1999

School-to-career curriculum

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SCHOOL-TO-CAREER CURRICULUM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Middle Grades Option

by
Stacy Lyn Brennan
Deborah Gayle McTee
September 1999
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Approved by:
Irvin Howard, First Reader
Ellen L. Kronowitz, Second Reader
ABSTRACT

Career Education is more important now for special needs students than ever before. With fierce competition already in the workplace, special needs students need all the help they can get to successfully gain employment. It is important that these students in their middle school years be taught real life skills. Not only does it bring importance and meaning to what they are learning, but it will also benefit them later in life. We are optimistic that with career education these students will have more options and opportunities for employment.

The School-to-Career curriculum has six strands. This project provides a resource available to all Special Education teachers interested in teaching career awareness to their classes. Included strands are: Job Planning, Finding a Job, Job Applications, Job Interviews, Keeping a Job, and Vocational Math. The project provides teachers with lesson plans, student worksheets, and extension ideas.
ACKNOWLEDGMENTS

I would like to acknowledge the following people for helping to make this project possible. First, and foremost, I would like to thank my partner, Debbie McTee. She was always very supportive and encouraging whenever I needed a boost. I would also like to thank my husband, Jeff for putting up with my nonsense during my past 2 degree programs, thanks for not divorcing me! Lastly, I’d like to thank my parents for telling that I could achieve anything I set my mind to.

Stacy Brennan

This project would not be what it is without the help of many people. I’d especially like to thank Stacy, my partner in this project for her support and friendship as we worked together. I’d like to thank my family for their patience, love, encouragement, support, and understanding. They always made sure I had the time to devote to my project and my studies. I am grateful to Dr. Howard who made this master’s program possible. I also enjoyed his great sense of humor. Finally, I would like to thank all the people who have guided and encouraged me throughout my years in education.

Debbie McTee
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CHAPTER ONE
INTRODUCTION

Middle schools are relatively new organizational arrangements in American school systems. It has only been in the past 15 years that the idea of organizing a school for early adolescents has caught on. In 1970 there were only a few dozen such schools in America, but that trend has changed dramatically. Since 1990 the number of middle schools has grown to over 18,000 in California alone. That number continues to rise.

Prior to the advent of middle schools there were junior high schools. Junior high schools were, and in some cases still are, smaller versions of their namesake, little high schools or "preview" high schools. In most important ways, junior high schools were replications of both schools. To compound the problem many high school teachers, who were trained to teach older more mature students, taught in junior high schools. The repositioning of these teachers meant they brought their high school instructional strategies with them including; lecturing and testing that had been the traditional method of presenting content to older pupils. The curriculum, too, was mainly a watered-down version of what was taught in high schools. In addition to the traditional academic subjects there were "shop" subjects for boys and homemaking, or cooking, for girls.

The reason behind the non-academic shop and cooking classes was the justification for 'tracking' students. It was assumed that some students were destined to further their education by entering college while their less able peers were going to
work upon graduation. Non-academic, or vocational classes, was thought to help prepare students for the world of work. However, at the junior high level that did not occur, for several reasons. The shop and cooking classes were more hobby oriented than career oriented. Students spent time on such projects as making bookshelves and chocolate chip cookies, rather than being prepared for the transition from the classroom into the market place. The major reason for the failure of the vocational track system however, lay in the false assumption behind the idea of a life-long “track” for students.

Educators wrongfully believed that as early adolescents, young people were either going to college or terminating their formal education upon completion of high school. They were destined to either enter a profession which required additional education, or enter a vocation and that was all predetermined which gave rise to shop and homemaking. We now know that was a false premise. There is no such thing as predestination when it comes to students’ future life work.

Perhaps, the biggest and worst aspect of this belief was the stigma it attached to students. To be labeled as “vocational” meant, to most students, they didn’t measure up to their academic counterparts. Instead of the prestige and feelings of success that accompanies a profession, they were led to believe they were second-class individuals who would have to rely on whatever work they could find to earn a living.

It has been said that the purpose of school is to learn and the more one learns the greater the prospect for opportunities for success and happiness. However, many vocation-bound students found no joy in school. School was meaningless to them. They not only gave up in academics classes believing they could never do well there,
their feelings about themselves diminished as well. The natural and non-sequential result was leaving school early and becoming a statistic with the label of “drop out.”

In a study of junior high school students in the state of Washington in 1985, Conrath found that 25% of students in that state dropped out before they entered their freshman year of high school. The most frequent reasons given for this tragedy was self-critical reasons: “lack of responsibility, “I can’t do the work,” “I’m too dumb,” and school-critical reasons, “nobody knows who I am.” “I didn’t get the help I needed.” (Conrath, 1986) concluded that adults who have worked with these youth have, usually unintentionally, helped them see themselves in those ways. This is ugly and avoidable.

This project was born out of a need, in a small way, to reverse this trend.

PROJECT RATIONALE

As it was so well pointed out in 1996, by Paul Wehman’s “Life Beyond the Classroom”. “The education and employment of young adults with disabilities in the United States must remain a leading priority.” The career education of individuals with disabilities is essential for their adjustment into adulthood and for their rightful place in their communities. “Without an education that focuses on the development of personal competence, life skills, and employment opportunities, young adults with disabilities are greatly handicapped in the complex modern society in which we live.” It is therefore essential that pupils, beginning in their middle school years, be taught real-life skills and the means to transition from the classroom to the work place with
minimum adjustments.

The reason why this project is important is that it is designed to give discouraged students, some of whom are defeated and who otherwise might find school purposeless and unfulfilling, an exciting experience where they can find success. This, hopefully, will lead to answers of career opportunities and life-long fulfillment.

The students selected for this project are middle school special education pupils who are designated as learning disabled and mentally handicapped. This is important since these students are the most at risk of dropping out of school due to discouragement and repeated failures. By focusing much of their academic experience around careers and career preparation it is hoped that these students will find purpose in their subjects and as a result succeeded in ways that are new for them. Further, by succeeding, it is believed they will become more willing to accept the challenges in the classroom and beyond.

Finally, by demonstrating the success of the program, it is hoped a school-to-work program will become part of the general curriculum at our school for all students.

VALUE TO SCHOOL

The purpose of this project is not to displace the need for a rigorous academic program. Rather, it is to give meaning and purpose to subject matter that many students find there is no application or need. This is especially true for students who experienced repeated, frustration and failure.

By fusing career incentives with traditional subject matter, it is believed these
students will be more motivated to learn and begin to explore the world of careers. Further, if these assumptions are true and provable, the concept might spread to the mainstream instructional program. We would hope to demonstrate the validity of this approach to the staff as a whole by proving the validity of this project. It is our hope and belief that other departments in my school will begin to incorporate these concepts in their subjects, and the ways in which they approach their students.

VALUE TO US

We have always attempted to assess our performance, as teachers, by what difference we have made to our students, or to state it differently, we believe our success should be measured in direct proportion to the success of the students we teach.

If we can motivate these students to succeed in academic subjects in ways they have not done so before while at the same time preparing them for transition into careers, for which they are motivated, then we will feel personally we have succeeded. That is our greatest reward as teachers.

VALUE OF THE PROJECT

Many of the reforms that have been undertaken in education have been “hot flashes” of ideas unrelated to the needs of children. One only has to look at the so-called innovations in education in the past couple of decades to realize the waste of time and funds expended on experiments that had little or no impact on the
educational lives of students. Lasting educational reform must focus on real needs of students, and must begin at the school level and nowhere else.

Unless motivated teachers and school administrators, after thoughtfully considering what is required for pupils to take their rightful place as productive adults in their communities, begin to address those needs, we are all failing our students and our future.

It is recognized that this is a small beginning with a limited number of students. However, the related research has validated the concepts of the project and for certain, the timing for beginning this type of efforts is long overdue.

PROGRAM PLAN

The mission of this project is to develop a school-to-career curriculum that can be utilized by all middle school students. It is designed to help educate these students in the skills they will need to become successful in their future careers.

