

WHAT DO I HAVE TO DO?



**COMPETENCY
CATEGORY:**

Life Survival

**COMPETENCY
NUMBER:**

A.6

COMPETENCY:

Identify the conditions and specifications of the job.

OBJECTIVE:

Upon completion of this module, students will be able to identify the conditions and specifications of the job.



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Published by JOBS FOR AMERICA'S GRADUATES, INC.
1729 King St., Suite 100
Alexandria, VA 22314
Tel. 703.684.9479 • Fax. 703.684.9489

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.
972.691.4486 • 972.874.0063 Fax • www.jag.org

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INTRODUCTION

- Ask the following questions:
 1. How many of you would feel comfortable if you were given a job to do, but not specific details about how to do it?
 2. Would it help you to know specifically what will be required of you before you begin a job?
 3. Think about the following questions:
 - How much education will your career require?
 - Where will you work?
 - Will you work with people, information, or things?
 - How much freedom of self-expression will you be given?
 - Will you work alone or as part of a team?
 - How much responsibility will you be given?
 - We will address these questions and many others as we complete this module entitled, “What Do I Have To Do?”

Administer Pre-Assessment

OUTLINE

- A. Selecting an industry
 1. The first step in finding a job is to select an industry that matches your interests and abilities.
 2. Examples of major industries within which there are hundreds of different categories of jobs include:

- a. Advertising and Public Relations
- b. Aerospace
- c. Agriculture
- d. Automotive
- e. Aviation
- f. Banking
- g. Broadcasting
- h. Chemicals
- i. Computers and Electronics
- j. Education
- k. Energy
- l. Fashion
- m. Film and Entertainment
- n. Financial Services
- o. Food/Beverage Services
- p. Health Services and Pharmaceuticals
- q. Hospitality
- r. Insurance
- s. Manufacturing
- t. Metals and Mining

- u. Paper and Forest Products
 - v. Publishing
 - w. Real Estate and Construction
 - x. Retailing
 - y. Telecommunications
 - z. Transportation
 - aa. Travel
 - bb. Utilities
3. Within each industry or career field, you will find jobs that deal primarily with people, primarily with information/data, or primarily with things.
 - a. Within the broad category of banking, for example, you could work as a teller or investment counselor (with people), as a financial analyst (with information/data), or as an ATM installer/technician (with things).
 4. Many jobs involve working with a combination of the three areas, but most jobs emphasize one.

B. Focusing on a job

1. Once you have decided on an industry or career field, it is important to focus in on a job that matches your interests and abilities.
2. One way to begin to focus on a job is to investigate specific career considerations.
3. Examples of career considerations include:
 - a. Physical setting

- b. Working conditions
 - c. Relationships at work
 - d. Psychological rewards of working
 - e. Financial rewards of working.
4. Your preferences for these career considerations should help you to focus on a job within the industry.

COMPLETE LEARNING ACTIVITY A.6-1
“CONSIDER CAREER CONSIDERATIONS”

C. Selecting a job

1. Selecting an appropriate career involves knowing the tasks, duties, skill requirements and responsibilities of that job or career.
2. Knowing the job title only is not enough. Even though the titles of two or more jobs are the same, the tasks and responsibilities may be somewhat different.
3. A cook may work at a fast-food restaurant, an exclusive hotel or an elementary school cafeteria.
 - a. In each case, there might be different duties and expectations.
 - b. One might fry five kinds of hamburgers all day; another might be the third assistant to a chef; and the other might dish out peas and corn to kids and then sweep the cafeteria.
4. A job is a collection of tasks and responsibilities that an employee is responsible to conduct.

5. Job descriptions are lists of the general tasks, or functions, and responsibilities of a position.
 - a. Typically, they also include to whom the position reports, specifications such as the qualifications needed by the person in the job, salary range for the position, etc.
 - b. Job descriptions are usually developed by conducting a job analysis, which includes examining the tasks and sequences of tasks necessary to perform the job.
 - c. The analysis looks at the areas of knowledge and skills needed by the job.
6. Typically, competencies are general descriptions of the abilities needed to perform a role in the organization.
7. Competencies should be described in terms such that they can be measured.
8. It's useful to compare competencies to job descriptions.

COMPLETE LEARNING ACTIVITY A.6-2 “25 COMMON JOB SKILLS AND CHARACTERISTICS”
--

- D. Resources for researching job competencies and specifications
1. **Occupational Outlook Handbook**
 - a. The **Occupational Outlook Handbook** is the best source of general information about occupations.
 - b. If you want to know what workers do in each job, check the **Occupational Outlook Handbook**.
 - c. The Handbook covers about 250 occupations and is reprinted every two years.
 - d. For each of the occupations there is information about job duties, working conditions, levels and places of

employment, education and training requirements, advancement possibilities, job trends, and average earnings.

