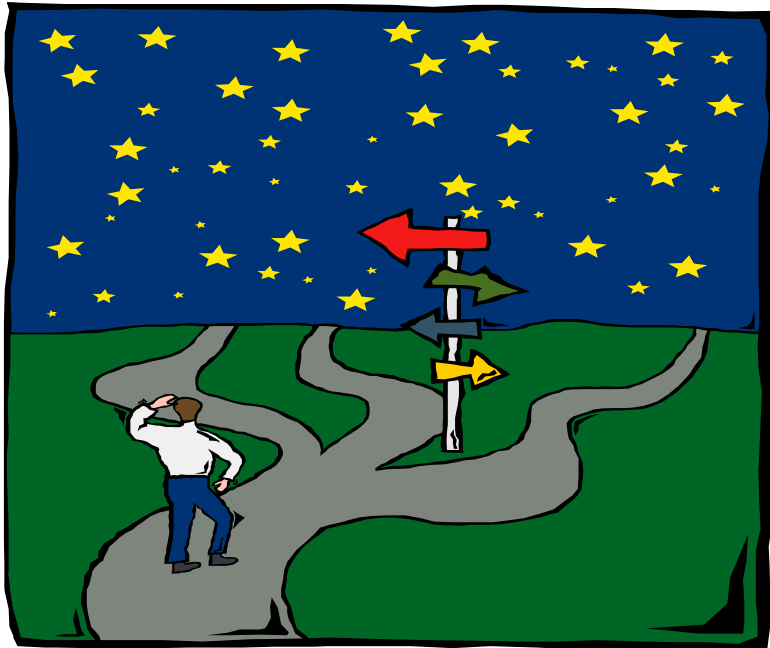


MAKING A CAREER DECISION



**COMPETENCY
CATEGORY:** Career Development

**COMPETENCY
NUMBER:** A.5

COMPETENCY: Select an immediate job goal.

OBJECTIVE: Upon completion of this module, students will be able to select an immediate job goal.



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INTRODUCTION

- State module topic and review module objective.
- One way or another you will find yourself working at a job of some kind, and you will continue to work – either at the same job or at others – for most of your life.
- Even no decision is a decision. If you keep postponing your decision, you will eventually end up taking whatever job comes along...and that will be your decision...whatever comes along.
- During this module you will be encouraged to make a career decision and begin planning for it.
- Let's begin by working through this module entitled "Making a Career Decision".

Administer Pre-Assessment

OUTLINE

- A. Making a career decision
1. It's time to make a career decision.
 2. You've looked closely at yourself.
 3. You've looked at a variety of occupations available, and you've researched the careers that you thought you might like. There's no reason to postpone your decision any longer.
 4. You can probably come up with lots of excuses for not making a decision:
 - a. "I'm too young to make such an important decision. Besides, I've still got plenty of time. I'm not even out of school yet."

- b. “I need to think about it some more. A person shouldn’t make this kind of decision overnight. It takes time.”
 - c. “Nothing sounds good to me. No career really interests me.”
 - d. “I don’t think I’m skilled or talented enough to do what I want to do. I’d never make it. Somewhere along the line I’d fall flat on my face.”
- 5. Put your excuses aside and focus on the career choice that is right for your future.
 - 6. Even if you make some mistakes, it is better to make them than to do nothing. Mistakes help you learn. They are also less serious at this time of your life. You have many years ahead in which to grow and change. Now is the time to “jump in and try the water.”

B. Career decision making steps

- 1. Know yourself.
- 2. Your interests
- 3. Your strengths and weaknesses
- 4. Your abilities
- 5. Your aptitudes
- 6. Your ability to cope with change
- 7. Your leadership traits
- 8. The lifestyle you wish to have
- 9. Your physical characteristics/abilities
- 10. Your personality characteristics

11. Do you get along with most people?
12. Do you have a hard time holding your temper?
13. Ask yourself what you want out of work.
14. The amount of money you wish to make
15. Whether prestige is important to you
16. Whether job security is important to you
17. The amount of leisure time you wish to have
18. The type of working conditions you would prefer

COMPLETE LEARNING ACTIVITY A.5-1
“FACTS ABOUT YOURSELF”

19. List all the careers you think you would like to have.
 - a. Do not reject any careers at this point.

COMPLETE LEARNING ACTIVITY A.5-2
“POSSIBLE JOBS FOR ME”