The first objective is to have students explore a variety of careers. To achieve this we will have guest speakers from the community talk about their careers. We will also plan field trips to local businesses so students may see the variety of jobs in each workplace. The students will watch job description videos that were locally filmed. There will be an opportunity for the students to complete interest inventories to find jobs for which they may be well suited. They will also complete career interest interviews with adults of professions in which they are interested.
The second objective is to educate students on how to find jobs. The students will be taught how to read and interpret the employment ads. They will accomplish this by locating the help wanted section in the newspaper. They will read examples of job advertisements and interpret abbreviations used. The students will research job advertisements and information about various jobs. They will also make their own help wanted ads.

The third objective is to teach students how to fill out job applications. The students will need to master personal information and terminology used on job applications. The students will fill out sample job applications from various work places.

The fourth objective is to teach students to interview for jobs. The students will learn how to shake hands and make introductions properly. They will also learn what skills employers are looking for when hiring new employees. The students will read and identify ways to prepare for job interviews. They will practice answering some common job interview questions.

The fifth and final objective is to teach students how to manage money. The students will learn how to write checks, balance checkbooks, and cash or deposit checks into a checking or savings account. The students will learn how to budget the money they have earned. They will learn how to use ATM machines and make transactions.
LIMITATIONS AND DELIMITATIONS

The purpose of this project is to provide middle school special education teachers with a school-to-career curriculum. We feel this is necessary to our population of students since it is covered annually in their Individualized Education Plan (IEP). The students have a prevocational goal until they are 13 years old, then they have an Individualized Transition Plan (ITP) that covers school-to-career goals.

Within our project there are concerns and limitations. Due to the melange of career materials that are available, but not appropriate for our special needs students, we wanted a curriculum that would be high interest and low reading level. This may limit its use with the general education population.

The curriculum does not cover every aspect of job planning; we chose the main parts that we deemed most important for our special needs population. These include exploring careers, finding jobs, job applications, job interviews, and managing money.

ASSUMPTIONS

The following are assumptions that apply to this project:

1. All teachers could utilize this material in part or whole.
2. By encouraging learners to set goals and career plans for themselves, they will be motivated to pursue future career opportunities.
3. By helping students to understand their learning style, interests, abilities and disabilities, more students will achieve success in subject matter.
4. By offering a variety of learning situations (videos, role-plays, worksheets,
field trips, and guest speakers), student's interests will be peaked.

5. Exploring a variety of careers will assure that students will be motivated to pursue their special interests and talents.

6. By ensuring that the instructional material is at the student's instructional level, more students will achieve success.

7. All subject matter is relevant for preparing for future careers.

8. Through the involvement of members of the community in the curricula, more opportunities will open up for students.

9. By coordinating curricula with Language Arts and Math classes, the content of this project can be integrated and made meaningful.

DEFINITION OF TERMS

For this project the following definitions apply:

1. Academics: related to subjects taught in school (reading, writing, math, social studies, or science).

2. Curriculum: represents a set of learning experiences in selected subjects.

3. Delimitation: fix or define the limits of something.

4. Disability: a condition that affects a person's ability to read, write, speak, see, move, hear, or function.

5. Educational reform: improving education by bringing in new methods and ideas.

6. High interest/low reading level: material that interests older students and is
written at a low reading level, to insure student success.

7. Individualized Education Plan (IEP): an annual meeting for students with disabilities where a team of educators design an individualized set of goals and objectives that the student should work on for the next year.

8. Innovations: new trends or concepts in the field of education.

9. Interest inventories: devices used to find out what an individual's interests are. It can be used to find out what careers might be most suitable for individual students.

10. Individualized Transition Plans (ITP): similar to the IEP; this plan is done when a student with disabilities reaches age 14, and it is used to help the student plan for his/her future. Successful transition requires careful planning by parents, students, and school staff.

11. Learning disability: a disability that affects one or more of the persons psychological processing. It affects the way information is gained, stored, or retrieved from the brain.

12. Mainstreamed instructional program: special needs students are educated in the general education setting.

13. Mentally handicapped: a condition of limited mental ability in which an individual has a low IQ, usually below 70 on a traditional test of intelligence.

14. Non-academic: subjects taught in school, such as, cooking, art, computers, or foreign languages.
15. Personal information: a person’s full name, address, phone number, social security number, etc. that can be used when filling out forms, applications, and other documents.

16. School administrators: School and District leaders.

17. School-to-Work: career awareness or exploration, and Skills that are taught in school to prepare students for a career.

18. Tracking: a method of placing students according to their ability levels in homogeneous classes or learning experiences where they all follow the same curriculum (college preparatory or vocational).

19. Traditional subject matter: basic subjects taught in school, Language arts, math, social studies, and science.

20. Transition: preparing students for the world of work, or preparing students from one level of school to the next, for example, preparing students to go from middle school to high school.

21. Validity: Tests or programs that have been demonstrated and proven to be consistent, and accurate with the same results, after validating against other tests.

22. Vocational: Instructional activities that students do to prepare and train for post school employment. These instructional activities can occur on campus or in a community based setting.
CHAPTER TWO

A REVIEW OF THE RESEARCH

The tough problem is not in identifying winners; it is making winners out of ordinary people. That, after all, is the overwhelming purpose of education. Yet historically, in most of the periods emphasizing excellence, education has reverted to selecting winners rather than creating them. K. Patricia Cross, Howard Graduate School of Education.

One of our human failings is to assume that most people think and act as we do. Many educators suffer from this malady. They have experienced the baccalaureate-degree program and therefore expect everyone to have a similar experience. The great debate about educational excellence in the recent past is one-sided opinions of well-meaning individuals and groups who have little, if any, contact with non-college bound America. It is time technical and vocational leaders join in the debate as representatives of the neglected majority of students who deserve the dignity and satisfaction from their life's work.

Goodlad and his researchers (Goodlad, J., 1984) found that when the schools they studied were forced to decide between academic college preparatory priorities and vocational education, including the allocation of resources, the former won out. This was true in spite of the fact that non-college bound students outnumbered their higher education peers three to one! These same researchers found less qualified teachers were assigned vocational courses and perhaps most strikingly, is the less-than-desirable stigma placed on vocational programs in a great majority of the schools studied.
Goodlad suggests that one way of eliminating the stigma of vocational education would be to make it a requirement for a general education much like English or social studies.

TRADITIONAL CURRICULUM OF JUNIOR HIGH PROGRAMS

The nagging problem of what should constitute the curriculum of vocational education courses at the middle school level remains. Indeed, a much more relevant question is what, if any, vocational or career education classes would be offered middle school students, which would provide a basis for their future. Certainly, that question has not been evident in past vocational offerings to middle school students. What if any vocational courses should be offered at all is a bigger question.

During the transition from junior high schools to middle schools, vocational education courses were eliminated for several reasons. Shop and homemaking classes, it was felt, had no place in the middle school. In the California middle school movement of the 1980's, vocational education was ignored altogether (California State Department of Education, 1986). Many middle school advocates felt that middle schools should resemble the elementary schools' philosophy of exploratory courses rather than technical training, which is what vocational courses at the junior high level, had become.

In Goodlad's study of the 1980's he found junior high school vocational courses were oriented to providing courses labeled as "life skills" (Goodlad, J., 1984). The junior high schools he and his team studied had courses in Homemaking, Domestic Arts and Woodshop. Such subjects dominated vocational offerings. He and his team found
these programs were being phased out for lack of relevance, student disinterest and cost to the school budget.

Unfortunately, while traditional vocational programs were being eliminated, nothing was being advanced to replace them that met the needs for the non-college-bound student.

In 1983, the National Committee on Excellence in Education released "A Nation at Risk". The message of that document was that students were not mastering a challenging academic curriculum in the elementary and secondary schools and junior high and middle schools were not prepared to pick up the slack and teach the skills students were lacking. This was true for two reasons. First, many teachers at the middle school level considered themselves "secondary school" teachers who had been trained in subject matter but not in methods of teaching. Second, it was assumed, often falsely, that students would and could function at their designated grade levels, which was reflected in the teaching materials and the curriculum. As a result students were graduating without the knowledge and skills they needed to live fulfilling and productive lives.