- e. The Handbook is easy to use. First read the section titled, “How to Get the Most from the Handbook.” Then simply look through the Table of Contents and find the area of work that interests you.

2. The **Dictionary of Occupational Titles** (DOT)

- a. The **Dictionary of Occupational Titles** (DOT) is the most comprehensive document containing occupational information.
- b. It contains descriptions of over 20,000 occupations.
- c. The DOT provides information on the structure of work, particularly the data-people-things functions of an occupation.
- d. It gives a summary of what particular workers do.
- e. The DOT enables the user to learn facts about occupations to incorporate into the decision making process.
- f. It can be used most effectively to determine the following:
 - 1. Specific tasks and skills required of occupations
 - 2. Purpose of the occupation
 - 3. The machine, tools, equipment or work aids used
 - 4. Service, products, materials and academic subject matter included
 - 5. Industries with which the occupation is typically identified

6. Worker/function requirements
7. Location of work for each occupation
- g. The following is an example of a key question about the occupation, Recording Engineer.

1. **Question**

What are the typical work activities performed?

Answer

- Operates recording machine
- Listens for imperfections
- Keeps record of recordings
- Services and repairs machines

3. Libraries

- a. The library is an excellent resource for information related to careers and business and industry.
- b. The reference area of the library will contain many directories such as **Guidebook for Occupational Exploration, Occupational Outlook Handbook, Dictionary of Occupational Titles** and **Encyclopedia of Careers**.
- c. Printed materials, such as books, magazines, occupational briefs, and government publications, are excellent ways to find more information about specific jobs. Be sure you have the most up-to-date edition of whichever source you use.
- d. Many schools and local libraries have career resource centers with pamphlets, newspapers, and magazines on file. These publications provide occupational briefs, occupational outlooks and trends.
 1. They contain the most current information about the job market.

2. The Department of Labor makes much of this information available on a weekly or monthly basis.
- e. Magazines can tell you a lot about the jobs that interest you. Your school or local library will have some that you will find helpful. What areas are you interested in? Selling insurance, diesel mechanics, government relations – whatever the area, you can probably find several books about that area.
 1. “Career World” and “Real World” are magazines about getting and keeping a job. Now and then, magazines such as “Motor Trend”, “Auto Body”, and “Seventeen” also feature articles on careers.
4. Computerized career systems
- a. A number of computerized guidance information systems are available.
 - b. Many have detailed information about job tasks, worker requirements, necessary training, salary information and projected openings for many occupations, usually on a national basis.
 - c. Some systems include files of all the colleges and universities in the country, military occupations and financial aid information.
 - d. Other systems stress vocational assessment and allow the user to complete interest, skill and value checklists on the computer.
 - e. You are most likely to find these computerized systems at community colleges and other educational institutions, including high schools.
 - f. Your school, local library, or guidance center will probably have computerized guidance programs.

- g. Computerized guidance programs operate in different ways.
 - h. More and more, the information is contained on a disk that is inserted into a personal computer. You sit at the computer and go through the program at your own pace.
 - i. Most of these programs are “user friendly,” which means you can use them even if you have not used a computer before.
5. Talking to others about their work
- a. You are surrounded by working people.
 - b. Sometimes the people you know and others in your community are the best sources of information about working and the different career fields.
 - c. Family and friends
 - 1. The more information you get from your family and friends about the work they do, the better you are going to feel about the decision you make about your own career.
 - 2. For example, do you really know what your mother, neighbor, or relative does at the travel agency as a reservationist?
 - 3. He/she spends long periods of time on the phone talking to clients and operating the computer.
 - 4. He/she has to find the right flight connections to get the client from one airport to another.
 - 5. He/she locates price rates for ground transportation and hotels.

6. He/she must know about foreign currency rates and customs regulations.
 7. He/she is asked about the weather and what it is like in different parts of the world.
- d. Talking to people about what they do can give you a pretty good idea of their work routine. A more complete work picture can be had if you find out about the general interests and functions of their work.
 - e. Each of your friends and relatives has different thoughts, feelings, and reactions to work.
 - f. Their experiences can give you unique work information.
 - g. They can tell you different “things” about a certain career, or work in general, that you might not have thought about before.
 - h. Whenever you have the opportunity, ask your relatives, friends, and acquaintances about their jobs.
 - i. Most people enjoy talking about their work. You can gain valuable information by asking questions and listening.
6. Information interviews
 - a. Another way of gathering information about a job or career is through an interview.
 - b. By talking to people who work in a job like the one you are interested in, you are apt to gain considerable “inside” knowledge of the specific job competencies and specifications.
 - c. An information interview should be set up in advance-an appointment scheduled.

