

# LIFE STYLE OF TOMORROW



**COMPETENCY  
CATEGORY:** Career Development

**COMPETENCY  
NUMBER:** A.3

**COMPETENCY:** Identify desired life style and relate to selected occupations.

**OBJECTIVE:** Upon completion of this module, students will be able to identify desired life style and relate to selected occupations.



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**JAG**



Published by JOBS FOR AMERICA'S GRADUATES, INC.

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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.

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## INTRODUCTION

- List the following occupations on the writing board: ranchers, politicians, preachers, teachers and engineers.
- Begin a discussion on what each occupation's life style might consist of.
- This discussion may include describing where they live, their personal life, social activities, how they spend their free time, families and material possessions.
- Emphasize that life is not just about money and what it buys. A person's life and his/her life style is an outgrowth of money. Income impacts a variety of choices: neighborhood a person lives in, car, education, values, interests, recreation/free time, etc.
- Conclude by telling the students they will be learning about their future life styles and occupations that may relate to their life style.

**Note to Specialist: Refer to other modules in the JAG curriculum that are related to this module. For example, A.2- Relate Interest, Aptitudes and Abilities to Appropriate Occupations; F. 32- Identify a Self-value System and How It Affects Life; F.33- Base Decisions on Values and Goals; G.59- Prepare a Short-term and Long-term Budget; as well as others.**

## Administer Pre-Assessment

## OUTLINE

- A. Life style is a way of life that reflects the attitudes and values of an individual or a group.
  - 1. In other words, life style is the kind of life you choose to have—it reflects who you are and what is important to you.
- B. Various components make up a person's life style
  - 1. Where you live

- a. What area of the country (north, south, Midwest, etc.)
  - b. City (in the city or in the suburbs), town or rural
  - c. The geographical size of the area
  - d. Type of neighborhood, countryside, farmland, trees, garden, etc.
  - e. Type of residence (single family, townhouse, row house, apartment, etc.)
2. How you spend your free time
- a. Hobbies
  - b. Indoor activities
  - c. Outdoor activities
  - d. Sports
  - e. Social activities
  - f. Spiritual activities
  - g. Others?
3. Relationship with family and/or friends
- a. What you do when you spend time with them?
  - b. The amount of time spent with them
  - c. When you spend time with them (weekends, nights, mornings, etc.)
4. Material possessions you need and want.
- a. A need is something required—a necessity.
    1. Shelter
    2. Clothing
  - b. A want is something wished for—a desire.
    1. Five bedroom condominium overlooking a valley.
    2. Designer clothing that everyone is wearing.
5. What other kinds of “things” define a person’s life style?

**COMPLETE LEARNING ACTIVITY A.3-1**  
**“EITHER-OR”**

C. Your life style is a choice.

1. You have a choice on what post-secondary education you will pursue.
2. You have a choice on the job(s) you will take.
3. You have a choice on the type of car you will purchase, home you will live in, etc.

D. Your life style changes at different points in your life.

1. Typically, the higher your level of education, the more money you make.
2. The positions (jobs) you are in determine the amount of money you will make. This influences the home you will live in, the car you will drive, how much free time you will have, the “status” of your life.

**COMPLETE LEARNING ACTIVITY A.3-2  
“MY CURRENT AND FUTURE LIFE STYLE”**

**COMPLETE LEARNING ACTIVITY A.3-3  
“LIFE STYLE REALITY”**

E. The amount of money a person earns influences the life style a person may have.

1. Money is necessary for survival.
2. However, money is usually not the answer to personal happiness.
3. It pays the level of misery one can live with!
4. It is important to take charge of your attitude toward money—how you make money and how you choose to use money.

- a. Key question is “Do you rule money or does it rule you?”
- b. Taking charge means:
  - 1. Knowing what is most important in your life (those areas we defined as life style).
  - 2. Ordering your priorities (which change over your lifetime).
    - a. For example: today it may be having quality stereo equipment, saving money for furthering your education and spending “fun” time with your friends.
    - b. What might your priorities be when you are in your 20’s? 30’s? 40’s? Your grandparents’ age?
  - 3. Taking charge of money means: knowing what you will forego, do without (forego the brand new car in order to live in a safer neighborhood which costs a little more in rent).
  - 4. Our culture has come to accept “big money” as a personal value.
    - a. Many students say they “want to make a lot of money.”
    - b. Less than 5% of **college graduates** will become wealthy.