20. Consider the factors which should affect one's job selection.
 - a. One's skill and ability
 - b. One's goals
 - c. Job availabilities and requirements
 - d. Working conditions
 - e. Promotional opportunities

- f. Salary needs
- g. Fringe benefits

COMPLETE LEARNING ACTIVITY A.5-3
“FACTORS AFFECTING JOB CHOICE”

- 21. Gather occupational and labor market information concerning careers that interest you.
 - a. What are the educational requirements?
 - b. What are the training requirements?
 - c. What are the abilities and/or aptitudes required?
 - d. What are the physical requirements?
 - e. What are the personality requirements?
 - f. What are the working hours?
 - g. What is the salary range?
 - h. Is it a prestigious career?
 - i. What is the outlook for the career?
- 22. Match what you know about yourself to the information you gathered about the careers.

COMPLETE LEARNING ACTIVITY A.5-4
“MATCHING YOU AND THE JOB”

COMPLETE LEARNING ACTIVITY A.5-5
“EXPLORATORY INTERVIEWING”

- 23. Choose the career that best matches what you know about yourself and act on your decision.

- a. Set goals for reaching your career.
- b. Make plans for reaching your goals.
- c. Plan experiences that would help you determine if you made the right decision.
- d. Examples - shadowing, part-time employment, reading job-related publications, etc.
- e. Use the Guidance Information System in the library in your school or at the public library if that program is available.
- f. Plan your school program to prepare you for your chosen career. (A student- parent-guidance counselor conference is encouraged.)
- g. Check the career and technology education program offerings at your school or at a local career center.
- h. Don't think that just because you have decided on a career you should stop asking questions.
- i. Job fields constantly change. They may differ somewhat from state to state.
- j. A job may seem less satisfying than you thought it would be. Why is this? Some questions to keep in mind might be:
- k. Would the work be boring to you? Would it always be?
- l. Would this type of work give you a feeling of accomplishment?
- m. Do you want to do this type of work for 15 or 20 years?
- n. Are you interested enough to spend the time and money for education and training?

- o. How are you better off choosing this career rather than another?
- p. Are your skills being put to good use? Do others in the field think you can handle the work?
- q. Try to think ahead to several years from now as you answer these questions.

**COMPLETE LEARNING ACTIVITY A.5-6
“DECISIONS, DECISIONS”**

- 24. Review often and modify your decision if necessary.
- 25. As you experience new things, your interests may change.
- 26. Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.
- 27. Those things important to you in a career could change as you grow older.

**COMPLETE LEARNING ACTIVITY A.5-7
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY A.5-8
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY A.5
“THE JOB HUNT BLUES”**

**COMPLETE MATH ACTIVITY A.5
“NUMERICAL ORDER”**

Administer Post-Assessment

LEARNING ACTIVITY A.5-1
“FACTS ABOUT YOURSELF”

OBJECTIVE: To organize specific information helpful in making a career decision

RESOURCES:

- Work Sheet—Learning Activity A.5-1
- Results from Work Sheet

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.5-1.
2. Have students complete the work sheet by recording specific information about themselves they have learned during interest, aptitude and ability activities.
3. Encourage students to use any available resource such as materials in their “Career Portfolio” (e.g., career interest inventory results, aptitude results).
4. Discuss how students can use this information to select an appropriate career.

LEARNING ACTIVITY A.5-1
“FACTS ABOUT YOURSELF”
WORK SHEET

DIRECTIONS: List those things you know about yourself in the appropriate columns.

Other facts about yourself that would affect career choice	Lifestyle Needs	Aptitudes	Abilities	Interests

(Source- Jobs for Montana's Graduates)

LEARNING ACTIVITY A.5-2
“POSSIBLE JOBS FOR ME”

OBJECTIVE: To list careers that are possible options for the students to consider

RESOURCES:

- Work Sheet—Learning Activity A.5-2
- Results from Work Sheet

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.5-2.
2. Have students list six careers that interest them.
3. Encourage students to use any available resources (e.g., career reports, internet reports, interviews conducted with community workers, interest inventory results, etc.).
4. Next to each job have students list their interests, aptitudes, and skills/abilities that made them select each job. Information from the work sheet for Learning Activity A.5-1 should be helpful in completing this.
5. Discuss the process of linking interests, aptitudes and abilities with appropriate career options.