- d. It may take some detective work (through friends, professional contacts, company employees) to find out who would be an appropriate person to interview.
- e. Prepare your questions in advance. Ask about the day-to-day routine on the job-the glamorous and the not so glamorous aspects.
- f. Examples of questions you could ask are:
 - 1. Why did you choose this line of work?
 - 2. What career path did you take to get this job?
 - 3. Please tell me what you do in a typical day.
 - 4. What do you like most about your job?
 - 5. What is the future for this kind of job?
 - 6. What would you say are the specific requirements for this job?
 - 7. What is the future for this company?
 - 8. Do you anticipate any openings in this field in this company?

COMPLETE LEARNING ACTIVITY A.6-3
“INTERVIEW A WORKER”

E. Job shadowing

1. The job shadow experience actually lets you spend a day watching someone perform the job you are interested in.
2. First, of course, you have to get that person’s permission.
3. Write a business letter to the person of your choice, explaining what you want to do.
 - a. You want to follow this person for a day.
 - b. You want to stand in the back of the room.
 - c. You do not want to get in their way.
 - d. You do not expect this person to spend much time with you or answer your questions during work hours.
 - e. You would, however, like to have some time at lunch or after work to ask questions about the things you’ve seen.
4. Be sure to bring a notebook and pen so you can record your impressions and jot down any questions that occur to you during the day.
5. Don’t forget to send a hand written thank you note soon after your job shadowing experience.

COMPLETE LEARNING ACTIVITY A.6-4
“JOB SHADOWING EXPERIENCE”

F. Work experience

1. One of the best ways to research and learn about specific competencies required on the job is to get an after-school or weekend job.
2. You may not be able to get the sort of job you think you would like best.
3. However, you may be around others who do that job so that you can see what the job is like.
4. At the same time, you get paid!
5. While you are working, you can be finding the answers to all the research questions, such as “What are the job competencies or specifications for the job?,” “Will I need additional skills?,” and “Will the pay be right?”
6. There is an additional bonus to researching careers by having a job. The bonus is experience.
7. All jobs give people experience. Experience means you have worked at a job long enough to learn how to do some type of work.
8. Most employers want to hire workers who have had some experience. If you already have some part-time experience in a certain field, it will be that much easier for you to get a full-time job in the same field.
9. Once you have a job in your chosen area of interest, observe what is going on around you.
10. Pay attention to your feelings:

- a. Do you like the setting?
- b. Do you feel comfortable?
- c. Does the pace of the day match your personality?
- d. Is the level of responsibility comfortable or threatening?
- e. Does the work hold your interest, or could this be boring after a short time?
- f. Do you like the people you work with?
- g. How do they seem to feel about their jobs?
- h. Are they bored? Challenged? Overworked?
- i. About how many hours a week do they work?
- j. Do they take work home with them?
- k. Are they expected to take part in after-work activities (sports, entertaining clients, and the like)?
- l. Do they travel? How often and for how long?

COMPLETE LEARNING ACTIVITY A.6-5
"JOB ANALYSIS"

COMPLETE LEARNING ACTIVITY A.6-6
"A DAY IN MY WORKING LIFE"

COMPLETE LEARNING ACTIVITY A.6-7
"JOURNAL WRITING"

COMPLETE LEARNING ACTIVITY A.6-8
"SERVICE LEARNING"

COMPLETE READING ACTIVITY A.6

“BALLOON BRIDGES”

**COMPLETE MATH ACTIVITY A.6
“PARTY MAGIC”**

Administer Post-Assessment

LEARNING ACTIVITY A.6-1
“CONSIDER CAREER CONSIDERATIONS”

OBJECTIVE: To provide students with an opportunity to express their career considerations

RESOURCES: • Work Sheet–Learning Activity A.6-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out the “Consider Career Considerations” work sheet to students.
2. Have student complete the work sheet by checking the career considerations.
3. Students should keep this inventory and use it as they begin to research and analyze specific job competencies and specifications.

LEARNING ACTIVITY A.6-1
“CONSIDER CAREER CONSIDERATIONS”
WORK SHEET

DIRECTIONS: On the following pages, you will find a brief description of a particular category of career considerations. A list of options involving that category follows. Check the statement that appeals to you. Choose as many options as you like, but make sure they don't contradict each other. Feel free to add to the lists if we've overlooked something that appeals to you.

Physical Settings

Check the statements below that appeal to you.