F. Bottom line, when choosing a career, you have to consider how much time will you be spending to earn a living and how much time will you have for “fun, family, relationships, etc.” Many times there is a “trade off.”



G. Myth of money: “A lot of money will let me do what I want.”

1. Sounds reasonable and people who are not happy in their jobs say it all the time.
2. People who do not know what they want to do with their lives may say this.
3. People may be so busy earning money and working long hours, they don't really get to do what they want (fun, family, relationships).
  - a. However, some people LOVE their work and enjoy working long hours, because it doesn't feel like work.
  - b. A person who loves his/her work is drawn to it and is motivated out of the love of the work.
  - c. A “workaholic” is usually motivated by fear and is working to mask what is missing in his/her life.
4. If you have a clear direction on what is important to you and what your interests, abilities and aptitudes are, you will be happier and more in control of the career you choose and the money you earn.

H. Another myth of money: “People with a lot of money command more respect from others.”

1. Money does not equal respect.
2. Respect has to do with how we conduct our daily lives, the type of person we are, in other words—our character.
3. All the money in the world will not buy a person self-esteem, love or good friends.

- I. Unfortunately, as a person earns more money he/she tends to spend more.
1. Buy a bigger house, more “toys” (boat, off-road vehicle, etc.), a newer car, etc.
  2. Often time, more money is being spent on “stuff” and less goes into savings or future retirement.
  3. It does not have to be this way, because we have choices and control.
  4. If a person does not have enough money to keep up with their life style they can:
    - a. Make more
    - b. Spend less

**COMPLETE LEARNING ACTIVITY A.3-4**  
**“BUDGETING FOR MY LIFE STYLE”**

- J. Do you agree that: “Work is MORE than just earning a living?”
1. Work helps build our lives.
  2. Work helps us express ourselves.
- K. Ideally, you want to choose work that matches your life style and your personality. You want to choose work that you truly enjoy doing.

**COMPLETE LEARNING ACTIVITY A.3-5**  
**“UNFINISHED SENTENCES”**

- L. We know that different occupations provide different levels of income, different benefits and different hours of work which help us provide for the life style we want.
1. We already learned that our life style changes as we mature.

2. The occupation in which you start is probably not what you are going to do the rest of your life.
3. Let's look at different entry-level occupations or fields of work.

**Note to Specialist: List the following occupations (entry-level positions) on the writing board. Ask students to identify: (1) entry-level salary; (2) main duties; and (3) requirements. Write the various answers on the board. Use the following information to guide the discussion and assist with the correct answers.**

- a. Accounting (associate or analyst)
  1. Mid to high twenties
  2. Reporting, validating, auditing, analyzing financial data
  3. Degree in accounting, computers or math
- b. Advertising (assistant, junior executive or account service trainee)
  1. High teens to low twenties
  2. Account executives—dealing with clients, acting as liaison between clients and the creative department; Media department—planning placement of print and broadcast ads, securing media time and space; Copywriters and artists—writing or designing ads for clients
  3. Account executives—marketing and business background; Media department—degree in advertising; Creative department—a portfolio of past projects
- c. Banking (auditor, analyst or trainee)
  1. Low twenties to thirties
  2. Supervising work flow or analyzing financial conditions and overseeing database management
  3. Business degree

- d. Broadcasting (production assistant or researcher)
  - 1. Teens to low twenties
  - 2. Write editorials, conduct interviews, make phone calls, attend shoots
  - 3. Experience and talent
  
- e. Engineering (junior or associate engineer)
  - 1. Thirties to forties
  - 2. Testing, producing or designing machinery and systems
  - 3. Engineering degree, proficiency in math and computers
  
- f. Merchandising (merchandising assistant or assistant buyer)
  - 1. Low to mid twenties
  - 2. Purchasing merchandise, negotiating with wholesalers and manufacturers
  - 3. Retail experience, merchandising degree
  
- g. Publishing (editorial assistant)
  - 1. High teens to low twenties
  - 2. Review manuscripts, coordinate layouts, assist with research and fact checking
  - 3. Degree in English, journalism, liberal arts
  
- h. Sales (account executive, sales associate)
  - 1. High teens to low thirties
  - 2. Interact with clients, market research, customer service, traveling
  - 3. Good communication skills, sales experience
  - 4. This web site has an extensive list on salary surveys by industry or positions:  
**[www.jobhuntersbible.com](http://www.jobhuntersbible.com)**

