionist will be terminated at 5 p.m. on Friday, March 13.

The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet. Mrs. Shallow informs me that this matter has been discussed with you on three occasions and that you have made no effort to improve. Our standards for personal hygiene, grooming, and dress are specified in our employee handbook, *Windsor Handbook of Good Grooming*, which you received during your employee orientation.

Please report to the personnel office for your final check between 4:30 and 5 p.m. on March 13.

Sincerely,

Earl S. Knovak
Senior Vice President

Activity

Coconut Compromise

Related Subject

Language Arts

National Career Development Guidelines: II

Skills to interact with others.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills F and G

Objective

Students will communicate needed information to obtain a solution.

Opening

Ask the question, "Why is communication important?" Discuss the importance of effective communication.

Activities

- Divide class into small groups of 3 to 4 students.
- Make sure there are an even number of groups.
- Pass out COCONUT COMPROMISE (R. Locke) to half of the groups.
- Pass out COCONUT COMPROMISE (S. Jones) to other half.
- Have one S. Jones group match up with one R. Locke group.
- Every group should be paired with an opposite group.
- Students read their papers as a group and then discuss with the opposing group a solution to the problem.

Answer

One group uses the milk, the other group uses the shell of the coconut.

Variation

Match students one-on-one instead of in groups.

Related Activity

Students sit back-to-back. One student draws a simple design and then orally explains how to draw the design to the other student.

Closure/Resources

See which groups come up with the correct answer. Discuss *how* they developed a solution and how important it is to communicate *all* facts.

Materials/Supplies

COCONUT COMPROMISE handouts, pens and pencils.

COCONUT COMPROMISE

R. Locke

Your team is in charge of research for the Beta Corporation, an international company that specializes in developing pesticides to eliminate insects that are considered a danger. Recently, it has been reported to you that there is a massive outbreak of the Lunas Locust. This locust can destroy all types of trees, and if left unchecked, it can kill whole forests within a matter of days. In one month the locusts will reproduce and massive forest destruction will result. The entire rain forest is in jeopardy.

Your team has formulated a way to stop the locust. A special pesticide has been developed to spray infected forests. Most pesticides are made from synthetic compounds; however, the pesticide you developed consists of a compound made from the shell of a very rare type of coconut. This type of coconut tree can be found only on one island in the South Pacific. This island is called Chachaka. It takes 6 years before it bears nuts, and it takes 10 years before it actually reaches full-bearing growth and potential. It produces nuts once every two years.

The Beta Corporation needs 5,000 of this year's Chachaka coconut crop in order to save the forests around the world. Your team's assignment is to get as many of the coconuts as you can. You have been authorized a budget of \$225,000 to get this year's crop. Last year the Chachaka coconuts were sold for \$20 each.

While on the flight to Chachaka island, you discover that employees of the Alpha Company are on your flight and that they also want all of the coconuts. Your job is to help your team convince the Alpha team that your need for the coconuts is so great that the Beta company needs all of this year's entire crop.

COCONUT COMPROMISE

S. Jones

Your team is in charge of research for the Alpha Corporation, an international company that specializes in developing drugs to cure diseases. Currently, there is an outbreak of topogophia that has caused mass hysteria throughout the country and could spread throughout the world. This disease is a communicable illness that starts with a painful rash and can eventually cause mental and physical problems as well as death.

Your team has been doing research and has identified a serum that will prevent the disease and can cure all those that have been inflicted. The serum is produced from the milk of a very rare type of coconut tree found in the South Pacific. This type of coconut tree has been found only on one island, called Chachaka island. It takes 6 years before it bears nuts, and it takes 10 years before it actually reaches its full-bearing growth and potential. It produces nuts once every two years, and the coconut milk can be obtained only when the coconut is ripe — a period of approximately 30 days.