LEARNING ACTIVITY A.5-2
“POSSIBLE JOBS FOR ME”
WORK SHEET

DIRECTIONS: Based on your own interests, aptitudes, and skills, select six jobs that might be good for you. List the job title and then your interests, your aptitudes, and your abilities that made you pick that job.

Job Title	Interests	Aptitudes	Skills/Abilities

LEARNING ACTIVITY A.5-3
“FACTORS AFFECTING JOB CHOICE”

OBJECTIVE: To demonstrate that specific factors must be kept in mind when making a job choice

RESOURCES:

- Work Sheet—Learning Activity A.5 3
- Writing board or flipchart and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.5-3.
2. Write the following list of job factors on the writing board or a flipchart:
 - a. One’s skill and ability
 - b. One’s goals
 - c. Job availabilities and requirements
 - d. Working conditions
 - e. Promotional opportunities
 - f. Salary needs
 - g. Fringe benefits
3. Break students into small groups. Have each group identify the relevant job factors involved in each of the six situations on the work sheet.
4. Have groups share their responses with the class.

LEARNING ACTIVITY A.5-3
“FACTORS AFFECTING JOB CHOICE”
WORK SHEET

DIRECTIONS: Use the list of job factors as you read the following situations and respond to each.

Situation 1 Dan Newman is a construction worker for an independent builder. His salary provides his family with a good standard of living and Dan likes his work. Last month, Dan had to borrow money to pay hospital expenses for his wife and dental care for his children. What job factor might have helped Dan meet his medical expenses? Explain why.

Situation 2 Jane was waiting for her young children to start school before she pursued a life-long dream – working in a hospital. Jane loves helping people. She knew her small salary would help supplement the family’s income, too. When Jane went to the hospital to apply for a nurse’s aide position, the administrator told her that she did not qualify because she did not have a high school diploma. What aspect of employment had Jane overlooked? What should she do?

Situation 3 Within the past year, Wilma has worked at three different office jobs. She has done good work and has been pleased with her salary and benefits in each job. However, in each situation Wilma found her coworkers lazy and her boss overbearing. If Wilma hopes to avoid this situation in the future, what aspect of employment should she investigate carefully?

Situation 4 As a bachelor, Louis has enjoyed a good living making \$700 a month working in a retail store. He is planning to marry in the summer and move out of his parent’s home. With Louis’ new responsibilities, what aspect of job selection should he examine carefully?

Situation 5

When the personnel director finished describing the trainee program to the job applicants, she asked for questions. Bob raised his hand and asked, “Is there a manager for each department and what are the requirements for becoming a manager?” Based on Bob’s question, what aspect of employment seems to interest him?

Situation 6

Computer technology fascinates Elise. She has worked in her science and math classes to prepare for a career in computer programming. When Elise finishes high school, she plans to enlist in the armed services so she can study computers and gain experience in that field. Then she hopes to use her education and experience in private industry. What aspects of employment has Elise investigated? Explain.

LEARNING ACTIVITY A.5-4
“MATCHING YOU AND THE JOB”

OBJECTIVE: To match students interests, aptitudes and abilities with appropriate job choices

RESOURCES:

- Work Sheets—Learning Activity A.5-4
- Career resources (e.g., **Dictionary of Occupational Titles**, Internet)
- Copy of “Matching Careers to What You Know About Yourself” from Learning Activity A.5-4
- Results from Learning Activity A.5-4

SUGGESTED TIME: 3-4 hours

DIRECTIONS:

1. Pass out six copies of the work sheets for Learning Activity A.5-4 to each student.
2. Assign students to research each of the six jobs they identified in Learning Activity A.5-2.
3. As students learn about each of the jobs they have identified as possible career choices, they must also reflect on whether the job would be one that they would enjoy.
4. After researching information on each job, students answer specific questions about themselves in relationship to these jobs (“Matching Careers to What You Know About Yourself”).

LEARNING ACTIVITY A.5-4
“MATCHING YOU AND THE JOB”
WORK SHEET

DIRECTIONS: For each of the six job titles you have chosen, answer the following questions:

NAME OF OCCUPATION:

1. What would you like about doing this job? Which of your values and needs would it satisfy?

2. What wouldn't you like about the job? Which values or needs would not be satisfied?

3. What job qualifications do you meet?

4. What job qualifications don't you meet?

5. Are you willing/able to invest the time and money to get the training that is needed?

6. Could you be happy doing this job? Why or why not?

MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF

DIRECTIONS: You are now getting to a very important step in the career decision-making process. You must now match the information you gathered about the careers you would like to pursue to the information about yourself. To complete the chart, first list the six careers you are interested in and then answer the questions.