- M. When identifying occupations that will relate to your life style, you need to investigate a variety of things:
1. Entry-level salary
  2. Education requirements
  3. Experience requirements
  4. Salary after a few years (5-10...)
  5. What the general hours of work are
  6. Would you work weekends?
  7. Whether travel is involved
- N. You also need to investigate what the fringe benefits are. This may impact your life style. Fringe benefits may include:
1. Insurance
    - a. Life insurance
    - b. Malpractice insurance
    - c. Insurance for dependents
  2. Health benefits or health plans
    - a. Dental
    - b. Disability
    - c. Health leave to care for dependents
  3. Vacation/leave
    - a. Holiday
    - b. Sick leave
    - c. Personal leave or personal days
    - d. Educational leave
    - e. Sabbaticals

4. Retirement plans/programs
    - a. The benefits listed above typically add 30% to a worker's salary
  5. Tuition reimbursement
  6. Bonus system or profit sharing
  7. Stock options
  8. Organizational memberships
  9. Free or paid parking
  10. Relocation costs
  11. Professional conference costs
  12. Time for community service
  13. Flextime work schedules
  14. Recreational memberships: fitness center, country club, etc.
- O. When deciding if you are going to work for a specific company or organization, you need to consider all of the information we covered plus:
1. What the company's culture is.
    - a. Do the employees come in early and work late?
    - b. Do they work weekends or nights?
    - c. Is overtime expected?
  2. How long does it take to commute to and from work?

3. Consider the dress code and what hidden costs there may be.
  - a. Does a uniform need to be purchased?
  - b. Will you need to dry clean the clothes you wear for work?
4. Are there parking expenses?
5. Will you pack your lunch or eat out each day?
6. Other considerations?

P. All of these things impact your life style and your happiness or satisfaction with work—with LIFE!

**COMPLETE LEARNING ACTIVITY A.3-6**  
**“MATCHING MY DESIRED LIFE STYLE WITH SELECTED OCCUPATIONS”**

**COMPLETE LEARNING ACTIVITY A.3-7**  
**“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY A.3-8**  
**“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY A.3-9**  
**“LIFE STYLES OF THE SKILLED AND ABLE”**

**COMPLETE MATH ACTIVITY A.3-10**  
**“A NUMBERS CHECK-UP”**

**ADMINISTER POST-ASSESSMENT**

**LEARNING ACTIVITY A.3-1**  
**“EITHER-OR”**

**OBJECTIVE:** To examine feelings, self-concepts and values

**RESOURCES:** None

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Ask students to move the desks so there is a wide path from one side of the room to the other.
2. Ask an “either-or” question from below and point to which side of the room students should go depending on which they identify most with.
3. Each student should then find a partner on the side he/she has chosen and discusses the reasons for his/her choice.
4. Limit the discussion to two minutes.
5. Everyone returns to the center of the room.
6. Ask another “either-or” question and have students move to the appropriate side of the room.
7. Instruct students to find a new partner each time.
8. Ask as many as you have time for.



## “Either-Or” Questions

1. More of a saver or a spender?

2. More like New York City or Colorado?

3. Would rather be with several friends or a few friends?

4. More like a car or a truck?

5. More like the country or the city?

6. More physical or mental?

7. More a traveler or “home body?”

**DISCUSSION QUESTIONS:**

1. What did you learn about yourself?

2. What did you learn about someone else?

3. How did this give you some insight into the “life style” you would like to have?

**LEARNING ACTIVITY A.3-2**  
**“MY CURRENT AND FUTURE LIFE STYLE”**

**OBJECTIVE:** To identify the components that will make up a life style

**RESOURCES:**

- Work Sheet—Learning Activity A.3-2
- Blank paper or notebook paper
- Markers or colored pencils

**SUGGESTED TIME:** 1 hour or possibly a homework assignment

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity A.3-2.
2. Review the directions.
3. After completion, have students share in pairs or discuss as a class.
4. Encourage students to add to their list as the discussion occurs.

**DISCUSSION QUESTIONS:**

1. How do you predict your life style to change over the span of time?

2. Why do you feel it will change?

3. What is a key component for you to have the life style you would like?(income or money)

**LEARNING ACTIVITY A.3-2**  
**“MY CURRENT AND FUTURE LIFE STYLE”**  
**WORK SHEET**

**DIRECTIONS:** This activity will help you understand the components that make up your life style. In the first column, answer the questions describing your current life style. The second column should reflect the life style you want to have once you move out on your own (after high school, military or graduating from a post-secondary institution). The third column should reflect the life style you wish to have when you are in your 30’s. Be descriptive. You can write your answers or draw to reflect your answers.