Sixteen years after "A Nation at Risk," many "reforms" have been tried, and small improvements have been made. But, the nature of the problem still exists. Far too many students are graduating without appropriate skills necessary to get good jobs (Krusemark, D., 1983). The attempts to provide pre-vocational training has not worked, because the training students receive does not resemble the necessary on-the-job skills in the working world.
SCHOOL-TO-WORK MOVEMENT HISTORY AND RATIONALE

In 1994, The federal School-to-Work Opportunities Act was passed. With its passage came a vision that could shape the future of education that would provide a promising future for American youth by expanding career options for all young people, including those with disabilities.

The school-to-work movement began at a time when many non-college-bound students were falling through the cracks. Students were often poorly prepared, or not prepared at all, for the jobs that existed. In addition there was not, and still is not (in most cases), a program that enables students' to transition from school to work. As a result, most are left to their own devices. The effect on the individual is often devastating and the economic results for our society are wasteful, at best. The situation is much worse when the student is poor, a minority, or a school dropout (Bergman, Knuth, & Law, 1992).

During the first three-fourths of this century, the United States dominated the world’s markets due to systems of technology and mass production. Hardly any major product wasn’t produced in America. That is rapidly changing. Other countries have become industrialized and are competing with the United States in producing assembly-type goods. Indeed, the majority of these goods and products sold in the United States are made assembled elsewhere.

Today in our country, the traditional labor driven industries are being replaced with the information and high technology workplaces where workers are expected to be highly-skilled and subject to continuous innovation.
Acquiring the skills necessary for one job is not enough. Workers are expected to adapt to new technology. Our educational goals must include giving individuals economic options which means we must prepare our young people for various types of jobs which requires a totally different set of skills than formerly was the case when vocational education courses prepared students for such careers as carpentry or auto repair. Students need the knowledge and skills necessary for higher skilled jobs. Educators must find better ways to prepare young people for this new job market. They need to improve the transition from school to work by ensuring that students graduate with the skills and knowledge they need to not only get and hold a job in this complex job market, but also the ability to complete additional training that is certain to be required on the job (Bergman, Knuth, & Law, 1992).

This means that schools must provide for all, what was formerly available to only some. At a time when economic trends are calling for highly skilled workers, it is imperative that all students have access to the education and training they will need to hold jobs that provide income necessary to support themselves and their families (Bergman, Knuth, & Law, 1992). New and different approaches that focus on bridging the gap between school and work must become part of the education agenda.

"Some schools are creating "Career Paths" which prescribe a sequence of academic and vocational courses designed to provide students with a rigorous set of core academic courses while exposing them to a particular career or set of careers." These paths are typically organized along broad occupational lives, such as health care or engineering technology. Still other schools are creating schools-within-a-school, which
allow students to focus on a particular occupation for most of their school years. These programs are created to match local job conditions and opportunities and they are designed to prepare students to enter that field after graduation.

These and other preparatory steps are necessary for schools if the students they serve will be prepared for the world of work they will enter. There is a growing consensus that employees must be better educated and trained to function effectively in tomorrow’s workplace. Productive work places will be fundamentally different than those of today. In large firms, inefficient bureaucracies will be replaced by flat, decentralized, flexible, organization structures, with many increasingly complex decisions made by front-line workers.

Workers will have to depend increasingly on their own judgment to make decisions, which can naturally impact the success of the company for which they work. Smaller businesses will also change. Increasingly, workers will have to demonstrate their ability to identify and solve problems; to be more responsive to client needs, to communicate effectively, to assume increasing responsibility, to work in teams and to continuously upgrade their knowledge and skill. School-to-Work programs can naturally improve the earning prospects of all students, improve communities by reducing unemployment and broaden our national economic base.

To achieve this program’s effectiveness, employers, schools and the community as a whole, must become partners in the joint effort to improve the preparation of tomorrow’s workforce. This is important because at present, most employers pay little attention to school performance and they ignore grades or teachers’ recommendations.
Even worse, most businesses have little or no contact with the school. Conversely, schools all too frequently have ignored the part of their curriculum that should prepare youngsters for the world of work. Again, schools tend to focus the vast bulk of their resources on college preparation even though only an average of 25% of their students will complete college.

The time is right for the formation of partnerships between businesses, school, and the community with each partner engaged in the same goal of devising a means whereby students can transition from the classroom to the job site with little disruption (California State Department of Education, 1991).

For the schools part, they must focus on a clear vision of their desired outcome---what students know and are able to do when they leave school. To achieve their vision, schools should begin with a clear understanding of the skills necessary for success in various careers. Who better equipped to provide that information than the employers who will ultimately be in a position to accept or reject what the schools produce?

SCHOOL-TO-CAREER PROGRAMS AND ACTIVITIES

The California Department has taken the leadership in promoting schools-to-career programs and methods. In their 1993 publication on this subject, this publication suggests programs and activities, which the department compiled from pilot programs in the states' schools (California State Department of Education, 1993).

School may select from the list of programs those that suit their needs:
• Guided Study Tours

These on-site visits by students and teachers provide an opportunity to see first-hand the type of tasks involved in various careers. These tours may also involve interviews with employees from a variety of positions. In addition, trips could be planned to specific companies in keeping with individual students' interest.

• Mentoring

Mentors are essentially career-related "big brothers and sisters" who relate one-on-one, or in small groups, to students. The mentor is a professional role model or resource with which to share insight and a contact that is knowledgeable about industry occupations. Activities may include bringing a student to the workplace, providing personal tours of various departments, and discussing the student's career plans and related training needs.

• Community Classrooms

Community classrooms allow unpaid, on-the-job training experience at business, industry, and public agency sites to assist students in acquiring those competencies necessary to acquire entry-level employment.

• Cooperative Vocational Education

This program is similar to community classrooms, but involves paid work experience tied to classroom instruction. The training is scheduled to meet the objectives of an individualized training plan developed by the classroom. There is ongoing classroom instruction that is related to the worksite placement.

• Work Experience
At its most basic level, work experience may simply involve a student having a job usually unrelated to any classes or coursework.

- **Cooperative Education**

  When workplace positions are linked to instruction in the school, the result is "Cooperative Education." Research has consistently shown these positions to be more effective than those unrelated to school instruction. It is always preferable to have workplace positions carefully supervised, and to have strong linkages between teachers and job supervisors.

- **Youth Apprenticeships**

  Another workplace learning experience is that associated with youth apprenticeships. These programs build on the long documented success of such programs dating back to sixteenth century Europe which often involved young people learning a trade at the side of a close relative.

- **Internships**

  In this program, which is often more formal than the previous examples, students work for an employer to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. They may or may not include paid work experiences.

- **School-Based Enterprises**

  School-based-enterprises are defined as in-house work experience, sponsored or conducted by a school. These programs engage a group of students in providing
services or producing goods for sale or use to others. Such examples include student stores, a baby-sitting service, yard work and domestic cleaning.

- Career Paths

  The purpose of this program is to help students feel connected to the school, to offer a more personalized approach to their learning, and to support students and teacher working together on curriculum. In this program, requirements and necessary skills are integrated into their everyday curriculum. This is at the heart of the school-to-career movement.

Note: It is understood that for safety and liability issues, some of these programs will exclude middle school students from participating. However, many of the programs listed can be useful at the middle school level and some others can be scaled back to meet this age of students' maturity.

SUMMARY

The literature on School-to-Work is plentiful and it is consistent in its findings. Schools can and should make the transition from school to the working world and easy step for students who plan to enter a career rather than college upon graduation from high school (The California State Department of Education, 1993).

In order for that to occur however, schools must play an increasingly active role.

Students must be exposed to the varied career opportunities while they are in their middle school years. This exposure must include a curriculum that integrates career
opportunities and skills with traditional required courses. In addition, students at this age must be given the opportunity to experience career choices by first-hand experiences.

Up until now schools have spent a disproportionate amount of their resources on programs for the college-bound students. The neglected majority of pupils whose formal education terminates upon graduation have been, for the most part, shortchanged. The time for change is now.

In addition to the indignity of attempting to earn a living with no marketable skills, unskilled workers become a burden, not only to themselves, but also to our society as a whole.