The Alpha Corporation needs 5,000 of this year's crop of coconuts in order to meet the projected serum needs in your country as well as worldwide. Your team's assignment is to get as many of the coconuts as you can. You have been authorized a budget of \$250,000 to get this year's crop. Last year the Chachaka coconuts were sold for \$20 each.

While on the flight to Chachaka island, you discover that employees of the Beta Company are on your flight and that they also want the coconuts. Your job is to help your team convince the Beta team that your need for the coconuts is so great that the Alpha company needs this year's entire crop of coconuts.

Activity

Mental Health

Related Subject

Health

National Career Development**Guidelines: III**

Knowledge of the importance of growth and change.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill G

Objective

Students will describe the relationship between how we feel about ourselves, our emotional adjustment, and the maintenance of good mental health.

Opening

The teacher will discuss prior to distributing the worksheets that the students' frame of mind will affect how they will rate themselves.

Activities

- Distribute MENTAL HEALTH MEANS BEING STRAIGHT WITH YOURSELF worksheet to students.
- Discuss the idea that mental health means "the way you feel about yourself."
- Ask students to be honest about their self-evaluation as they score themselves.
- After the students have finished, discuss the following questions:
 - Was it difficult to answer these questions about yourself?

- How did you feel while answering these questions?
- Was it hard to be honest about yourself?
- How can it benefit you to answer these types of questions?
- How can we improve our mental health?
- Have the students discuss areas that they feel good about and those they would like to change and ways to make the changes.

Related Activity

Read Judith Viorst's *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to the students. Then have them rewrite the story using themselves as the main character with the setting in a job situation.

Distribute the MENTAL HEALTH MEANS BEING STRAIGHT WITH YOURSELF worksheet to students at a later date for a follow-up or posttest. Have students note the difference in how they rated themselves.

Closure/Evaluation

Students will learn to recognize important factors that contribute to good mental health.

Materials/Supplies

MENTAL HEALTH MEANS BEING STRAIGHT WITH YOURSELF worksheets, pens or pencils.

MENTAL HEALTH MEANS BEING STRAIGHT WITH YOURSELF WORKSHEET

Directions: Rate yourself on the following mental health characteristics or “being straight with yourself,” by circling the number on the scale that most clearly reflects the way you feel about yourself.

	1=Never		10=Always							
1. When something really upsets me, I can manage to control my temper.	1	2	3	4	5	6	7	8	9	10
2. When people disagree with me, I try to see their point of view.	1	2	3	4	5	6	7	8	9	10
3. When something goes wrong, I usually blame other people.	1	2	3	4	5	6	7	8	9	10
4. I feel that I am totally responsible for my own decisions.	1	2	3	4	5	6	7	8	9	10
5. When things change, I tend to panic and jump to conclusions.	1	2	3	4	5	6	7	8	9	10
6. I try to think things out in a logical manner.	1	2	3	4	5	6	7	8	9	10
7. I usually do what my “head” tells me.	1	2	3	4	5	6	7	8	9	10
8. I usually do what my “heart” tells me.	1	2	3	4	5	6	7	8	9	10
9. I think that people know they can count on me.	1	2	3	4	5	6	7	8	9	10
10. I think that people feel that I am not very capable.	1	2	3	4	5	6	7	8	9	10
11. I personally feel that I am very capable.	1	2	3	4	5	6	7	8	9	10
12. When I lose a game or sport, I am disappointed in myself.	1	2	3	4	5	6	7	8	9	10
13. When people criticize me, I get mad at them.	1	2	3	4	5	6	7	8	9	10
14. When people criticize my actions, I try to accept their advice and learn from them.	1	2	3	4	5	6	7	8	9	10
15. When I get upset, I cry easily.	1	2	3	4	5	6	7	8	9	10
16. I am afraid to meet new people.	1	2	3	4	5	6	7	8	9	10
17. I enjoy meeting new people and trying new things.	1	2	3	4	5	6	7	8	9	10
18. I am afraid to tell people what I really think.	1	2	3	4	5	6	7	8	9	10
19. I feel that most people do not know me very well.	1	2	3	4	5	6	7	8	9	10
20. I feel that I know myself very well.	1	2	3	4	5	6	7	8	9	10
21. I worry about things.	1	2	3	4	5	6	7	8	9	10
22. I feel that I am an important person.	1	2	3	4	5	6	7	8	9	10
23. I feel that I have many good friends.	1	2	3	4	5	6	7	8	9	10
24. In all honesty, I like myself.	1	2	3	4	5	6	7	8	9	10
25. Overall, I am a very happy person.	1	2	3	4	5	6	7	8	9	10