	<b>Current Life Style</b>	<b>Life Style in Near Future</b>	<b>Life Style in my 30’s</b>
<p style="text-align: center;"><b>Home</b></p> <p>*Describe/draw the location (city, rural, etc.)</p> <p>*Describe/draw your home.</p> <p>*How far would it be located to work, school, shopping, friends, family, entertainment?</p>			
<p style="text-align: center;"><b>Free Time</b></p> <p>Describe/draw how you spend your free time</p> <p>*hobbies</p> <p>*indoor activities</p>			

<ul style="list-style-type: none"> <li>*outdoor activities</li> <li>*social activities</li> <li>*sports</li> <li>*spiritual activities</li> <li>*other</li> </ul>			
<p><b>Relationships with family</b></p>			
<p><b>Relationships with friends</b></p>			
<p><b>Material possessions</b> (needs/wants)</p> <ul style="list-style-type: none"> <li>*clothes</li> <li>*car</li> <li>*fun things</li> <li>*others</li> </ul>			

**LEARNING ACTIVITY A.3-3**  
**“LIFE STYLE REALITY”**

**OBJECTIVE:** To analyze how life styles change over time.

**RESOURCES:**

- Work Sheet—Learning Activity A.3-3
- Blank paper or notebook paper

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity A.3-3.
2. Read the directions.
3. After the assignment is complete, conduct a discussion from the results of the interviews.

**LEARNING ACTIVITY A.3-3**  
**“LIFE STYLE REALITY”**  
**WORK SHEET**

**DIRECTIONS:** Choose someone to interview. Preferably, choose someone that works in a field or occupation that you are interested in working. Ask the following general questions. Please add to this list of questions by developing your own questions that will help you learn more about life styles.

**Name of person you interviewed:** \_\_\_\_\_

**Career field they are currently in:** \_\_\_\_\_

**Approximate age of person:** \_\_\_\_\_

1. How would you define the term life style?

2. How has your life style changed from 10 years ago? 20 years ago?

3. How have your values and attitudes changed over the years to influence your life style?



4. Do you “live to work” or “work to live?” Explain what that means to you.

**LEARNING ACTIVITY A.3-4**  
**“BUDGETING FOR MY LIFE STYLE”**

**OBJECTIVE:** To predict what your life style might cost you financially in the future

**RESOURCES:**

- Work Sheet—Learning Activity A.3-4
- Calculator
- Access to the Internet
- Yellow pages
- The completed work sheet from Learning Activity A.3-2 “My Current and Future Life Style”

**SUGGESTED TIME:** Over a span of a week

**Note to Specialist: See module G.59- Prepare a Short-term and Long-term Budget.**

**DIRECTIONS:**

1. This is a discovery exercise where the students will need to be creative and resourceful in finding the information.
2. Distribute copies of the work sheet for Learning Activity A.3-4.
3. Review the directions.
4. Encourage students to partner with someone who would like to have a similar life style.

**DISCUSSION QUESTIONS:**

1. Who did you speak with to help you develop your budget and how were they helpful?

2. What costs surprised you?

3. How has this budgeting exercise helped you decide on a life style you want?

**LEARNING ACTIVITY A.3-4**  
**“BUDGETING FOR MY LIFE STYLE”**  
**WORK SHEET**

**DIRECTIONS:** With the aid of Learning Activity A.3-2, “My Current and Future Life Style,” you will choose which life style you want to create a budget for. You need to be resourceful in discovering what the costs may be. Talk with people, call government/city departments, utilize the Chamber of Commerce, access the Internet, newspaper, etc.

**PART I**  
**BUDGET**

**Housing**

Rent or mortgage payments	actual/month	\$ _____
Electricity/gas	average/month	\$ _____
Water	average/month	\$ _____
Telephone	average/month	\$ _____
Trash removal	actual/month	\$ _____
Cleaning, maintenance, repairs	estimate/month	\$ _____

**Food**

What you would spend at supermarket	avg/mnth	\$ _____
Eating out	average/month	\$ _____

**Clothing**

Purchase of clothing	average/month	\$ _____
Cleaning, dry cleaning, laundering	average/month	\$ _____

**Automobile/transportation**

Car payments	actual/month	\$ _____
Gasoline	actual/month	\$ _____
Repairs	average/month	\$ _____
Public transportation (bus, train, carpool)	actual/mnth	\$ _____