It is imperative that schools begin immediately to work with businesses and community leaders to meet this challenge. Schools can no longer be aloof to the economic and social problems of the neglected young people that come from the lack of marketable skills and career opportunities.
CHAPTER THREE
PROJECT PLAN

Our plan is to create a school-to-career curriculum specifically designed for middle grade students with special needs. The rationale for this project is to give students with special needs an exciting experience in school where they can find success. Most of these students get discouraged and tend to find school purposeless and unfulfilling. Hopefully, this curriculum will lead to options of career opportunities and life-long fulfillment. Solely modifying the core curriculum does not seem to be meeting their needs. They need to learn skills that will benefit them in their future lives. It is not realistic to assume that all of our students will end up attending college, so we want to prepare them for their future. Since our students are not familiar with the variety of jobs available to them, we would like to give them different opportunities.

This project is important since these students are the most at risk of dropping out of school due to discouragement and repeated failures. By focusing much of their academic experience around careers and career preparation it is hoped that these students will find purpose in school. This, in turn, may result in successes that are new to them. Further, by succeeding, it is believed they will become more willing to accept the challenges in the classroom and beyond.

School-to-career curriculum was well described in “Life Beyond the Classroom” (Wehman, P., 1996). He feels that the education and employment of young adults with disabilities in the United States must remain a leading priority.
The career education of individuals with disabilities is essential for their adjustment into adulthood and for their rightful place in their communities. Without an education that focuses on the development of personal competence, life skills, and employment opportunities, young adults with disabilities are greatly handicapped in the complex modern society in which we live (Wehman, 1996). It is therefore essential that pupils, beginning in their middle school years, be taught real-life skills and the means to transition from the classroom to the work place with minimum adjustments.

In other related literature we found that the non-college bound students are not properly educated for the jobs that are available to them. In today’s workplace the jobs have shifted from basic knowledge skills to technological skills. Preparing students for one type of job is not enough in today’s world; we need to prepare students for various types of jobs (Law, Knuth, Bergman, 1992).

We are expecting to accomplish many things through our project. A school-to-work program will become part of the curriculum for all special education students. We will introduce our students to a variety of career options and information. We anticipate that by gaining career knowledge the students will take an active role in their Individual Education Plans, Individual Transition Plans, and in their future or in their lives.
COMPONENTS

Job Planning

Includes several lessons on researching careers and personal career interests. The students will be expected to fill out checklists, worksheets, write a paragraph, use a KWL chart (a chart on any topic using these headings: K-known information, W-want to know, and L-learned), and write a career report as a culminating activity.

(Refer to Appendix A)

The Learning Style lessons students will identify their skills, strengths, learning styles, and accommodations for their learning styles. The “Skills and Strength Checklist” has the students checking for employability skills, people skills, and their talents and abilities.

The “What is your Learning Style” lesson is a checklist to find out what way the students learn best. It will inform the students if they are a kinesthetic, auditory, or visual learner.

“Learning Style Characteristics and Accommodations” lesson is a checklist that explains the learning style and classroom accommodations to help that type of learner.

The “What Employers Look for When Hiring” lesson has the students discussing and identifying important skills that employers look for when hiring new employees. Next the students will fill out a web that acts as a paragraph outline.

“Career Interests and Occupations” is a checklist, list of jobs, KWL chart, and a career report to introduce the students to possible career ideas for their future. The checklist is a list of activities that the students enjoy. A list of occupations goes along
with the checklist to show them some of the many jobs available. Then the students choose three occupations from the list that interests them and completes a KWL chart on those careers. The final activity is for the students to research their three career choices from the KWL chart and to write a report on each one.

Finding A Job

Our second strand is Finding a Job. This strand includes lessons on where to find employment. The students will be learning about advertisements, networking, want ads, and business card designing. (Refer to Appendix B)

The "Interpreting Want Ads" lessons have the students reading examples of job advertisements and interpreting the abbreviations used. Students locate the "Help Wanted" section of the newspaper and find two advertisements for jobs of interest to the student. The students will then list the job title, description, experience needed, and salary. Included in this lesson is a sheet of abbreviations commonly used in the want ads. As a test for understanding the students must interpret samples of want ads on a ready-made worksheet.

The "Writing a Want Ad" lesson has the students writing a want ad utilizing their interpreting want-ad skills. The students will create an advertisement for a career of their choice. The students can then, if the teacher chooses, make a class want ad to go on a bulletin board.

The next lesson "Business Cards" has the students design their own business card. When designing their card the students need to design a logo and list personal
data. The students will then make a list of people to give the cards to. The students will write a sample dialog of what to say to the people who receive their cards.

The last lesson in this strand is on "Networking". The students will identify people who can be of support or assistance when trying to locate a job. The students will then use those names to make a network directory. The students will choose one of the people from their network directory and write a paragraph explaining why they would be a good contact when looking for a job.

Job Applications

Our third strand is on job applications. It will include several lessons on the basic information needed to fill out a job application. The lessons are on personal references, personal information, letter writing, resume writing, and sample applications. (Refer to Appendix C)

The "Personal References" lesson will have the students listing three references of people they know. The students will have to list people they know well that are not related to them. They will fill out a worksheet listing the reference name, address, occupation, phone number, and relationship.

The "Personal Information" lesson has the students filling out personal data. The students must list their name, address, previous address, phone number, social security number, and gender. The students must also list education information. This includes schools attended from grade school to the present.
Job Interviews

The job interviews strand is our fourth strand. It will include several lessons on preparing the students for a job interview. The students will learn the proper way to shake hands and make proper introductions, read and answer sample job interview questions, read and discuss ways to make a favorable impression on an employer, and a check list to identify areas that need improvement for a job interview. (Refer to Appendix D)

The “Introductions “ lesson has students learning the proper way to shake hands, as well as learning various ways of making proper introductions. They will discuss several settings where students might be introduced or they may need to make the introductions. The students will practice shaking hands and making introductions until they feel comfortable with both skills.

The “Preparing For an Interview” lesson is to inform students how to make a favorable impression on the employer. Students will read and discuss information about interview preparation, personal appearance, the interview, testing, and information to bring to an interview.

The “Job Interview Questions” lesson is a worksheet containing sample questions that may be asked at a job interview. The students will read, discuss and write appropriate answers for each question. A follow-up lesson will include a mock interview with the teacher.

The “Job Interview Preparation Checklist” lesson is a checklist for the students to find out if they are prepared for a job interview. The students read several
statements and decide if they are doing well in that area, need some improvement, or if a lot of improvement is needed. If improvement is needed, the student will write a good method to improve in that area.

Keeping A Job

Our fifth strand is on keeping a job. It will include lessons on information and skills necessary to keep a job. The lessons will be on positive attitudes, losing a job, and taking messages. (Refer to Appendix E)

The “Positive Attitude” lesson will have students learning appropriate responses about incidents that could occur on a job. The students will read about a situation on a job, identify positive and negative remarks, and state the appropriate response to each incident.

The “Losing a Job” lesson has the students identifying problems that would cause people to get fired from a job. The students will have a class discussion on problems that might occur when people get fired from a job. Next, the students will read and discuss a checklist, and check all the problem areas they feel would be reasons for getting fired from a job.

The “Taking Messages” lesson will have the students taking and writing messages. The students will learn the proper way to take phone messages as well as learn how to write a clear message. The students will discuss and list information that is needed when taking a message. They will also discuss the importance of writing the message down. They will practice taking messages over the phone or simulated
activities, then they will write a clear message on a message pad or a worksheet. Testing for understanding the students read a paragraph about an imaginary phone conversation and write a clear message for each using different formats of message pad layouts.

Vocational Math

Vocational math is our sixth and final strand. This strand deals with math involved in having a job. It will incorporate checking accounts, savings accounts, ATM machines, timecards, figuring wages, and budgets. (Refer to Appendix F)

The “Understanding Checks” lesson has the students looking at a sample check. All the different items found on a check are explained. The students will answer questions about a completed check.

The “Writing Checks” lesson is to teach students the rules of check writing. The students will write examples of amounts of money that can be found on a check.

The “Filling Out Checks” lesson shows the students how to properly fill out a check. The students will be expected to fill out checks using specified amounts. The students will need to add in their own address and signature to each check.

The “Checkbook Register” lesson will teach the students the basic components of a checkbook register. The students will learn how to keep a running balance in the checkbook register. The students will learn to write in check and deposit information.