Job Title					
Do I Possess the Intelligence and Motivation to Pursue the Education/Training Required?					
Do I Possess the Physical Requirements?					
Do I Possess the Personal Requirements?					
Will the Salary Suit My Future Lifestyle?					
What Is the Outlook (Ranked from Good-Excellent?)					

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY A.5-5
“EXPLORATORY INTERVIEWING”

OBJECTIVE: To provide an opportunity for students to interview career resources

RESOURCES:

- Work Sheets—Learning Activity A.5-5
- Community resources for students to interview

SUGGESTED TIME: 1 hour per interview (plus planning time)

DIRECTIONS:

1. Pass out copies of the work sheets for Learning Activity A.5-5.
2. Have students review the work sheet from Learning Activity A.5-4 “Matching Careers to What You Know About Yourself.”
3. Students should rank their preference of jobs from 1 to 6 (1 being their first preference for a career goal and 6 the last preference).
4. Assign students to complete a number of exploratory interviews, depending on the amount of time available.
5. Students should start with their first job preference to conduct the first exploratory interview.
6. Assist students in contacting appropriate individuals in the community to interview (ex. Chamber of Commerce).
7. Have students plan and conduct the interview(s).
8. Students can share their interview(s) results with the class.

LEARNING ACTIVITY A.5-5
“EXPLORATORY INTERVIEWING”
WORK SHEET

DIRECTIONS: You will be asked to select occupation(s) which best suit your skills, interests, and abilities. For each of these occupations, in order to make a sound career decision, you will need to gather information. Talking with people who actually work in your chosen occupation provides you with an excellent opportunity to learn more about the job/career you are interested in pursuing. A list of questions is provided for your exploratory interviewing. Once you get started, other questions you wish to ask will come up.

Making the arrangements:

1. Call the person for an appointment. Be sure to tell him/her why you want to speak with them.
2. Be on time for the interview. If you cannot make the appointment, call the person to let him/her know it and make new arrangements.
3. Keep the interview short.
4. Make sure you're prepared. Have specific questions ready to ask.
5. Be sure to say thank you when you leave. It is also a good idea to follow-up with a thank you note.

INDIVIDUAL JOB EXPLORATION SUMMARY

Student Interviewer _____

Job/Occupation _____

Person Interviewed and Title _____

Name of Company _____

Date of Interview _____

How long did the interview take? _____

1. Mr./Mrs./Ms. _____, how long have you been employed at _____?

2. Tell me about your work during an average day. What kinds of things do you do?

3. What training or education is required for this position?

4. What skills or abilities are useful in your job?

5. What are the advantages and disadvantages of this job?

6. How did you become interested in this type of job?

7. What are the average starting salaries for people in this field? What benefits are offered?

8. What changes have taken place in this job during the time you have been in it? Do you foresee any changes taking place in the future?

9. What suggestions would you give to a young person who is considering entering your occupation?

10. What are the chances of getting a job in this field?

11. Do you know of any related fields that might be of interest to me?

LEARNING ACTIVITY A.5-6
“DECISIONS, DECISIONS”

OBJECTIVE: To discuss appropriate career choices

RESOURCES: Work Sheet—Learning Activity A.5-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.5-6.
2. Take each situation described and arrange for a role playing activity.
3. After each role playing activity, conduct a class discussion.

LEARNING ACTIVITY A.5-6
“DECISIONS, DECISIONS”
WORK SHEET

DIRECTIONS: This exercise may be done individually or as a group using role playing. If done individually, group discussion may follow. Read each description and suggest what the individual in it might do.

1. A high school senior has made “C’s” and “D’s” in four science courses. When asked what her career plans are, she states that she plans to become a doctor.
 - a. Does the high school senior possess an appropriate academic background for this job goal?
 - b. What would be some alternative goals for this person?
2. A high school junior likes school very much, has made straight “A’s”, and is in the top 1% of the population in intelligence. He states that after high school, he plans to get a job on the assembly line at the local factory.
 - a. Is this a good career goal for this person?
 - b. What suggestions would you make to this person? How would you do this?
3. A high school sophomore has tested in the top 25% of the class in mechanical aptitude. She likes working on car motors and spends summers and weekends working on the family farm. The high school curriculum this person has chosen to pursue is business.
 - a. Are the job specifications of business compatible with her interests?
 - b. Why might business not be the best alternative for this person?
4. A twelfth grader scores in the top 10% of ability tests. His school work is very satisfactory. He has few friends and generally manages to

anger other people by his irritableness and critical comments. He states that he wants to be a social worker.