Activity

Personal Skills Needed

Related Subject

Language Arts

National Career Development**Guidelines: III**

Knowledge of the importance of growth and change.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills F and G

Objective

Students will list personal skills they possess and the skills that are needed for work.

Opening

Discuss personal skills needed in any employment field.

Activities

- Have students write a sentence or two about how they feel about themselves concerning:
 - Works well with others (teamwork)
 - Works well in groups (interaction)
 - Cares about people (interpersonal)
 - Dresses neatly (self-image)
 - Follows directions (cooperative)
 - On time for school (punctual)
 - Keeps room in order (organized)
- Explain to students that these are skills they have now or can develop now that will make them marketable for jobs.
- Have students discuss how they feel about these characteristics. (Examples: Are they necessary? Could they improve any of them?)

Related Activity

Have them discuss other characteristics necessary for work.

Closure/Evaluation

Students will have carefully examined and listed skills and characteristics that are necessary for employability and identified their own strengths and weaknesses in this area. Students can enter information into portfolios as appropriate.

Material/Supplies

Paper, pens or pencils.

Activity

Computing Wages

Related Subject

Math

National Career Development**Guidelines: IV**

Knowledge of the benefits of educational achievement to career opportunities.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Math
Program Skill 2A

Objective

Students will compute daily wages and weekly wages, given the hourly rate and the number of hours worked.

Opening

Discuss with students that some people are paid a salary regardless of the number of hours worked per week and other people are paid an hourly rate for the number of hours worked.

Activities

- Hand out the HOURLY WAGES worksheet.
- Have the students look at the amount each person makes for every hour he/she works.
- Have the students compute the daily wages for each of the workers if they work eight hours per day.
- Have the students compute the weekly wages for each of the workers if they work eight hours per day, five days per week, and 52 weeks per year.
- Discuss the minimum wage laws in effect now.

- Discuss the average income in the state as according to the latest data.
- Have students compare the yearly salaries to the average income in the state and relate that to lifestyles.

Related Activity

Choose three occupations and graph the expected work hours to purchase a \$10,000 vehicle.

Closure/Evaluation

Students will have computed gross pay by the week and by the year. They have compared the yearly wage based on the current minimum wage law to average income in the state.

Resources

Oklahoma Local Data located in the *Oklahoma Career Search*; *The Real Game, Who am I? Who are you?*

Materials/Supplies

HOURLY WAGES worksheet, paper, pens or pencils, calculators.

HOURLY WAGES

Name _____

1. A checker at a grocery store earns \$4.25 per hour.
2. A paraprofessional or school teacher's aide earns \$5.75 per hour.
3. An automobile technician earns \$17.00 per hour.
4. A commercial bus driver earns \$15.50 per hour.
5. A school cook earns \$6.00 per hour.
6. A psychologist earns \$75.00 per hour.
7. A fast food worker earns \$3.85 per hour.
8. A delivery driver earns \$8.00 per hour.
9. A retail store clerk earns \$5.25 per hour.
10. A manager of a store earns \$9.75 per hour.

ANSWERS FOR HOURLY WAGES

	\$ Daily	\$ Weekly	\$ Yearly
1.	34.00	170	8,840
2.	46.00	230	11,960
3.	136.00	680	35,360
4.	124.00	620	32,240
5.	48.00	240	12,480
6.	600.00	3,000	156,000
7.	30.80	154	8,008
8.	64.00	320	16,640
9.	42.00	210	10,920
10.	78.00	390	20,280

Activity

Education and Salary — Is There a Connection?