The “Savings Account-Deposit” lesson will teach the students about savings accounts. The students will learn what type of information goes on a deposit slip. The
students will fill out examples of deposit slips on the worksheet.

The “Automated Teller Machine” lesson will teach students how to use an ATM machine. The students will learn what an ATM is used for. The students will find out how to get an ATM card. The students will learn the basic steps to make an ATM transaction. The students will learn about the parts of a transaction record.

The “Timecard” lesson shows students what a time card is. The students will learn the relevance of keeping a time card. The students will fill in hours worked and total hours on sample timecards.

The “Figuring Wages” lesson will show the students how much money they will earn for the number of hours worked. The students will be given examples of hourly wages and be expected to compute money earned. The students will learn how to figure out weekly, monthly, and yearly wages.

The “Budgets” lesson will teach the students the importance of keeping a budget. The students will be given examples of budgets and monthly expenditures. Students will figure out budgets for living with people and/or independently.

Additional Activities

In this appendix we included certain items that are important in school-to-careers, but do not necessarily need a lesson plan. Included are such forms as parent letters, interview forms, observation sheet, interest inventory, network organizer, a sample resume, a work permit lesson, and a personal information sheet. Lastly, the students will be given sample copies of applications from local employers. The
students will need to use the information gathered from past lessons to fill out these applications. (Refer to Appendix G)

STAFF DEVELOPMENT

Since we have created a school-to-career curriculum designed for middle grades students with special needs we intend to meet with all middle grade special educators in our district. We will conduct this meeting during the first week of school in September after school in one 3-hour session. The teachers will provide input and recommendations regarding the curriculum. Each teacher will be given his or her own copy of the school-to-career curriculum. We will conduct a follow-up meeting in January to further discuss recommendations on how to improve our curriculum and incorporate with the core curriculum.

COMMUNITY AND PARENTAL SUPPORT

To help aid our school-to-career curriculum we intend to have the parents and community actively involved. We will invite local community leaders, parents, and business owners to our classrooms to speak to our students. The students will be expected to interview guest speakers about their careers. We will take students for tours of local businesses to introduce them to the local job market. After touring some facilities we will teach the students lessons about careers on site.
CHAPTER FOUR

SCHOOL-TO-CAREER CURRICULUM

PROGRAM EVALUATION

Assessment of the school-to-career curriculum will be measured in three ways. The first and most important assessment is that of student progress and interest. Students will keep a portfolio of work samples and career inventories they have taken. The second assessment will be provided in January when we have a follow-up meeting of how successful the curriculum has been. The teachers will be able to provide insight and ideas that can be used to improve the curriculum. The third assessment is a survey to be filled out by teachers, parents, and community guest speakers.

SCHOOL-TO-CAREER CURRICULUM GOALS

The school-to-career curriculum objectives for middle school students with special needs help these students meet a variety of life-long goals. The IDEA law requires that all students with special needs, age 14 and older, must have a transition plan made along with their IEP. This plan requires the students to start contemplating possible career and independent living situations. The school-to-career curriculum will build their skills while using the following techniques:

- Read and answer comprehension questions
- Use a variety of checklists and worksheets
- Use of different writing skills- sentences, paragraphs, letters,
resumes, and reports

- Use a KWL chart- what the student knows, wants to learn, and what is learned

- Learning to researching topics

- Participating in group discussions

- Learning how to interview people

- Being able to utilize a newspaper

- Learn to design business card

- Identify people to support your job search

- Memorize and be able to write personal data

- Learn how to file out forms and applications

- Learn to properly introduce people

- Preparing for an interview

- How to maintain a positive attitude

- Taking phone messages

- Writing checks

- Balancing a checkbook

- Depositing money in a savings account

- Learning to use ATM machines

- How to keep a timecard
• Figuring wages for hours worked

• How to budget money
<table>
<thead>
<tr>
<th>MONTH</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>Prepare Teacher Curriculum Packets</td>
</tr>
<tr>
<td></td>
<td>Conduct 3 Hour Inservice</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Job Planning Strand</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Job Planning Strand Continued</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Finding A Job Strand</td>
</tr>
<tr>
<td>JANUARY</td>
<td>Job Applications Strand</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Job Interviews Strand</td>
</tr>
<tr>
<td>MARCH</td>
<td>Keeping A Job Strand</td>
</tr>
<tr>
<td>APRIL</td>
<td>Vocational Math Strand</td>
</tr>
<tr>
<td>MAY</td>
<td>Vocational Math Strand Continued</td>
</tr>
<tr>
<td>JUNE</td>
<td>Assessment/Career Reports</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

The goal of this school-to-career curriculum is to generate student interest and knowledge about careers. Recommendations will be made to ensure a long-range student success.

Teaching careers through the six strands as presented in this project has been designed with students with special needs in mind. It is recommended that we coordinate our lessons with the elementary and high schools so their skills attained will help aid their transition.

Teachers will need to see the overall effectiveness of the curriculum. This can be accomplished by student generated reports on their future career of choice. The students will be assigned a report in the beginning of the school year, before the school-to-work curriculum has been initiated. Then after implementation of the curriculum, in June, the students will again be asked to write a report on their career field of choice. Both reports will be put in the student’s portfolio.

As the curriculum gains recognition, continued support, and sharing of the success among staff members will further support and add to this curriculum.
APPENDIX A: Job Planning

Job Planning
Learning Style

Objectives: Students will identify their skills and strengths.

Students will identify the learning style that is best for them.

Students will identify their learning style characteristics and accommodations for their learning style.

Materials: Skills and Strengths checklist.

‘What is Your Learning Style?’ checklist.

Learning Style Characteristics and Accommodations

Procedure: Teacher leads a discussion on different learning styles, and reminds students that sometimes they have a preferred learning style.

Teacher explains learning styles. (kinesthetic, auditory and visual)

Teacher leads a discussion on why it might be important that we know our learning styles? How can we use this information? How does it relate to jobs/careers?

Teacher and students read and complete ‘Skills and Strengths’ checklist.

Teacher and students read and complete a learning style checklist.

Teacher and students read, and complete ‘Learning Style
Characteristics and Accommodations’ checklist.
Name

Date

What Are Your Interests?

Directions: Check any activities that you enjoy. After you have checked those you like, circle the five in which you are most interested.

| ☐ Listen to music | ☐ Fix things |
| ☐ Draw | ☐ Take a walk or a hike |
| ☐ Play ball | ☐ Read |
| ☐ Talk on the phone | ☐ Drive a car |
| ☐ Sell things | ☐ Collect things (stamps, coins, etc.) |
| ☐ Travel to new places | ☐ Cook |
| ☐ Do a puzzle | ☐ Work on a computer |
| ☐ Swim | ☐ Exercise |
| ☐ Sing | ☐ Meet new people |
| ☐ Play an instrument | ☐ Clean the house |
| ☐ Sew clothes or work on crafts | ☐ Camp in a tent |
| ☐ Paint | ☐ Ride a bike |
| ☐ Take pictures | ☐ Repair a car |
| ☐ Visit friends | ☐ Shop for bargains |
| ☐ Write a letter or a story | ☐ Help an older person |
| ☐ Play with a small child | ☐ Take care of animals |
| ☐ Care for sick people | ☐ Build things |
| ☐ Work outdoors | ☐ |

From "Preparing for the Future" Riverside County Office of Education
Name ___________________________
Date ___________________________

**My Skills and Strengths**

### Employability Skills

- I go for what I want
- I am good at what I do
- I do what I say I will do
- I do things on my own
- I have a lot of energy
- I can easily ‘switch gears’
- I work hard
- I like being in charge
- I want to do a good job
- I get a lot of work done
- I am honest
- I am willing to learn
- I stick to the job
- I am on time
- I can solve problems
- I get lots of work done
- I see the positive side
- I keep things in order

### People Skills

- I care for others
- I am nice to be around
- I watch for others feelings
- I am easy to get along with
- I am positive with others
- I am friendly
- I am a good listener
- I am helpful
- I don’t try to get attention
- I am helpful
- I have respect for others
- Others can count on me
- I am sincere
- I am sensitive to feelings
- I have a sense of humor
- I am patient
- I am kind to others

### Talents and Abilities

- I am artistic
- I am good at sports
- I can cook and bake
- I create with ideas
- I create with metal
- I create with pictures
- I create with wood
- I create with words
- I create with my hands
- I can repair things easily
- I can perform or act
- I can play music
- I have good computer skills
- I am good at math
- I am good with sales
- I am good with children
- I am good with animals
- I can design fashions

---

From "Preparing for the Future" Riverside County Office of Education
### What is Your Learning Style?