- a. What is wrong with this person's career decision? What specifications are needed to be a social worker?
 - b. What alternative should this person choose?
5. An eighth grader likes school and does well academically. She likes baby-sitting and volunteers in the school nursery. She wants to be an elementary school teacher.
- a. Why might this be a reasonable goal for this person?
 - b. What conditions does she display that show appropriateness for this career goal?
6. A tenth grader has above average ability according to test data and has done mostly "C" work with a few "D's" and "B's". He is in the general course of study, but states that he does not like school and plans to drop out next month on his sixteenth birthday.
- a. Do you think this is a good decision for this person?
 - b. If you were a counselor or a friend, how would you try to persuade him to stay in school?

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY A.5-7
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their 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.5-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY A.5-8
"SERVICE LEARNING"

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

RESOURCES: Learning Activity A.5-8

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
- Employment of the Disabled
- 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

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

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

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

READING ACTIVITY A.5
“THE JOB HUNT BLUES”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity A.5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity A.5.
2. Direct the students to read the activity.
3. Have students answer the recall questions.
4. Have students share their answers with the class.

DISCUSSION QUESTION:

1. Discuss the Reading Activity with the class.

"THE JOB HUNT BLUES"

"Match! C'mon match, you turkey!-60, what a bummer!"

"What was yours?"

"80," Frank said, as he walked away from the pinball machine. "That was my last quarter. Oh well, I played for 3 hours on \$.50. I beat it about 15 times, and matched the last two numbers about 5 times."

"How long have you been here?"

"I came in after lunch."

"Are you still looking for a job?"

Frank thought a minute. He was starting as if he really didn't know how to answer me.

"Yes," he said, "I mean no... well, yeah... sort of. I asked my uncle if he needed anybody. He's laying people off. I went around to most of the stores in town. They took my applications, but there wasn't any work."

"Did you look in the paper?"

"Yeah, a couple of times. Most of those wanted somebody with experience."

I told him that it was no good to check just a couple of times. The ads for work changed every day. I could tell he was in a slump, so I asked him to go down to the drugstore with me. I thought we could have a cup of coffee and buy today's paper. He wanted a job very much. It seemed a little help was needed to get him looking in the right place. After all, the pinball room wasn't offering any jobs.

On the way down I asked him if he had been to any employment agencies. I gave him the names of two and explained a little about their fee. There were also opportunities at the Bureau of

Employment Services. Sometimes they have jobs. The only way to find out, I told him, was to ask.

I bought two cups of coffee and a paper at the drugstore. We sat down, and he looked at the want ads. Frank said that he did a little carpentry. He worked often with his father remodeling their house. While he was reading, I walked over to the magazine rack. There was one titled Home Improvement. It was a local magazine of helpful hints. In the back there were help wanted ads.

We spent almost an hour in the drugstore. Between us both, we must have copied twenty-five different names, phone numbers, and addresses. “Well, this should keep you busy tomorrow,” I said.

“Tomorrow? It’ll take me a week to try all these.”

“It’ll be worth it,” I assured him. “Make sure you’re ready when you apply. Be at your best for the interviews.”

“I will,” he said. “Thanks for the help. I’m glad you came by today. The pinball machine wasn’t fun anymore. Nothing is when you’re out of work and broke. Things are going to get better for me-I hope. Thanks again!”

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. I took Frank to the drugstore
 - a. _____ because he was in a slump.
 - b. _____ to get some lunch.
 - c. _____ because I lost at pinball.

2. Frank was in a slump because he
 - a. _____ was tired of pinball.
 - b. _____ couldn't find a job.
 - c. _____ dropped out of school.

3. He found help-wanted ads
 - a. _____ in the newspaper.
 - b. _____ in the newspaper and Home Improvement magazine.
 - c. _____ on a sign in the drugstore.

PART II

DIRECTIONS: Choose from the list of vocabulary words the one that fits each definition below. Then see if you can find those words in the puzzle.