- I would like to work in a city.
- I would like to work in the country.
- I would like to work in a small to medium-sized town.
- I would like to work in _____ (list a specific city or part of the country).
- I would like to work in another country, for example _____.
- I would like a job that might offer frequent transfers.
- I would like a job that will let me stay in one place.
- I would like a job that keeps me “on the road,” traveling from place to place.
- I would like work outdoors (list specifics if you can, i.e., on a farm, at sea)_____
- I would like to work out of a car or truck most of the time.
- I would like to work in an office.
- I would like to work out of my home.
- It is important to me that my work setting be pleasing to the eye.
- I would like to work in a garage or warehouse.
- I would like to work in a factory.
- I would like a job that involves both indoor and outdoor work.
- I would like to work in a science lab or hospital.
- I would like to work in a retail store.
- I would like to work in a restaurant.
- I would like to work on a construction site.
- I would like to work on a ship, plane, train, or bus.

- I would like to work in a hotel or resort.
- I would like to work in a museum or art gallery.
- I would like to work in an art or photography studio.
- I would like to work in a concert hall or theater.
- I would like to work in a school or library.
- I would like to work in a church or synagogue.
- I would like to work on the set of a movie or TV show.
- I would like to work in a TV, radio or recording studio.
- I would like to work in _____.

Working Conditions

Check the statements below that appeal to you.

- I would like a job that requires me to “dress for success” (dress up for a professional office).
- I would like a job that requires me to wear a uniform or costume.
- I would like a job that lets me dress any way I want.
- I would like a job that lets me work alone most of the time.
- I would like a job that lets me work with the same group of people.
- I would like a job that lets me work with many different clients.
- I would like a job that lets me work with ideas.
- I would like a job that lets me work with information.
- I would like a job that lets me work with numbers.
- I would like a job that lets me work with machines.
- I would like a job that lets me work with tools.
- I would like a job that lets me be creative.
- I would like a job that involves physical labor or activity.
- I would like a job with prescribed duties and procedures.
- I would like a job with strict deadlines.
- I would like a job with structured working hours.
- I would like a job with somewhat flexible hours.
- I would like a job that lets me structure my time any way I want.
- I would like a job that often calls for putting in extra hours.
- I wouldn't mind working nights or weekends.
- I would like a job that involves risk or danger.
- I would like a job that might take away my privacy.
- I would like a job that is intellectually challenging.
- I would like a job I could forget about when I'm not there.
- I would like to be able to work part-time when my children are young.

I would like a job that involves a variety of tasks and duties.
 Other _____

Relationships at Work

Check the statements below that appeal to you.

- I would like to work alone.
- I would like to work in a group or on a team.
- I would like to work with a variety of people.
- I would like to be the boss.
- I would like to be supervised by others.
- I would like to work for myself.
- I would like to work with adults.
- I would like to work with children.
- I would like to work with sick people.
- I would like to work with handicapped people.
- I would like to work with older people.
- I would like to work with creative people.
- I would like to work with people like me.
- I would like to work with people different from me.
- I would like to work with people who speak a different language.
- I would like to work with the underprivileged.
- I would like to teach people.
- I would like to entertain people.
- I would like to make people feel better.
- I would like to make people look better.
- I would like to help people get out of trouble.
- I would like to sell things to people.
- I would like to work with criminals.
- I would like to give people guidance.
- I would like to run for election to office.
- I would expect to socialize with my co-workers.
- I would like to meet celebrities on my job.
- I would like to work in a competitive environment.
- I would like a job where everyone works together for the common good.
- I would like to serve the public.
- I would like to serve private clients.
- Other _____

Psychological Rewards of Working

Check the statements below that appeal to you.

- I would like to be recognized in the community for the work I do.
- I would like a job where I am free to make my own decisions.
- I would like a job that furthers my mission in life.
- I would like a job that helps less fortunate members of the community.
- I would like a job that offers thrills and adventure.
- I would like a job that lets me put my family duties first.
- I would like a job in which I am continually learning something new.
- I would like a job that has high status in the community.
- I want to work with people I admire and respect.
- I would like a job that demands creativity and innovation.
- I would like to work for something I believe in, even if it is unpopular or puts me in danger.
- I would like a job that adds to the beauty in the world.
- I would like a job that adds to the safety in the world.
- I would like a position of power.
- I want to feel secure that my job will be there as long as I want it.
- I would like to be applauded for my work.
- Other _____

Financial Rewards

Check the statements below that appeal to you.

- I would like a job that pays at least \$_____ per month.
- I would like to be paid by the hour, with time and a half for overtime.
- I would like a monthly salary that doesn't vary with the number of hours I work.
- I would like to work on a commission basis.
- I would like a job that would be secure even in times of recession.
- I'm willing to accept a lower salary if the potential for either financial or psychological rewards is good.
- Money isn't important to me – I just need enough to get by.
- I want a job with good benefits (e.g., health insurance, pension plan, paid vacations).