<table>
<thead>
<tr>
<th>Kinesthetic/Hands On</th>
<th>Auditory</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very good at sports.</td>
<td>I can remember the words to a song.</td>
<td>I remember better if I write things down.</td>
</tr>
<tr>
<td>I would rather work on a project than read about it.</td>
<td>I would rather listen to the teacher than read a textbook.</td>
<td>I like to doodle or draw when I take notes.</td>
</tr>
<tr>
<td>Studying at a desk is not for me.</td>
<td>I understand how to do something if someone 'tells' me.</td>
<td>It helps me to look at a person when trying to listen.</td>
</tr>
<tr>
<td>I don’t like to read directions. I rather just start doing it.</td>
<td>I often talk to myself when I am thinking.</td>
<td>I am good at reading maps and charts.</td>
</tr>
<tr>
<td>I do not become easily lost. Even in new places.</td>
<td>I like to participate in classroom discussions.</td>
<td>I remember what I see better than what I hear.</td>
</tr>
<tr>
<td>I think better if I am able to move around.</td>
<td>I remember things more easily if I repeat them out loud.</td>
<td>I can remember people’s faces more easily than I can recall their names.</td>
</tr>
<tr>
<td>I work well with my hands doing things such as puzzles or using tools.</td>
<td>I can concentrate on something even if it is noisy.</td>
<td>I like to work in quiet places.</td>
</tr>
<tr>
<td>I tend to use my fingers when I am counting in my head.</td>
<td>My written work doesn’t look very neat to me.</td>
<td>It’s hard for me to understand what someone is saying if other people are talking around me.</td>
</tr>
<tr>
<td>I need a lot of breaks when I am studying.</td>
<td>My eyes get tired fast even though they are okay.</td>
<td>I like to look through magazines and read about things I am interested in.</td>
</tr>
<tr>
<td>Before I follow directions, it helps me to see someone else do it first.</td>
<td>It helps if I use my fingers as pointers when reading.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

<table>
<thead>
<tr>
<th>Kinesthetic/Hands On</th>
<th>Auditory</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From "Preparing for the Future" Riverside County Office of Education
## Learning Style Characteristics and Accommodations

**Directions:** Read through the characteristics of each learning style. Check any of those that describe your learning style. Next, read the accommodations for each learning style and check the box for those that would help you do better in school or at work.

### Kinesthetic / Hands-On Learning Style

<table>
<thead>
<tr>
<th>Characteristics Kinesthetic</th>
<th>Accommodations for Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Enjoys projects/activities/sports</td>
<td>□ Requests teachers that use group activities</td>
</tr>
<tr>
<td>□ Has a hard time sitting still</td>
<td>□ Requests classes/jobs that let you move around</td>
</tr>
<tr>
<td>□ Likes to move around</td>
<td>□ Take frequent breaks while studying</td>
</tr>
<tr>
<td>□ Uses hands while talking</td>
<td>□ Take notes when listening</td>
</tr>
<tr>
<td>□ Would rather do things than read</td>
<td>□ Request a demonstration of class or job tasks</td>
</tr>
<tr>
<td>□ Talks to self while studying</td>
<td>□ Tape record class lectures</td>
</tr>
</tbody>
</table>

### Auditory Learning Style

<table>
<thead>
<tr>
<th>Characteristics of Auditory</th>
<th>Accommodations for Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Enjoys talking</td>
<td>□ Ask to take oral exams</td>
</tr>
<tr>
<td>□ Remembers from hearing</td>
<td>□ Request oral directions</td>
</tr>
<tr>
<td>□ Easily distracted</td>
<td>□ Talk to yourself</td>
</tr>
<tr>
<td>□ Likes to 'listen' not read</td>
<td>□ Tape record instructions/lectures</td>
</tr>
<tr>
<td>□ Enjoys music</td>
<td>□ Play music while studying</td>
</tr>
<tr>
<td>□ Talks to self while studying</td>
<td>□ Read aloud</td>
</tr>
</tbody>
</table>

### Visual Learning Style

<table>
<thead>
<tr>
<th>Characteristics of Visual</th>
<th>Accommodations for Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Likes to read</td>
<td>□ Ask for 'written instructions'</td>
</tr>
<tr>
<td>□ Doodles</td>
<td>□ Use graphic organizers</td>
</tr>
<tr>
<td>□ Remembers from seeing</td>
<td>□ Use video tapes</td>
</tr>
<tr>
<td>□ Has a hard time listening</td>
<td>□ Takes notes</td>
</tr>
<tr>
<td>□ Likes to 'observe'</td>
<td>□ Form pictures in your mind while studying</td>
</tr>
<tr>
<td>□ Notices details</td>
<td>□ Color code information</td>
</tr>
</tbody>
</table>
What Employers Look For When Hiring

Objective: Students will identify, and be able to state important skills that employers look for when hiring new employees.

Materials: Worksheet ‘What Employers Look For When Hiring New Employees’.
Overhead transparency of the same worksheet.

Procedure: Teachers and/or students will read each skill listed on the worksheet, “what Employers Look for When Hiring”.
Discuss how it relates to things they do, discuss what it means, and how the skills can be improved at school or at home.

Examples: People, who work well with others, can be practiced when working in cooperative groups.
Meeting deadlines, could be practiced by turning in homework and assignments on time.
Work Experience, students could get work experience by doing volunteer work, be a teacher’s assistant, baby-sit, mow lawns etc.
Follow up: Students can keep this worksheet in their vocational/career notebook or their portfolio.

Have students help put up a bulletin board with pictures of jobs and different skills, listed under the pictures.
What Employers Look For When Hiring New Employees

- Good customer service skills
- People who work well with others
- Good calculator skills
- Be able to follow instructions
- Good hygiene
- Work experience
- Dress professionally
- Eager to work
- Be able to read and write
- Know basic math skills
- Pleasant attitude
- Integrity
- Academic background
- Good listening skills
- Know how to learn
- Good interpersonal skills
- Technology skills
- Accountability
- Have some leadership skills
- Flexibility - be able to pitch in where needed
- Meet deadlines
- Honesty
- Be dependable
- Good People skills
- Respect all levels if work
- Basic computer skills
- Be a team player
- Eye Contact
Career Interests and Occupations

Objectives: Students will identify activities they enjoy.

Students will identify three occupations they are interested in exploring.

Students will write a 100 word report on three careers of their choice.

Materials: 'What Are Your Interests?' check list

Video on careers

Occupations worksheet.

Career Report worksheet

Exploring Careers KWL chart

Procedure: Students will be complete an interest inventory checklist.

Students will watch a video on careers.

Students will be given a list of occupations. The teacher will read and lead a discussion on various occupations. Some of the skills needed for the various occupations can also be discussed.