1. Paper needed to apply for a job _____
2. Building things with wood _____
3. Place to go to look for a job _____
4. Making an old room into a modern one _____

offering carpentry resources application
 employment pinball agency security
 *remodeling (This word is printed backwards in the puzzle)

L	W	U	Y	T	K	R	I	B	E	S
A	P	P	L	I	C	A	T	I	O	N
M	C	G	X	F	N	V	A	C	R	P
J	W	A	E	I	H	O	R	S	E	D
Z	L	G	R	V	Y	D	E	I	T	E
M	D	E	K	P	J	I	P	C	B	E
U	G	N	I	L	E	D	O	M	E	R
N	E	C	T	K	G	N	D	E	B	H
T	C	Y	U	Q	U	F	T	A	R	I
O	P	F	B	R	O	J	L	R	E	C
S	A	C	G	Y	S	X	P	N	Y	L
Q	U	A	R	H	Z	A	V	W	M	S

MATH ACTIVITY A.5
“NUMERICAL ORDER”

OBJECTIVE: To be able to place items in numerical order

RESOURCES: Work Sheet—Math Activity A.5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY A.5
“NUMERICAL ORDER”
WORK SHEET

1. Frank went to the library to look for magazines and periodicals that would have help-wanted ads. The librarian showed him how to find the call numbers for the periodicals he wanted. Frank wrote down the call numbers and went to find them. Periodicals and magazines are arranged in the library in numerical order.

Put the following call numbers in order from the smallest to the largest.

a. 663.12 b. 624.6 c. 664.11

2. Sometimes, call numbers have one or two letters following the numbers. This happens when there are many books about the same subject. The letters used are from the author's last name. These call numbers with letters are arranged numerically and then alphabetically. For example, 618.12G would come after 618.12E.

Put the following call numbers in order.

a. 521.11A b. 524.11B c. 521.11MC
d. 520.12G e. 520.11 f. 524.11F

3. You will probably recognize these numbers. Put them in order from the earliest to the latest.

1812

1976

1776

4. Another type of number is used in factories, workshops, even in offices. They are called stock numbers or parts numbers. Here are some:

117227, 118043, 118203, 248970, 240683, 121796,
119090, 240639, 118953, 236564, 248945

Put the numbers in the order you would expect to find the stock items (smallest to the largest).