- ___ I'd like my salary to be based on my job performance.
- ___ I'd like a job with scheduled pay increases.
- ___ I'd like to be paid for the things I create or produce (e.g., paintings, articles, cookies).
- ___ I'd like a job that offers bonuses or other incentives.
- ___ I'm willing to start with a very low salary as long as there is an opportunity to work toward a very high salary.
- ___ Other _____

(Source: Bingham, M. & Stryker, S., **Workbook and Portfolio for Career Choices**)

LEARNING ACTIVITY A.6-2
“25 COMMON JOB SKILLS AND CHARACTERISTICS”

OBJECTIVE: To provide examples of commonly stated job qualifications

RESOURCES: • Work Sheet–Learning Activity A.6-2

SUGGESTED TIME: 1 – 2 hours

DIRECTIONS:

1. Pass out a copy of the “25 Common Job Skills and Characteristics” work sheet to each student.
2. Conduct a class discussion about each of the 25 items. Talk about what they mean as a qualification for a specific job.
3. Have students reflect on each of the skills and characteristics as a job qualification. How does each match their interests, abilities and/or preferences?

LEARNING ACTIVITY A.6-2
“25 COMMON JOB SKILLS AND CHARACTERISTICS”
WORK SHEET

DIRECTIONS: These 25 job skills and characteristics are commonly stated as qualifications for a specific job. Discuss each of these skills and characteristics in relationship to your preferences for a job.

1. High school diploma generally required.
2. Technical school or apprenticeship. Some form of non-degree post-high school training required.
3. Junior college degree. Requires Associate in Arts degree.
4. College degree. Requires at least a bachelor's degree.
5. Jobs widely scattered. Jobs are located in most areas of the United States.
6. Jobs concentrated in one or a few geographical locations.
7. Work with things. Jobs generally require manual skills.
8. Work with ideas. Use one's intellect to solve problems.
9. Help people. Assist people in a helping relationship.
10. Work with people. Job generally requires pleasing personality and ability to get along with others.
11. Able to see physical results of work. Work produces a tangible product.
12. Opportunity for self-expression. Freedom to use one's own ideas.
13. Work as part of a team. Interact with fellow employees in performing work.
14. Work independently. Requires self-discipline and ability to organize.
15. Work is closely supervised. Job performance and work standards controlled.
16. Direct activities of others. Work entails supervisory responsibilities.
17. Generally confined to work area. Physically located at one work setting.

18. Overtime or shift work required. Work hours other than normal daytime shifts.
19. Outdoors. Exposed to weather or is subjected to temperature extremes.
20. High level of responsibility. Requires making key decisions involving property, finances, or human safety and welfare.
21. Requires physical stamina. Must be in physical condition for continued lifting, standing, and walking.
22. Work with details. Work with technical data, numbers, or written materials on a continuous basis.
23. Repetitious work. Perform the same task on a continuous basis.
24. Motivate others. Must be able to influence others.
25. Competitive. Compete with other people on the job.

LEARNING ACTIVITY A.6-3
“INTERVIEW A WORKER”

OBJECTIVE: To provide information about jobs in which students are interested

RESOURCES: • Writing board

SUGGESTED TIME: 4 – 6 hours (total)

DIRECTIONS:

1. Ask each student to identify a job that they would like to know more about. Record their answers on the writing board.
2. Ask the class if they know anyone who works in any of these jobs.
3. Have students interview someone who is in the job for which they are interested.
 - a. What do they do on their job? Be specific (job competencies and qualifications)
 - b. What education/training is needed?
 - c. How did they find this job?
 - d. Other questions suggested by class.
4. Have students report the results of their interview back to the class.
5. Discuss with the class, “Are you more or less interested in this job as a result of this interview?”

COMMENTS:

This exercise may be repeated a number of times throughout the year.

LEARNING ACTIVITY A.6-4
“JOB SHADOWING EXPERIENCE”

OBJECTIVE: To provide students with an opportunity to shadow a worker in order to identify job competencies

RESOURCES: • Job shadowing location/individual

SUGGESTED TIME: 4 – 10 hours (total)

DIRECTIONS:

1. Assist students in identifying a job shadowing location and a volunteer worker for them to shadow.
2. Guide students through the preliminary arrangements (e.g., phone call, letter to worker, etc.).
3. Have students design a form to use in documenting job competencies during the shadowing experience.
4. Have students complete the report after the shadowing experience.
5. Have students share their reports with the class.