Related Subject

Math

National Career Development**Guidelines: IV**

Knowledge of the benefits of educational achievement to career opportunities.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Math
Program Skill 2-A

Objective

Students identify ways in which decisions about education and work relate to other major life decisions.

Opening

Teacher lists five occupations with their educational requirements and salary. Ask students to match which occupation goes with which salary.

Activity

Divide class into groups to work on the following jobs:

- List the salary and employment outlook for each group below. Use *Career Search* to find:
 - At least 5 jobs that require no more schooling.
 - At least 5 jobs for which you must graduate from high school.
 - At least 10 jobs for which vocational or two-year training is required.
 - At least 10 jobs for which a college education is required.

- At least 10 jobs for which more than a college degree is required.

What comparisons can you make such as employment outlook, training needs, salary? (You as the teacher can make this determination and can highlight any heading you wish.) Make a chart or graph of your findings. With your findings, what is each additional year of schooling worth in salary? (Students can use other resources such as the Occupational Outlook Handbook.)

Related Activity

Using the COLLEGE LETTER WRITER, write a letter to a college and a vo-tech school.

Closure/Evaluation

Students will complete the correct number of jobs. They will focus on accuracy and clarity of the comparison chart and what each year of education is worth.

Materials/Supplies

Oklahoma Career Search, *Occupational Outlook Handbook*, chart paper or poster board, calculators.

COLLEGE LETTER WRITER

Name _____

Date _____

Activity Sheet**Directions:**

- I. Using the **Quick School Scan** or the **College Search** files, select the school for which you want more information. Once you have selected the school of your choice, find the option for **College Letter Writer**. You will now be asked to enter your personal information:

1. **Name**
2. **Address**
3. **City, State, ZIP Code**
4. **High School Name**
5. **Date of Graduation**
6. **Year of Graduation**

Be sure to make any corrections needed after proofreading.

- II. Select the information you would like to receive:
- A. Admissions Application** — must be completed and approved by the college before a student can enroll.
 - B. Brochure with School Profile** — gives introductory information about the school, such as location, programs offered, requirements, etc.
 - C. Catalog** — a paperback book of information describing each course and degree program offered. Most schools charge a fee for their catalog.
 - D. Financial Aid Scholarships** — information concerning government grants, loans, and any scholarship programs available on campus.
 - E. Work Opportunities** — information regarding the employment opportunities in the area or on-campus for students.
 - F. Honors Program** — for students with a certain grade point average wishing to participate in student organizations related to department areas or campus-wide.
 - G. Housing** — information about on-campus and off-campus housing.
- III. You are given the option for three additional questions. Be sure to check spelling, grammar, and punctuation. If you wish to make changes, do so at this time.
- IV. Print your letter using the print option. Give one copy to your instructor, and mail the other copy.

Activity

Transferable Skills

Related Subject

Technology Education

National Career Development**Guidelines: IV**

Knowledge of the benefits of educational achievement to career opportunities.

Suggested Oklahoma P.A.S.S.

Grades 6-10 Technology Education
Program Skills 2

Objective

Students will identify transferable skills in school that may be implemented in a career.

Opening

Define transferable skills.

Activities

- Have students fill in the TRANSFERABLE SKILLS worksheet.
- Discuss how skills learned in one situation are used again in different situations.
- Have students make a list of future skills they may be able to transfer from school to work.

Related Activity

Students can keep a journal listing transferable skills from the worksheet that are discussed or observed throughout the week.

Closure/Evaluation

Students will have completed the TRANSFERABLE SKILLS worksheet and identified how these skills are useful in multiple situations.

Materials/Supplies

TRANSFERABLE SKILLS worksheet, pens or pencils.