Students will choose three careers to research, and fill in information on the Career Report worksheet

Optional Interest Inventories to choose from are included.
### OCCUPATIONS

**Protective Services**
- Security guard
- Police officer
- Highway patrol officer
- Firefighter
- 911 operator/dispatcher
- Correction officer
- Health/regulatory inspector
- Sheriff's deputy
- Paramedic

**Office/Clerical**
- Receptionist
- Secretary/administrative assistant
- Shipping/receiving clerk
- Bookkeeper
- Credit/collections clerk
- Word processor operator
- File/mail clerk
- Computer equipment operator
- Telephone operator

**Sales and Trade**
- Retail store clerk
- Telemarketer
- Insurance agent
- Automobile salesperson
- Sales-route driver
- Customer service representative
- Cashier
- Stock clerk
- Advertising/marketing

**Art and Design**
- Fashion designer
- Architect
- Illustrator
- Jeweler
- Landscape designer
- Floral designer
- Fine artist
- Industrial designer

**Travel and Transportation**
- Pilot
- Air traffic controller
- Flight attendant
- Reservation and ticket agent
- Taxicab dispatcher
- Long-distance truck driver
- Travel agent
- Bus driver

**Mechanics and Repairers**
- Auto mechanic
- Computer and business machine mechanic
- Heating/cooling systems installer
- Aircraft mechanic
- Auto body worker
- Small appliance repairer
- Industrial machinery repairer
- General maintenance mechanic

**Food Services**
- Food server
- Short order cook
- Baker
- Meat cutter/fish cutter
- Chef
- Restaurant manager
- Kitchen helper
- Dishwasher/bus person
- Host/hostess

**Construction**
- Carpenter
- Electrician
- Concrete mason
- Drywall installer
- Painter/paper hanger
- Plumber/pipe fitter
- Sheet metal worker
- Roofer
- Tile contractor
- Tile setter

**Communications and Entertainment**
- Photographer
- Copy editor
- Director
- Musician
- Broadcast technician
- Actor
- Newspaper reporter
- Writer
<table>
<thead>
<tr>
<th>Health Services</th>
<th>Education and Training</th>
<th>Building, Grounds, and Home Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• medical laboratory assistant</td>
<td>• adult education teacher</td>
<td>• Glazier</td>
</tr>
<tr>
<td>• emergency medical technician</td>
<td>• recreation leader</td>
<td>• Pest controller</td>
</tr>
<tr>
<td>• medical records technician</td>
<td>• secondary school teacher</td>
<td>• Locksmith</td>
</tr>
<tr>
<td>• registered nurse</td>
<td>• industrial trainer</td>
<td>• Building custodian</td>
</tr>
<tr>
<td>• medical office assistant</td>
<td>• elementary school teacher</td>
<td>• Groundskeeper</td>
</tr>
<tr>
<td>• respiratory therapist</td>
<td>• librarian</td>
<td>• Carpet cleaner</td>
</tr>
<tr>
<td>• dental assistant</td>
<td>• sports coach</td>
<td>• Household worker</td>
</tr>
<tr>
<td>• certified nursing assistant</td>
<td>• teacher aide</td>
<td>• Gardener</td>
</tr>
<tr>
<td>• dietitian</td>
<td><strong>Hospitality and Accommodations</strong></td>
<td></td>
</tr>
<tr>
<td>• veterinarian</td>
<td>• parking garage attendant</td>
<td></td>
</tr>
<tr>
<td><strong>Science and Technology</strong></td>
<td>• hotel housekeeper</td>
<td>• Cosmetologist</td>
</tr>
<tr>
<td>• radiographer</td>
<td>• hotel manager</td>
<td>• Occupational rehabilitation worker</td>
</tr>
<tr>
<td>• EKG technician</td>
<td>• dining room attendant</td>
<td>• Gerontology aide</td>
</tr>
<tr>
<td>• Optician</td>
<td>• bellman</td>
<td>• Barber</td>
</tr>
<tr>
<td>• Computer programmer</td>
<td>• meeting and event manager</td>
<td>• Family counselor</td>
</tr>
<tr>
<td>• Engineering technician</td>
<td>• front desk clerk</td>
<td>• Social worker</td>
</tr>
<tr>
<td>• Dental lab technician</td>
<td>• laundry worker</td>
<td>• Funeral director</td>
</tr>
<tr>
<td>• Chemical technician</td>
<td><strong>Manufacturing and Production</strong></td>
<td>• Exercise instructor</td>
</tr>
<tr>
<td>• Photo lab technician</td>
<td>• printing press operator</td>
<td>• Massage therapy</td>
</tr>
<tr>
<td><strong>Farming, Fishing, and Forestry</strong></td>
<td>• tool and die maker</td>
<td><strong>Financial Services</strong></td>
</tr>
<tr>
<td>• Forester</td>
<td>• bindery worker</td>
<td>• Tax preparer</td>
</tr>
<tr>
<td>• Park range</td>
<td>• quality control inspector</td>
<td>• Loan officer</td>
</tr>
<tr>
<td>• Farm manager</td>
<td>• production manager</td>
<td>• Payroll clerk</td>
</tr>
<tr>
<td>• Cattle ranch hand</td>
<td>• production woodworker</td>
<td>• Credit union manager</td>
</tr>
<tr>
<td>• Fish farmer</td>
<td>• machine tool job setter</td>
<td>• Bank teller</td>
</tr>
<tr>
<td>• Logger</td>
<td>• millwright</td>
<td>• New accounts clerk</td>
</tr>
<tr>
<td>• Trapper</td>
<td></td>
<td>• Statement clerk</td>
</tr>
<tr>
<td>• Commercial fisher</td>
<td></td>
<td>• Auditor</td>
</tr>
<tr>
<td>• Cannery worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

50
Career Report

Name________________________

Date_____________________

Job Title__________________________________________________________

Job Description____________________________________________________

Working Conditions__________________________________________________

Education and Training______________________________________________

Subjects to Study____________________________________________________

Interviews___________________________________________________________

Related Jobs________________________________________________________

Earnings____________________________________________________________

Job Outlook_________________________________________________________

Other Career Interests_______________________________________________
**Exploring Careers**  

**KWL Chart**

You are beginning a search of career possibilities. Write what you know about three careers that interest you.

<table>
<thead>
<tr>
<th>Career</th>
<th>What I Know about the career</th>
<th>What I Want to find out</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name ____________________________

Date __________________________
Finding A Job
Networking

Objectives: Students will identify people that can be of support or assistance when trying to locate a job. Students will make a network directory. Students will write a paragraph stating why one of the people listed on their network directory will be a good contact, when they are looking for a job.

Materials: Making a Networking Directory worksheet
An example of a graphic organizer using an overhead transparency.

Procedures: Teacher gives examples and explains what networking is. (Knowing someone who is involved in the career that you are interested in, or knowing someone that knows someone else in that career.) Students tell about examples where people have helped them with something they were interested in. (playing sports, scouts, clubs, movies, tickets to a game, etc.)

Guided Practice: Students make a list of the people they know. (Relatives, teachers, administrators, relatives’ friends or people they know, etc.) They may need to take it home and have their parents help supply the names of relatives and people that would be a good support for them. Students make a Network Directory with names, addresses and phone leads. Students choose one name from their list and...
write why that person would be a good contact when they are looking for a job.
Name _______________________
Date ______________________

Network Directory

A. Make a list of people you can contact when you are looking for a job. Write everyone that can be of help to you. Include any leads they may give you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Choose a name from your list, and write why this person would be a good contact when you are looking for a job?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Interpreting Want Ads

Objective: Students will locate the 'Help Wanted/Job Offers' section in the newspaper.

Students will read examples of job advertisements and interpret abbreviations used.

Students will find two job advertisements and list information about the jobs, i.e. salary, job requirements, skill level, experience, education background etc.

Materials: Classified sections of the newspaper

Classified Ads worksheet

Interpreting 'Want Ads' worksheet

Abbreviation chart or an overhead transparency

Procedure: Teacher reviews places to look for jobs. (employment agency, work sites, newspaper etc.)

Discuss classified ads section pointing out the information that is sometimes included in an advertisement. Talk about a abbreviations and why they are used.

Model finding the classified ads/help wanted section in the newspaper.
**Guided Practice:** In cooperative groups of two, students find classified and job offer sections while teacher monitors.

Each student finds two jobs of their choice to use with their worksheet. (preferably a job they wouldn’t mind having)

Students complete worksheet by gluing or taping on ads and writing information about the job to the right of their ad.

Students may use the abbreviation chart to interpret the abbreviations in the ads.

**Follow-up:** Students will do the same with the example ads worksheet.
WANT ADS

Directions: Read each ad below. Write the ad using complete words, do not use abbreviations. If you need help use the abbreviation chart.

Salesperson

Receptionist
2 yrs exp. pref’d. Types 40 wpm. Fax resumes to 878-3434 or call for an appt. 989-3435. Salary based on yrs. Exp.

Truck Driver
F/T $9/hr. must have gd. Driving record. Good benefits. Call bet. 9-5pm for appt. 898-9090. Refs req.
CLASSIFIED ADVERTISEMENTS

Practice Page Directions:
1. Find two ads from the classified section of the newspaper that advertise a job.
2. Tape or glue the ads in the spaces provided, and fill in the information at the right using your ad.