LEARNING ACTIVITY A.6-5
“JOB ANALYSIS”

OBJECTIVE: To utilize several sources of information to investigate job competencies

RESOURCES: None

SUGGESTED TIME: 2-5 hours (total)

DIRECTIONS:

1. Have students select five jobs in which they are interested (or assign each student five job titles).
2. Students will research the specific competencies and qualifications for each job using a **minimum** of three resources described in this module.
3. Have students share both the job competency/qualification information for the jobs they researched as well as the resources that they used.

LEARNING ACTIVITY A.6-6
“A DAY IN MY WORKING LIFE”

OBJECTIVE: To provide students with an opportunity to apply the information they have learned

RESOURCES: • Work Sheet – Learning Activity A.6-6

SUGGESTED TIME: 1 - 2 hours

DIRECTIONS:

1. Provide each student with a copy of the work sheet – “A Day In My Working Life.”
2. Provide students with sufficient time to apply the information they have gathered to answer the questions.
3. Have students share their responses with the class.

LEARNING ACTIVITY A.6-6
“A DAY IN MY WORKING LIFE”
WORK SHEET

DIRECTIONS: Picture yourself on the job. What would a typical working day be like? Use the information you gathered in step one to answer the following questions. Sit down, close your eyes, and actually see yourself going through the day. Pay particular attention to your feelings. Concern yourself with more than just the work. How would you feel in the morning as you got ready to leave home? What would you do at lunch? How would you feel at the end of the day? How would you spend your evening?

If your working hours would be something other than 9:00 a.m. to 5:00 p.m., adjust the following schedule accordingly.

7:00 a.m. Getting ready for work. What would you wear? How do you feel about going to work? Are you looking forward to the day?

8:00 a.m. Traveling to work. How would you get there? How far would you travel? Or would you work at home?

9:00 a.m. Walking into work. Describe the setting. Who else is there? What kind of greeting do you get from them?

9:00 a.m. to 12:00 noon What would you be doing during this time? If this is a typical day, what tasks and responsibilities would you carry out?

10:00 a.m.

11:00 a.m.

Noon Where would you have lunch, and with whom? Would you socialize with co-workers? Clients?

1:00 p.m. to 5:00 p.m. As the day goes on, see yourself handling some special problems or challenges that might arise in this field. What are they? How do you deal with them?

1:00 p.m.

2:00 p.m.

3:00 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m. Going home. How do you feel at the end of the day? What might you be thinking about?

7:00 p.m. and on. How would you spend a typical evening? Would you need to bring work home? Would you be with your family? Your friends? Are there hobbies or volunteer activities you would want to pursue?

LEARNING ACTIVITY A.6-7
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY A.6-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY A.6-8
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: • Learning Activity A.6-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY A.6
“BALLOON BRIDGES”

OBJECTIVE: To read with comprehension

RESOURCES: • Reading Activity A.6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity A.6 and distribute to each student.
2. Have students read “Balloon Bridges.”
3. Have students complete the “Reading Recall” questions 1 – 10.
4. Lead class discussion for the discussion questions 1 – 3.
5. Have the students complete the “Balloon Bridges Word Scramble” and check the answers.

“BALLOON BRIDGES”

The long purple balloon squeaked and stretched in the skillful hands of a brightly painted clown. In no time at all, this clown/artist had rendered an impressive giraffe. A room full of 5 year olds expressed their approval with squeals, laughter and applause. The guest of honor was presented with the creation as the clown smiled and quickly made his exit to another room. The other room was the kitchen – off limits to anyone under six years of age – where he was soon joined by Suzy Cupcake, a talented clown in her own right. The clown was Kent Johnson, and Suzy Cupcake was Susan Collins. Both Ken and Susan had graduated from Central High School last year and were working as party clowns for Clowns R Us.

“Boy, this job stinks!” Kent blurted out.

Kent’s comment caught Susan by surprise, but she managed to tease back with, “What an unhappy clown with such a big smile.”

“Oh, I don’t mean to complain...” Kent started, “well, I do mean to complain. Look at us...always working when our friends want to party. I have *no* social life at all! **And**, I like to work with people, but little kids are driving me up the wall.”

“Well....” said Susan cautiously, “you *are* a children’s party clown.”

“Yeah and that’s another thing,” Kent exploded, “I’m a clown. I want to be an engineer, but I’m a children’s party clown. I’m like at the bottom of the food chain.”

“Thanks a lot,” responded Susan, reminding him that she too was a clown.

“I’m sorry,” Kent apologized, “but don’t you ever want something more for your life?”

“Sure I do,” said Susan, “I want to be a counselor for small children, get involved with play therapy and perhaps open my own clinic one day. I think what I’m doing right now is good experience for the future.”