TRANSFERABLE SKILLS

Name _____

Transferable Skills	When Used in School	When Used in Career
1. Meeting deadlines		
2. Listening		
3. Expressing yourself verbally		
4. Expressing yourself in writing		
5. Remembering		
6. Working independently		
7. Taking notes		
8. Writing in an organized manner		
9. Organizing		
10. Making decisions		
11. Solving problems		
12. Using criticism to grow		
13. Being dependable		
14. Being responsible		
15. Working as a part of a team		
16. Planning ahead		
17. Negotiating		
18. Being motivated		
19. Leading		
20. Arriving on time		

Activity

Guest Speaker Reaction Paper

Related Subjects

Language Arts

National Career Development**Guidelines: V**

Understanding the relationship between work and learning.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill E

Objective

The student will write a reaction paper after each guest speaker.

Opening

Discuss speakers the students are interested in inviting to class. Make a list. Make a list of questions the students want to know (general questions).

Activities

- Invite guest speaker to class.
- Students have copies of guest speaker reaction paper questions *before* the guest speaker starts.
- Students must turn in reaction paper.

Related Activity

Place students' names and the occupational titles that have been addressed in separate containers. Randomly select a student and an occupation that has been covered and ask the student to describe the profession as if it were his or her job. Other students will identify the profession.

Closure/Evaluation

Students will learn about a variety of different occupations. Students can enter information into portfolio as appropriate.

Materials/Supplies

GUEST SPEAKER REACTION PAPER hand-out, paper, pens or pencils

GUEST SPEAKER REACTION PAPER

All papers should be at least two pages long. Please use neat handwriting. The papers will be worth 50 points. They will be due the Tuesday following the guest speaker's presentation unless otherwise specified. Any one who turns in this assignment the following Monday after a guest speaker will receive bonus points.

Please answer the following questions in paragraph form. Be sure words are spelled correctly and all sentences are in complete form.

- What is the guest speaker's occupation?
- What exactly does he/she do in this occupation?
- What are some positive and negative aspects of this job?
- What type of education/training does this job require?
- Would you be interested in a job like this? Why or why not?
- Would you recommend this guest speaker to another class? Why or why not?

Activity

Job Skills

Related Subject

Any Subject

**National Career Development
Guidelines: V**

Understanding the relationship between work and learning.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills F and G

Objective

Students will learn that learning is a life-long process and that job skills will change according to technological advancement.

Opening

Discuss with students the need for improving their skills to keep up with today's technology.

Activities

- Have students complete YOUR JOB SKILLS ID worksheet.
- Have students discuss how they might use these skills in different occupations.
- Have students survey the community to determine the level of the skills required for various occupations.
- Have students report their survey results to the class.

Closure/Evaluation

Students will have identified skills they have and how those skills can be used in various occupations.

Materials/Supplies

YOUR JOB SKILLS ID worksheets, paper, pens or pencils.

YOUR JOB SKILLS "ID"

Name _____

Instructions: Check each of the following skills to see which ones you possess. Make a note in the space provided describing how you acquired these skills. Think about how you might use them in different occupations.

Communication Skills	Have Skill	Where Acquired
Writing	_____	_____
Speaking	_____	_____
Spelling	_____	_____
Negotiating	_____	_____
Social Skills		
Interacting well with people	_____	_____
Remaining at ease in social settings	_____	_____
Computational Skills		
Working with numbers	_____	_____
Solving problems	_____	_____
Using electronic equipment	_____	_____
Investigative Skills		
Gathering information	_____	_____
Conducting research	_____	_____
Manual Skills		
Using tools and equipment	_____	_____
Using hands and body skillfully	_____	_____
Creative Skills		
Creating new things	_____	_____
Initiating new ideas	_____	_____
Creating artwork	_____	_____

Activity

Time Management

Related Subject

Math

National Career Development Guidelines: V

Understanding the relationship between work and learning.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Math
Process Skill A

Objective

The students will have an understanding of the importance of good time management skills.