**Insurance**

Car	actual/month	\$ _____
Medical or health-care	average/month	\$ _____
House and personal possessions	actual/month	\$ _____
Life	actual/month	\$ _____

Medical expenses		
Doctor's visits	average/month	\$ _____
Prescriptions	average/month	\$ _____
Fitness costs	actual/month	\$ _____
Support for other family members		
Child care costs	actual/month	\$ _____
Child-support	actual/month	\$ _____
Support for parents	actual/month	\$ _____
Charity giving/tithe	actual/month	\$ _____
School/learning		
Children's cost	actual/month	\$ _____
Your learning costs (adult education)	actual/month	\$ _____
Pet care	actual/month	\$ _____
Bills and debts (usual monthly payments)		
Credit cards	actual/month	\$ _____
Local stores	actual/month	\$ _____
Other obligations you pay off monthly	actual/month	\$ _____
Taxes		
Federal (approximately 30% of earnings)* avg/mnth		\$ _____
State	average/month	\$ _____
Local/property (if own a home)	average/month	\$ _____
Tax-help (accountant)	average/month	\$ _____
Savings (suggestion is 10% of earnings)	actual/month	\$ _____
Retirement (Keogh, IRA, SEP, 401k, etc.)	actual/month	\$ _____
Amusement/discretionary spending		
Movies, video rentals, etc.	average/month	\$ _____
Other kinds of entertainment	average/month	\$ _____
Reading, newspapers, magazines, books	avg/mnth	\$ _____
Gifts (birthday, Christmas, etc.)	average/month	\$ _____
Others?		\$ _____
 Total amount you need each month		 \$ _____

\*Taxes go up as earnings go up, so the percentage may vary depending on the tax bracket.

## PART II

Multiply the total amount you need each month by 12, to get the yearly figure. Divide the yearly figure by 2000, and you will be reasonably near the **minimum hourly wage** that you need. For example, if you need \$3333 per month, multiply by 12 and that's \$40,000 a year. Divide that by 2,000 and that's \$20.00 an hour.



**LEARNING ACTIVITY A.3-5**  
**“UNFINISHED SENTENCES”**

**OBJECTIVE:** To discover more about your interests and values

**RESOURCES:** • Notebook paper

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Read the “Unfinished Sentences” out loud, one at a time.
2. On notebook paper, have your students complete the sentences.

**Unfinished Sentences**

Unfinished sentences that relate to interests:

1. On Saturday, I like to...
2. On vacation, I like to...
3. If I were five years older...
4. I think my parents...

Unfinished sentences that relate to values:

5. What I want most in life is...
6. When I become a father or a mother...
7. People who know me well think I am...
8. The most important person in my life is...

Unfinished sentences that could relate to interests or values:

9. I feel best when...
10. Secretly, I wish...

**DISCUSSION QUESTIONS:**

1. As a class, discuss the various answers.

2. What trends did you see as your interests?

3. What trends did you see as your values?



4. How does this relate to the life style you would like to have for yourself?



**LEARNING ACTIVITY A.3-6**  
**“MATCHING MY DESIRED LIFE STYLE WITH SELECTED OCCUPATIONS”**

**OBJECTIVE:** To match desired life style with selected occupations

**RESOURCES:**

- Work Sheet—Learning Activity A.3-6
- Access to the Internet
- May want to reference results from Learning Activity A.3-2, “My Current and Future Life Style,” A.3-4, “Budgeting For My Life Style,” and Learning Activities from Module A.2, “Relating Interests, Aptitudes and Abilities to Appropriate Occupations”

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity A.3-6.
2. Review the directions.
3. After the assignment is complete, conduct a class discussion around the results of the project.

**LEARNING ACTIVITY A.3-6**  
**“MATCHING MY DESIRED LIFE STYLE WITH SELECTED OCCUPATIONS”**  
**WORK SHEET**

**DIRECTIONS:**

1. Hopefully, you have a general idea of occupation(s) you are interested in. And, you have a general idea of a life style you would like to have.
2. Choose three occupations in which you are interested.
3. Research each occupation and make comparisons to check if these occupations are compatible with your desired life style by answering the following:
  - a. Yearly salary
  - b. Working days of the week
  - c. Average number of hours worked a week
  - d. Responsibilities/job duties
  - e. Geographical areas of job opportunities
  - f. Expected dress code
  - g. Travel involved or not