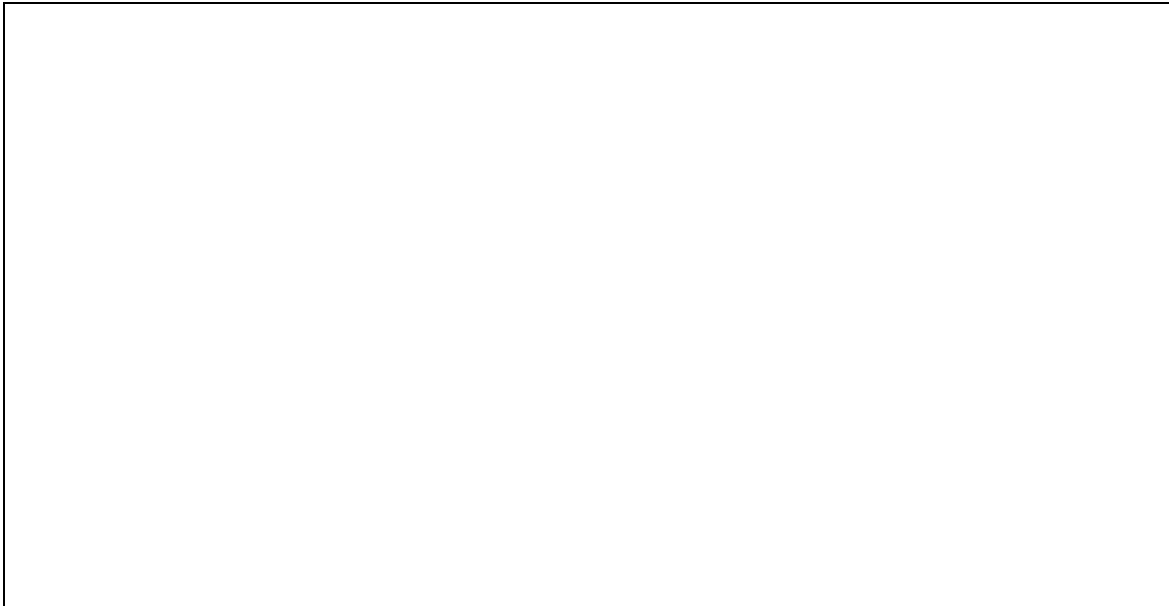
PRE-ASSESSMENT **POST-ASSESSMENT**

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

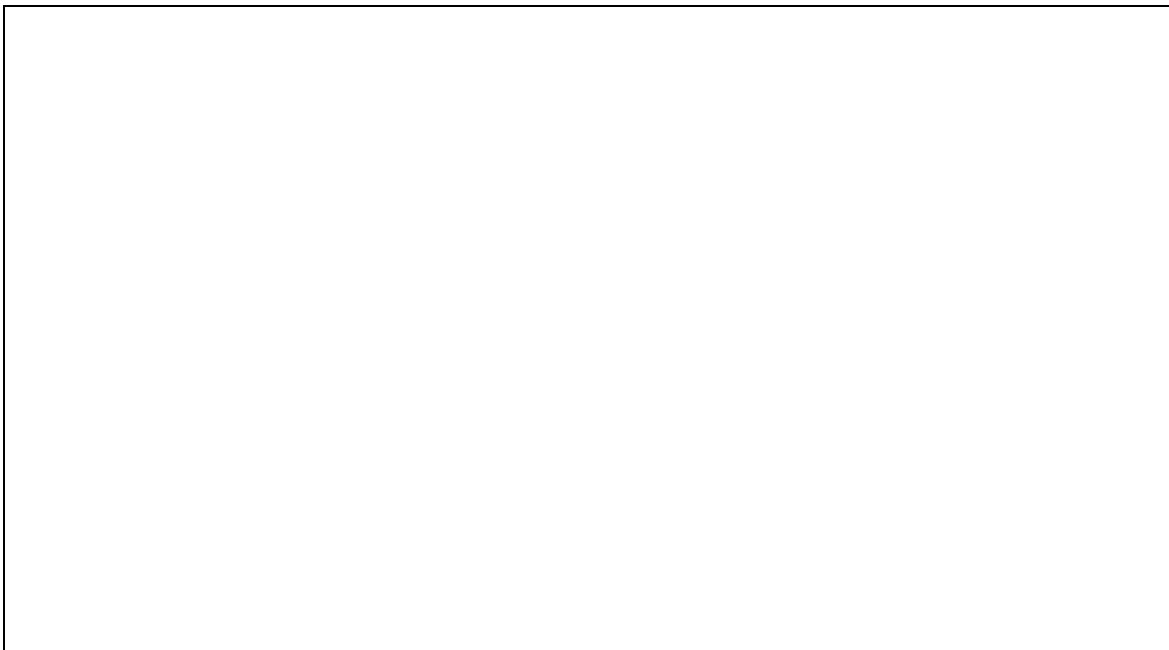
1. What should you know about yourself when selecting a career?

2. What factors should affect one's job selection?

3. What occupational and labor market information should be researched regarding a potential career choice?



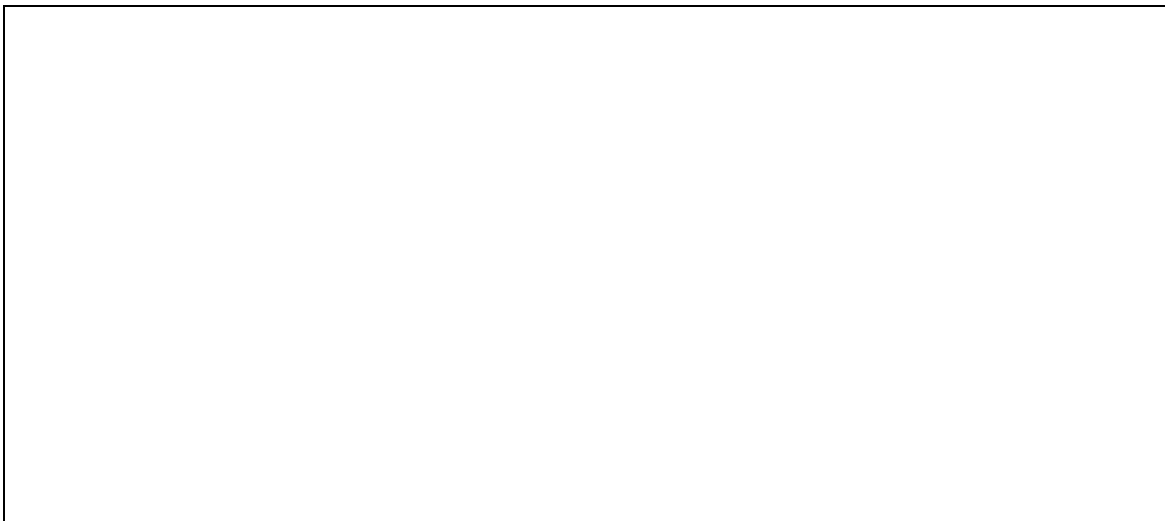
4. Once you select a career choice what actions should you take?