Opening

Select one or two movie stars, celebrities, or athletes, and give an example of their daily agendas. Then give an example of "what if" they didn't follow their programs with discipline.

Example: Hypothetical schedule of Shannon Miller — Olympic Gold Medalist in Gymnastics

5:00 a.m.	Gets up
5:30 a.m.	Breakfast, shower
6 - 9 a.m.	Training
9 a.m. - 3 p.m.	School sessions
3 - 8 p.m.	Training
8 - 10 p.m.	Homework, study
10 p.m.	Sleep

What if she skipped practice, was absent excessively, stayed up too late, snacked on candy, sodas, chips, etc., and didn't listen to her coach? List student responses. Why is time management important to you? List reasons on chalkboard.

Activity

- Keep a log of your time for a 24-hour period, starting during the class hour.

Related Activities

Categorize and prioritize daily events. Keep a monthly calendar of major events. Make a graph of the time period (bar, pie, etc.). Evaluate choices and balances. Have class determine average and appropriate times for each category.

Closure/Evaluation

Review the example (Shannon Miller) and reinforce the benefits of time management. At two weeks and again one month later, survey changes in student behaviors.

Resources

Real Game, *Where Does All the Time Go, Time for Me, A Slice of Life.*

Materials/Supplies

Graphing paper, pencils, handout.

Activity

Work Habits Inventory

Related Subject

Health

National Career Development**Guidelines: V**

Understanding the relationship between work and learning.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills F and G

Objective

Students will assess their work habits and determine what areas they would like to strengthen.

Opening

Have students brainstorm some of the personal habits necessary to get along with others on the job.

Activities

- Distribute WORK HABITS INVENTORY worksheets.
- Discuss the meaning of the various ideas presented.
- Preview the contents of the WORK HABITS INVENTORY worksheets so that students know all terms used.
- Have students complete the WORK HABITS INVENTORY worksheets.
- Discuss how they feel about their self-evaluation. What areas would they like to strengthen?

Related Activity

Ask students to get one of their teachers or parents to fill out the WORK HABITS INVENTORY with reference to the student. Ask students to compare the responses with the sheet they filled out.

Closure/Evaluation

Students will discuss the terminology used in the WORK HABITS INVENTORY, and then evaluate themselves and discuss the areas of self-improvement needed. Students can enter information into portfolio as appropriate.

Materials/Supplies

WORK HABITS INVENTORY worksheets, pens or pencils.

WORK HABITS INVENTORY

Name _____

Instructions: Read carefully the descriptions given for each of the qualifications listed below. Then place a check mark in the blank which, in your opinion, most accurately describes your standing.

1. COOPERATION

- I usually work against rather than work with others.
- I have difficulty getting along with others.
- I usually get along with others.
- I get along well with others, and I am friendly and helpful.

2. INITIATIVE

- I need to have repeated instruction.
- I need to be urged to do things.
- I do routine work acceptably well.
- I am fairly resourceful and do well by myself.
- I am resourceful and look for things to learn and do.

3. COURTESY

- I am often discourteous to others.
- I am sometimes not courteous in action or speech.
- I am usually polite and considerate of others.
- I am considerate and courteous of others.
- I am very courteous and considerate.

4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

- I resent criticism.
- I don't pay much attention to criticism.
- I accept constructive criticism and try to change.
- I accept constructive criticism and improve greatly.

5. KNOWLEDGE OF JOB

- I usually do not try to learn new things.
- I pay little attention to learning new things.
- I need supervision while doing routine tasks.
- I need little supervision while doing routine tasks.
- I do not need supervision and desire to always learn more.

6. ACCURACY OF WORK

- I am very careless about my work.
- I am frequently inaccurate and careless.
- I make errors: show average care, thoroughness, and neatness.
- I make few errors; I am careful, thorough, and neat.
- I seldom make errors and do work of very good quality.