4. The following web sites may be helpful:

[www.jobhuntersbible.com](http://www.jobhuntersbible.com)  
[www.careersite.com](http://www.careersite.com)  
[www.monster.com](http://www.monster.com)  
[www.nationjob.com](http://www.nationjob.com)  
[www.jobtrak.com](http://www.jobtrak.com)  
[www.passportaccess.com](http://www.passportaccess.com)

[www.occ.com](http://www.occ.com)  
[www.joblynx.com](http://www.joblynx.com)  
[www.careermosaic.com](http://www.careermosaic.com)  
[www.espan.com](http://www.espan.com)  
[www.americasemployers.com](http://www.americasemployers.com)  
[www.hotjobs.com](http://www.hotjobs.com)

5. For each occupation, answer if it is compatible with your desired life style. Why or why not?

**LEARNING ACTIVITY A.3-7**  
**“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.3-7**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY A.3-8**  
**"SERVICE LEARNING"**

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

**RESOURCES:** Learning Activity A.3-8

**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."

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
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**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

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

**READING ACTIVITY A.3**  
**"LIFE STYLES OF THE SKILLED AND ABLE"**

**OBJECTIVE:** To read for comprehension and recall

**RESOURCES:** • Reading Activity A.3

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of Reading Activity.
2. Have students read the story and answer the recall questions related to the story.
3. Have the students complete the paragraph in Part II and check their responses for accuracy.
4. Have the students complete the "Game Show Questions" activity and share their responses with the class.

## "LIFE STYLES OF THE SKILLED AND ABLE"

Four high school students entered the television studios in Hollywood, California to compete in the special high school production of "The Life Styles of the Skilled and Able." The game show had really grown in popularity and this was the first time high school students and *only* high school students were contestants. The idea of the game was to identify what it took to get the luxury items that only the really rich seemed to enjoy and have a chance to win some pretty cool prizes along the way.

Samal, Martin, Nici and Maricella looked around the studio and noticed how small the room seemed to be compared to how it looked on television. Soon a booming voice came from the stage area.

"Hi, I'm Link Brinkly, and it's good to have you four here for an exciting game today." It was the host for Life Styles of the Skilled and Able. He also was much smaller in person than on TV. "You kids should take a few minutes to get to know each other. You're all from different parts of the country, but soon you'll be competing against each other for valuable prizes!" Link's voice didn't let up a bit and sounded more like a commercial than a hello. He soon disappeared behind the curtain.

"You know," said Martin, sounding like he had just come to a sudden realization, "what I **don't** want to be after high school is a game show host."

The four visited and laughed for a while, but true to Link's greeting, soon the studio was filled with technicians and audience members and the show was about to begin. The four were soon standing behind a counter on stage ready to play for prizes.

"Nici, let's start with you!" Link announced. He smiled and showed what you would swear were the whitest teeth in the world. "For 7000 points, what kind of occupation is most likely to drive a Mercedes?"

Nici thought for a moment, shot out an answer and before she knew what happened, she had just won a brand new set of luggage.

Link continued the game, "Samal, the next category is vacations. Where is a medical doctor most likely to take a vacation?" Samal responded and easily won a foosball table.

And so it went from one contestant to another, each ranking up an impressive list of winnings. Link ran the show with a fury that said his one goal in life was to give things away. By the time the show was over, all four of the students were pumped and Link was beside himself.

Our television four were leaving the studio and talking to each other.

"You know," said Maricella, "today I won really nice prizes. My folks are really gonna love my new dinnerware. But, I think I learned some things today, too."

"I know what you mean," said Martin, "I got a new wristwatch because I knew what it took to buy a mansion."

"Yeah," chimed in Samal, "if we want the really luxurious things in life, we're going to have to *do* what it takes to get them, not just know about them."

Maricella joined in, "I noticed that most of the people that enjoy expensive cars, nice homes and luxurious vacations are those that have become successful in their careers by preparing and working hard."

"At least we know what it takes," said Mart. "We did pretty good in Hollywood. Maybe we'll do OK in the real world, too."

**READING RECALL**

**PART I**

**DIRECTIONS:** Answer the following questions to the best of your ability.

1. In what town was the game show filmed?

2. The game show had grown in popularity, but this was the first time for what to happen?

3. How did the studio look to the contestants as compared to how it appeared on television?

4. What did Martin not want to be after graduation?

5. Where did the four contestants stand in order to play the game?

6. The first question was worth how many points?

7. Name at least three of the prizes won on the show.

8. What did Maricella notice as the key to being able to enjoy expensive cars, nice homes and luxurious vacations?

## PART II

**DIRECTIONS:** Fill in the blanks so the following summary of "Life Styles of the Skilled and Able" makes sense.

Four \_\_\_\_\_ students traveled from around the country to \_\_\_\_\_, California to participate in the "Life Styles of the Skilled and Able" television show. This program was a \_\_\_\_\_ show where contestants competed for \_\_\_\_\_. Link Brinkly was the show's \_\_\_\_\_ and he often sounded like a \_\_\_\_\_ when he talked.