5. What are some questions to keep in mind after you make a career choice?



6. Why should you periodically review and modify your career choice?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What should you know about yourself when selecting a career?

- Your interests
- Your strengths and weaknesses
 1. Your abilities
 2. Your aptitudes
 3. Your ability to cope with change
 4. Your leadership traits
- The lifestyle you wish to have
- Your physical characteristics/abilities
- Your personality characteristics
 1. Do you get along with most people?
 2. Do you have a hard time holding your temper?
- Ask yourself what you want out of work
 1. The amount of money you wish to make
 2. Whether prestige is important to you
 3. Whether job security is important to you
 4. The amount of leisure time you wish to have
 5. The type of working conditions you would prefer

2. What factors should affect one's job selection?

- One's skill and ability
- One's goals
- Job availabilities and requirements
- Working conditions
- Promotional opportunities
- Salary needs
- Fringe benefits

3. What occupational and labor market information should be researched regarding a potential career choice?
 - What are the educational requirements?
 - What are the training requirements?
 - What are the abilities and/or aptitudes required?
 - What are the physical requirements?
 - What are the personality requirements?
 - What are the working hours?
 - What is the salary range?
 - Is it a prestigious career?
 - What is the outlook for the career?

4. Once you select a career choice what actions should you take?
 - Set goals for reaching your career.
 - Make plans for reaching your goals.
 - Plan experiences that would help determine if you make the right decision.
 - a. Examples – shadowing, part-time employment, reading job-related publications, etc.
 - Use the Guidance Information System in the library or your school if that program is available.
 - Plan your school program to prepare for your career. (A student, parent, guidance counselor conference is encouraged.)
 - Check the career and technology education program offerings at your school and at the Career Center.

5. What are some questions to keep in mind after you make a career choice?
 - Is the work boring? Will it always be?
 - Does it give me a feeling of accomplishment?
 - Do I want to do this type of work for 15 or 20 years?
 - Am I interested enough to spend the time and money for education and training?

- How am I better off choosing this career rather than another?
 - Are my skills being put to good use? Do others in the field think I can handle the work?
6. Why should you periodically review and modify your career choice?
- As you experience new things, your interests may change.
 - Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.
 - Those things important to you in a career could change as you grow older.

ANSWER KEY
READING ACTIVITY

PART I

1. I took Frank to the drugstore
 - a. X because he was in a slump.
 - b. _____ to get some lunch.
 - c. _____ because I lost at pinball.

2. Frank was in a slump because he
 - a. _____ was tired of pinball.
 - b. X couldn't find a job.
 - c. _____ dropped out of school.

3. He found help-wanted ads
 - a. _____ in the newspaper.
 - b. X in the newspaper and Home Improvement magazine.
 - c. _____ on a sign in the drugstore.

PART II

1. Paper needed to apply for a job application
2. Building things with wood carpentry
3. Place to go to look for a job agency
4. Making an old room into a modern one remodeling

L W U Y T K R I B E S
a p p l i c a t i o n
M c G X F N V A C R P
J W **a** E I H O R S E D
Z L **g r** V Y D E I T E
M D **e** K **p** J I P C B E
U **g n i l e d o m e r**
N E **c** T K G **n** D E B H
T C **y** U Q U F **t** A R I
O P F B R O J L **r** E C
S A C G Y S X P N **y** L
Q U A R H Z A V W M S

ANSWER KEY
MATH ACTIVITY

1. 624.6
663.12
664.11

2. e
d
a
c
b
f

3. 1776
1812
1976

4. 117227
118043
118203
118953
119090
121796
236564
240639
240683
248945
249970