7. WORK ACCOMPLISHED

- I am very slow; output is unsatisfactory.
- I am slower than average; output is mediocre.
- I work with ordinary speed; work is generally satisfactory.
- I work rapidly; output is above average.
- I am industrious and concentrate very well.

8. TIME USAGE

- I waste time and need to be prodded along.
- I waste time and need close supervision.
- I waste time occasionally but am usually reliable.
- I seldom waste time and am reliable.
- I am industrious and concentrate very well.

9. ADAPTABILITY

- I can't adjust to change.
- I have difficulty adapting to new situations.
- I adjust to change after considerable instruction.
- I adjust to change rapidly.
- I find it pleasant to adapt and meet changes.

10. PERSONAL APPEARANCE

- I am careless about my appearance.
- I often neglect my appearance.
- I should make an effort to improve my appearance.
- I am conscious of my appearance and look neat most of the time.
- I am very conscious of my appearance and look very neat all of the time.

11. ATTENDANCE AT SCHOOL AND WORK

- I am frequently absent.
- I am not regular enough in attendance.
- I am usually dependable.
- I am dependable.
- I am never absent except for an unavoidable emergency.

12. PUNCTUALITY

- I am frequently tardy.
- I could improve my punctuality.
- I am seldom tardy.
- I am never tardy except for an unavoidable emergency.

Activity

Career Clusters

Related Subject

Any Subject

National Career Development Guidelines: VI

Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill H

Grades 9-12 Language Arts
Program Skill E

Objective

The student will identify occupations within different clusters.

Opening

Display a transparency of the description of a cluster (see Appendix). Explain to students that a cluster is a way of grouping occupations that share many common job duties and characteristics. Discuss with your students how the clusters vary. Ask for their suggestions about different occupations that would be grouped under each cluster.

Activities

- Write three occupations from each cluster on an index card, one occupation per card.
- List the 13 career clusters on the chalkboard.
- Divide students into six groups.
- Mix up the index cards, and divide them among the six groups.
- Students discuss with their teams in which cluster to place the occupation.

- Students tape the occupational card under the appropriate cluster on the chalkboard.

Related Activity

Tape a card listing an occupation on the back of each student without letting the student see the occupation. Students must move around the room and talk to other students to figure out the occupations taped on their backs. They must ask questions that can be answered by a "yes" or "no" answer. They may ask as many questions as needed, but only one question per student.

Divide class into small groups. Give each group one or two of the Plans of Study representing different clusters. Each group will make a list of the subjects that are important for their cluster. From that list, each group will reduce the number of subjects to the "Top 10" from each group on the chalkboard. Each group must explain to the class why they chose those particular subjects.

Closure/Evaluations

Students place occupational cards under correct cluster.

Resources

Six-Year Plans of Study, Oklahoma Department of Vo-Tech Education.

Materials/Supplies

Index cards, tape.

Activity

Career Report

Related Subject

Language Arts, History

National Career Development**Guidelines: VI**

Skills to locate, understand, and use career information

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Objective

Students will identify interests and select a career cluster that correlates with those interests.

Opening

Explain to students that they will recognize and develop individual talents.

Activities

- Introduce the Career Report.
- Lead students in a discussion of "What I like to do."
- Ask each student to select a career cluster that correlates to their interests.
- Have students complete a Career Report in which they will undertake a study of at least one occupation in which they are interested. This may be subject-oriented. The study should include some history of the occupation, names of prominent persons (local, national, or international) connected with this occupation, qualities needed for success in it, facts about methods of work in this occupation,

opportunities for income and achievement, and any other information the student wishes to add.

- Have students use a story board to report the information about their selected careers to the class.

Related Activity

Contact someone in the community to job shadow or use as a guest speaker.

Closure/Evaluation

Each student will have completed a Career Report on at least one occupation of interest to him/her. Students can enter information into portfolio as appropriate.

Materials/Supplies

Folder with pockets or brads for Career Report, paper, pens or pencils, research materials, *Career Search*.