After arriving at the studio, it was soon filled with \_\_\_\_\_ and audience members. Nici was the first to answer a \_\_\_\_\_ and won a set of \_\_\_\_\_.

After the show, Samal remarked that to get those luxurious things in life, they were going to have to \_\_\_\_\_ what it took to get them, not just \_\_\_\_\_ about them.

Martin felt that since they did pretty good in Hollywood, they might do OK in the \_\_\_\_\_ too.

## PART III

Working together with a partner, write at least three questions that could be used in the "Life Styles of the Skilled and Able" game show. See if the rest of the class can answer your questions correctly.



**MATH ACTIVITY A.3**  
**“A NUMBERS CHECK-UP”**

**OBJECTIVE:** To check the accuracy of basic arithmetic and algebraic operations.

**RESOURCES:** • Work Sheet—Math Activity A.3

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity A.3 and distribute to each student.
2. Have students read the directions.

**Note to Specialist: Point out the importance of hints given for each of the different operations.**

3. Have the students complete the activity to the best of their ability.
4. Using the key, review the students' answers and make corrections.

**MATH ACTIVITY A.3**  
**"A NUMBERS CHECK-UP"**  
**WORK SHEET**

**DIRECTIONS:** Many times math errors are the result of simple arithmetic mistakes made when doing calculations. In the problems below, some of the answers are correct and some are not. Identify correct or incorrect for each problem by checking the work (see hints). For each incorrect answer, write the correct solution.

**Addition:** (Hint: When adding two numbers, subtract one of the numbers from the sum to get the other number. When adding three or more numbers, add the numbers in reverse.)

a. $\begin{array}{r} 387 \\ 215 \\ \hline 602 \end{array}$	b. $\begin{array}{r} 516 \\ 112 \\ \hline 608 \end{array}$	c. $\begin{array}{r} 831 \\ 740 \\ \hline 1571 \end{array}$	d. $\begin{array}{r} 186 \\ 53 \\ \hline 239 \end{array}$
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e. $\begin{array}{r} 854 \\ 311 \\ \hline 466 \\ 1631 \end{array}$	f. $\begin{array}{r} 234 \\ 971 \\ \hline 517 \\ 1602 \end{array}$	g. $\begin{array}{r} 643 \\ 274 \\ \hline 321 \\ 1183 \end{array}$	h. $\begin{array}{r} 291 \\ 587 \\ \hline 721 \\ 1589 \end{array}$
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**Subtraction:** (Hint: Add the remainder to the subtrahend to get the minuend.)

Example:

56	_____	Minuend		34
- 22	_____	Subtrahend		+22
34	_____	Remainder		56

$$\begin{array}{r} \text{a. } 1,342 \\ - 708 \\ \hline 634 \end{array}$$

$$\begin{array}{r} \text{b. } 647 \\ - 232 \\ \hline 415 \end{array}$$

$$\begin{array}{r} \text{c. } 23 \\ - 4 \\ \hline 17 \end{array}$$

$$\begin{array}{r} \text{d. } 7,620 \\ - 928 \\ \hline 6,592 \end{array}$$

$$\begin{array}{r} \text{e. } 6,789 \\ - 476 \\ \hline 6,313 \end{array}$$

$$\begin{array}{r} \text{f. } 3,147 \\ - 876 \\ \hline 2,161 \end{array}$$

$$\begin{array}{r} \text{g. } 21,694 \\ - 7,789 \\ \hline 11,905 \end{array}$$

$$\begin{array}{r} \text{h. } 327 \\ - 119 \\ \hline 208 \end{array}$$

**Multiplication:** (Hint: Divide the product by the multiplier to get the multiplicand.)

Example:

$$\begin{array}{r} 25 \text{ ————— multiplicand} \\ \times 5 \text{ ————— multiplier} \\ \hline 125 \text{ ————— product} \end{array} \quad 125 \div 5 = 25$$