“So, what you’re doing right now is all part of a plan.”

“Yep, sure is,” responded Susan, feeling pretty proud. “Being a children’s party clown gives me experience working with small children and observing their reactions. Maybe it can help you become an engineer.”

“Not unless they start making bridges out of balloons,” laughed Kent. “But you have a good point. I need to start doing the things that are required to become an engineer. And, for starters, I need a job that fits me and is going to help me get some of that good experience.”

“Hey,” interrupted Susan, “break time is over and it’s time for you to get a pie in your face. That’s good engineer experience isn’t it?”

“Sure is,” said Kent, “as long as it’s banana crème!”

READING RECALL

PART I

DIRECTIONS: Answer questions 1 through 10 as quickly as possible recalling information from the story Balloon Bridges.

1. What were Kent and Susan doing at a children's party?

2. How old were the children at the party?

3. How did the children express their approval for Kent's giraffe?

4. What was the name of the company for which Kent and Susan worked?

5. When did Kent and Susan graduate from Central High School?

6. Did Kent have a smile or frown painted on his face?

7. What was Kent's complaint about the hours he had to work?

8. For what kind of career was Susan preparing?

9. How did working as a children's clown help Susan prepare for her career?

10. What kind of pie does Kent like?

DISCUSSION QUESTIONS:

1. Brainstorm a list of how most students get their job right out of high school.

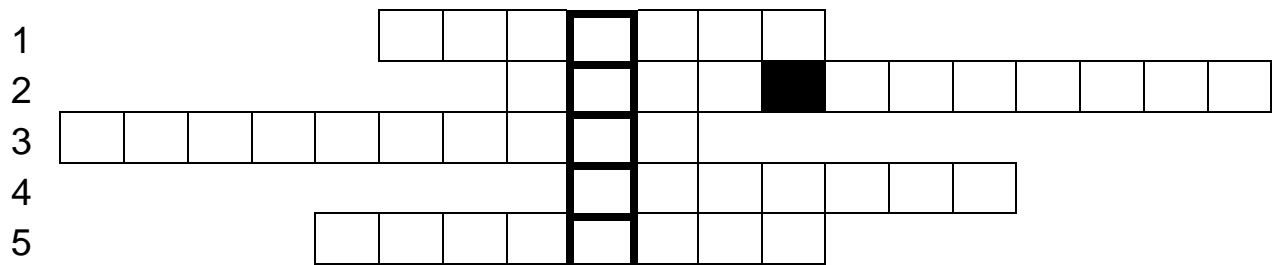
2. What are the reasons that students often accept the first job that is offered to them after graduation? How can they tell if a job is going to be right for them?

3. How important is money and how important is happiness in a job? Can you have both without compromising? How?

BALLOON BRIDGES WORD SCRAMBLE

PART II

DIRECTIONS: Working with a partner and using the clues as hints, unscramble the Scrambled Words and place the letters in the boxes for the corresponding number. Determine the secret word of the day by looking at the vertical bold boxes. The secret word clue will act as a hint.



Scrambled Words:

1. CUEPACK
2. YAPL_HEPARTY
3. UCOOTINCAP
4. ROKNWIG
5. GREENEIN

Clues:

1. Susan's stage name (Suzy...)
2. Kind of counseling for young children
3. Susan had prepared for this
4. What Kent & Susan were doing at a party
5. Kent's future

Secret Word of the Day Clue:

They even have colleges for this career.

MATH ACTIVITY A.6
“PARTY MAGIC”

OBJECTIVE: To calculate and convert units of measure

RESOURCES:

- Work Sheet—Math Activity A.6
- Poster board
- Markers
- Money to purchase party foods (Optional)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity A.6 and distribute to each student.
2. Divide the students into four groups and assign a section of the assignment to each group.
3. Distribute poster board and markers.
4. Go over the directions with the students.
5. Have the students present their posters and review their math calculations.

MATH ACTIVITY A.6
“PARTY MAGIC”
WORK SHEET

DIRECTIONS: Divide the class into four groups to complete this next exercise. Pretend your class is having refreshments. Use the information given to determine what you need in order to have the right amount of food and drink.

Buying supplies for business activities is similar to buying party supplies in this way: You want to buy just enough to provide for what is needed without having anything left over or wasted. Anything not used productively is considered to be a loss.

For the area given to your group, first make the necessary calculations, then make a large poster of your calculations that show how you came up with your answers. After everyone is finished, the posters will be presented at the front of the room so everyone can complete the *Party Finances* part of this exercise.