$$\begin{array}{r} \text{a. } 89 \\ \times 7 \\ \hline 623 \end{array}$$

$$\begin{array}{r} \text{b. } 143 \\ \times 12 \\ \hline 1,816 \end{array}$$

$$\begin{array}{r} \text{c. } 178 \\ \times 6 \\ \hline 1,068 \end{array}$$

$$\begin{array}{r} \text{d. } 123 \\ \times 24 \\ \hline 2,742 \end{array}$$

$$\begin{array}{r} \text{e. } 1,394 \\ \times 62 \\ \hline 85,328 \end{array}$$

$$\begin{array}{r} \text{f. } 2,341 \\ \times 671 \\ \hline 1,570,811 \end{array}$$

$$\begin{array}{r} \text{g. } 3,971 \\ \times 22 \\ \hline 77,362 \end{array}$$

$$\begin{array}{r} \text{h. } 8,672 \\ \times 48 \\ \hline 416,256 \end{array}$$

**Division:** (Hint: Multiply the quotient by the divisor to get the dividend.)

Example:

$$120 \div 4 = 30$$

dividend                  divisor                  quotient

$$\begin{array}{r} 30 \\ \times 4 \\ \hline 120 \end{array}$$

a.  $1,190 \div 14 = 85$

b.  $2666 \div 62 = 43$

c.  $376 \div 17 = 20$

d.  $3,213 \div 51 = 73$

e.  $448 \div 4 = 112$

f.  $1,050 \div 14 = 70$

**Algebraic equations:** (Hint: Substitute the answer for x and work the problem.)

a.  $X^2 + 25 = 50$   
 $X = 5, -5$

b.  $X^2 + 2x - 24 = 0$   
 $X = 4, -4$

**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 definition of life style?

2. What makes up a person's life style?

3. Do you have a choice on what type of life style you will have?

4. How does money (income) influence the lifestyle a person may have?

5. If a person does not have enough money to keep up with their life style, what are their choices?

6. What characteristics of an occupation or job will impact a person's life style?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What is the definition of life style?
  - A way of life that reflects the attitudes and values of an individual or group
2. What makes up a person's life style?
  - Where a person lives
  - How a person spends his/her free time
  - Relationships with family and/or friends
  - Material possessions
3. Do you have a choice on what type of life style you will have?
  - Yes
4. How does money (income) influence the lifestyle a person may have?
  - Money is important to purchase the things a person needs
  - Money is spent on things that are priorities in a person's life
  - The amount of money a person earns can directly influence how much money a person spends on their quality life
5. If a person does not have enough money to keep up with their life style, what are their choices?
  - Make more money
  - Spend less

6. What characteristics of an occupation or job will impact a person's life style?

- Salary
- Hours of work
- Days of week they work
- Travel included or not
- Fringe benefits
- Culture of the company
- Commute time to and from work
- Dress code



**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Hollywood, California
2. Contestants were all high school students
3. Smaller
4. Game show host
5. Behind a counter on the stage
6. 7000
7. Luggage, foosball table, dinnerware, wristwatch
8. Become successful in your career by preparing and working hard

**PART II**

Four high school students traveled from around the country to Hollywood, California to participate in the "Life Styles of the Skilled and Able" television show. This program was a game show where contestants competed for valuable prizes. Link Brinkly was the show's host and he often sounded like a commercial when he talked.

After arriving at the studio, it was soon filled with technicians and audience members. Nici was the first to answer a question and won a set of luggage.

After the show, Samal remarked that to get those luxurious things in life, they were going to have to do what it took to get them, not just know about them.

Martin felt that since they did pretty good in Hollywood, they might do OK in the real world too.

## PART II

- Answers will vary

**ANSWER KEY**  
**MATH ACTIVITY A.3**

**Addition**

- a. correct
- b. incorrect, 628
- c. correct
- d. correct
- e. correct
- f. incorrect, 1722
- g. incorrect, 1283
- h. incorrect, 1599

**Subtraction**

- a. correct
- b. correct
- c. incorrect, 19
- d. incorrect, 6692
- e. correct
- f. incorrect, 2271
- g. incorrect, 13,905
- h. correct

**Multiplication**

- a. correct
- b. incorrect, 1716
- c. correct
- d. incorrect, 2952
- e. incorrect, 86,428
- f. correct
- g. incorrect, 87,362
- h. correct

## **Division**

- a. correct
- b. correct
- c. incorrect, 21
- d. incorrect, 63
- e. correct
- f. incorrect, 75

## **Algebraic equations**

- a. correct
- b. incorrect,  $X=4, -6$