1. Determine drinks. You must buy soft drinks by the liter. A liter is 16.9 ounces. If the size of drink served is an 8-ounce drink (not including ice),

Calculate:

- a. How many liters of drink are required for everyone to have two drinks?

2. Determine chips and dip. Everyone's favorite chips come in a 1 lb. bag and will serve 16 people if everyone has an average serving of 24 chips (or one oz.) of chips. The bag of chips costs \$2.59.

Party dip comes in an 11 oz. container. At 2 tablespoons per serving, the container should provide 9 servings. The dip costs \$2.06 per container.

Calculate:

- a. How many bags of chips and how many containers of dip will be needed to provide a serving of chips and dip for everyone in the class?

- b. How much will it cost?

- c. How much will be left over?

3. Calculate cookies: A 1 lb. package of chocolate chip cookies will serve 13 people if each takes an average serving of three cookies. The package costs \$2.54.

Calculate:

- a. How much will it cost to provide everyone in the class with an average serving of cookies?

- b. How much will be left over?

4. Calculate pizza: You can buy a 22 oz. Captain Joe pizza at the rate of two for \$7.00. The pizza will serve four people.

Calculate:

- a. How much will it cost to feed the class one serving each?

- b. How much, in ounces, will be left over?

Party finances:

After each group has presented the cost of their items, calculate:

- a. The total cost of food for the party.

- b. What is the value of leftovers (in dollars and cents)?

MATH ACTIVITY A.6
“CREATE YOUR OWN MATH EXERCISE”
WORK SHEET

DIRECTIONS: Create and complete your own math exercise similar to *Party Magic* by listing at least four party foods, going to the store to determine certain information needed in order to make calculations, then show your work to arrive at a cost of providing food to have a class party. (*Hint: It is always more fun if once you have your calculations to go ahead and have the party!*) For each of the items, you will need to know:

- A. The size in ounces, pounds, etc. the item is sold. (Example: 16 oz. bottles)
- B. What amount represents an individual serving? This needs to be in the same units of measure as letter A.

Note: Information for A and B is usually available with the nutrition data listed on the product package.

- C. The cost of the item.

Bonus project!!! – Create, calculate, and have a class party in which there is no loss.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is the first step in finding a job?

2. Name several examples of major industries within which there are hundreds of different categories of jobs.

3. List five examples of career considerations.

4. Define the term job.

5. What is a job description?

6. What is a job analysis?

7. What is a competency?

8. List eight resources for researching job competencies and specifications.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is the first step in finding a job?
 - Select an industry that matches your interests and abilities

2. Name several examples of major industries within which there are hundreds of different categories of jobs.
 - Advertising and Public Relations
 - Aerospace
 - Agriculture
 - Automotive
 - Aviation
 - Banking
 - Broadcasting
 - Chemicals
 - Computers and Electronics
 - Education
 - Energy
 - Fashion
 - Film and Entertainment
 - Financial Services
 - Food/Beverage Services
 - Health Services and Pharmaceuticals
 - Hospitality
 - Insurance
 - Manufacturing
 - Metals and Mining
 - Paper and Forest Products
 - Publishing
 - Real Estate and Construction
 - Retailing
 - Telecommunications
 - Transportation
 - Travel
 - Utilities

3. List five examples of career considerations.
 - Physical setting
 - Working conditions
 - Relationships at work
 - Psychological rewards of working
 - Financial rewards of working
4. Define the term job.
 - A job is a collection of tasks and responsibilities that an employee is responsible to conduct
5. What is a job description?
 - Lists of the general tasks, or functions, and responsibilities of a position
6. What is a job analysis?
 - Examining the tasks and sequences of tasks necessary to perform the job (Knowledge and skills)
7. What is a competency?
 - General description of the abilities needed to perform a role in the organization
8. List eight resources for researching job competencies and specifications.
 - **Occupational Outlook Handbook (OOH)**
 - **Dictionary of Occupational Titles (DOT)**
 - Libraries
 - Computerized career systems
 - Talking to others about their work
 - Information interviews
 - Job shadowing

- Work experience

ANSWER KEY
READING ACTIVITY

PART I

1. Children's clown
2. 5
3. Squealed, laughed and/or applauded
4. Clowns R US
5. Last year
6. Smile
7. Always working when friends were wanting to party
8. Children's counselor
9. Gave her experience working with children
10. Banana crème

PART II

1				C	U	P	C	A	K	E										
2							P	L	A	Y		T	H	E	R	A	P	Y		
3	O	C	C	U	P	A	T	I	O	N										
4								W	O	R	K	I	N	G						
5								E	N	G	I	N	E	E	R					

ANSWER KEY
MATH ACTIVITY

- All Math Activity answers will vary depending on how many students there are per class.