Help Wanted/Job Offered

Job Title:

Job Description:

Previous experience, degree or a license needed?
Yes ___ No ___
Salary ______

Help Wanted/Job Offered

Job Title:

Job Description:

Previous experience, degree or a license needed?
Yes ___ No ___
Salary ______
### Abbreviations for Interpreting Want Ads

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.asst.</td>
<td>Administrative assistant (office job and is similar to a secretary position)</td>
</tr>
<tr>
<td>co</td>
<td>Company</td>
</tr>
<tr>
<td>B.A./B.S.</td>
<td>Bachelor of Arts/Bachelor of Science (four year college degree)</td>
</tr>
<tr>
<td>appt.</td>
<td>Appointment</td>
</tr>
<tr>
<td>emp. agy.</td>
<td>Employment agency</td>
</tr>
<tr>
<td>EOE</td>
<td>Equal Opportunity Employer</td>
</tr>
<tr>
<td>exp. nec.</td>
<td>Experience necessary</td>
</tr>
<tr>
<td>exp. pref.</td>
<td>Experience preferred</td>
</tr>
<tr>
<td>exp. req.</td>
<td>Experience required</td>
</tr>
<tr>
<td>F/T</td>
<td>Full-time</td>
</tr>
<tr>
<td>mgr</td>
<td>Manager</td>
</tr>
<tr>
<td>temp</td>
<td>Temporary</td>
</tr>
<tr>
<td>Perm</td>
<td>Permanent</td>
</tr>
<tr>
<td>P/T</td>
<td>Part-time</td>
</tr>
<tr>
<td>Refs</td>
<td>References</td>
</tr>
<tr>
<td>NS</td>
<td>Non-smoker</td>
</tr>
<tr>
<td>W/P</td>
<td>Word processing</td>
</tr>
<tr>
<td>wpm</td>
<td>Words per minute</td>
</tr>
<tr>
<td>$10K-$16K</td>
<td>$10,000 to $16,000 per year</td>
</tr>
</tbody>
</table>
Writing a Want Ad

Objectives: The students will identify what makes a good and effective advertisement.

Students should create an advertisement for a career of their choice and list qualities employers are looking for in employees.

Materials: Overhead transparency
Samples of Classified Ads
Writing an Ad Worksheet
Construction paper

Procedure: 1. Review qualities that employers are looking for in employees. Start by writing student generated responses on the overhead to give students ideas. Some qualities you might want to focus on is education, work habits, good communication skills, listening and experience etc.

2. Show students samples of classified ads and discuss the differences. Explain that a classified ad is a description of what an employer is looking for. Identify what characteristics the ad might have, such as pay, hours, benefits, etc.
3. Have students create their own classified ads based on a career interest they may have. Provide them with enough information to get started.

4. Hand out construction paper for students to mount their ads on, for display.

Follow-up: Create a bulletin board for Classified Ads. The board can be designed to resemble a newspaper. The headline can read “Classified Ads.” Students then read the classified ads and write a letter of response to two or more jobs they may be interested in.
Employment Opportunities
Business Cards and Networking for Jobs

Objectives: Students will design a business card.

Students will list people to whom they could give the card.

Students will write a sample dialogue for those who receive their cards.

Materials: Networking for jobs worksheet

3x5 cards for practice making a business card

overhead transparency of examples of business cards and/or real business cards

examples of information needed on business cards

Procedure: 1. Teacher leads discussion of how and why business cards are used.

Talk about who to give business cards to, and the advantages of using business cards. Give examples of what people say when they give someone their card.

2. Students design a business card on a 3x5 card, using examples that is given on an overhead transparency or actual business cards.

3. Students make a list of whom they could give their business card.

5. Students write a paragraph about what they would say to these people receiving their cards.
Design a business card with an appropriate logo or design. Include your name, address, phone number, fax number and/or e-mail address, that you could give to others when you are looking for a job.

Make a list of four people you could give your card to.

________________________________________

________________________________________

________________________________________

Write one paragraph about what you would say to these people when you give them your card:

________________________________________

________________________________________

________________________________________

________________________________________
APPENDIX C: Job Applications

Job Applications
Introductions

Objectives: Students will learn the proper way to shake hands as well as learning various ways of making proper introductions. Students will feel comfortable presenting themselves by shaking hands and making introductions.

Materials: Introduction sheet
Overhead transparency

Procedure: 1. Discuss several settings which students may have been introduced to someone or they may have done the introducing.
2. Discuss situations when it would be proper to shake hands and what shaking hands signifies. Discuss when it is appropriate for people or children to shake hands in social situations.
3. Demonstrate the proper way of shaking hands.
4. Teach students the proper way to shake hands. (see introduction sheet)
5. Shake hands with several of the students until they understand the principal. These students can work with the other students teaching the proper pressure and position.
6. Have students practice making introductions and shaking hands after each introduction.
Introductions

Learning to shake hands and making introductions properly can be a very important part of career exploration.

1. Show students the proper way of engaging another person’s hand in a handshake. Web of thumb to web of thumb.

2. Show students the difference between a “dead fish” handshake and a firm, confident one. Practice with each student then let student’s practice with each other. (Make sure they don’t put too much muscle into their handshakes.)

3. Discuss the reasons for introductions. Have students brainstorm various reasons. Make sure to include the following:
   • Introducing a friend to another friend
   • Introducing your friend to your teacher
   • Introducing your friend to your parents
   • Introducing yourself to a new neighbor
   • Introducing yourself to a speaker for your class
   • Introducing a speaker to your principal
   • Introducing a speaker to your class
   • Introducing your parent to your teacher
   • Introducing yourself to someone that hires employees
   • Practice the above-mentioned scenarios.
Data Information Cards
For Applications

Objectives: Students will fill out personal data information on a small 3x4 inch card to keep with them, and use when needed when filling out employment applications.

Materials: Practice applications that have been previously filled out by each student.
3x4 inch cards printed with blanks for personal data information

Procedure: Explain that the cards are for the students to keep with them when they are applying for work and filling out forms or applications. Most applications require information about your work experience, references, dates, names, addresses and phone numbers. You can also include any other information, that may be hard to remember.
Name ____________________________
Date _____________________________

**Personal Information**

Please print all your information using your best penmanship.

Name  

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
</table>

Address  

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
</table>

How long at this address? _______ years  

<table>
<thead>
<tr>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Code / Number</td>
</tr>
</tbody>
</table>

Previous Address  

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
</table>

Social Security Number _______________________  

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>
Education

Print all the schools you have attended from grade school to the present.

<table>
<thead>
<tr>
<th>Dates</th>
<th>School</th>
<th>Addresses</th>
<th>Grade(s) Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
<td>From Grade</td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td>To Grade</td>
</tr>
<tr>
<td>From</td>
<td></td>
<td></td>
<td>From Grade</td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td>To Grade</td>
</tr>
<tr>
<td>From</td>
<td></td>
<td></td>
<td>From Grade</td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td>To Grade</td>
</tr>
</tbody>
</table>
Directions: Print three personal references using your best writing. Personal references are people who know you. Remember, employers would rather you list people who are not related to you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Street</td>
</tr>
<tr>
<td>Employer</td>
<td>Occupation</td>
</tr>
<tr>
<td>Business Address</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Street</td>
</tr>
<tr>
<td>Business Phone</td>
<td>Relationship</td>
</tr>
<tr>
<td>How long has this person known you?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Street</td>
</tr>
<tr>
<td>Employer</td>
<td>Occupation</td>
</tr>
<tr>
<td>Business Address</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Street</td>
</tr>
<tr>
<td>Business Phone</td>
<td>Relationship</td>
</tr>
<tr>
<td>How long has this person known you?</td>
<td></td>
</tr>
</tbody>
</table>
Name__________________________ Telephone ____________

Home
Address________________________

Employer________________________ Occupation________________________

Business Address________________________

Business Phone________________________ Relationship________________________

How long has this person known you? ____________________________
Preparing For an Interview

Objectives: Students will be able to read and identify ways to prepare for job interview.

Students will be comfortable answering some common job interview questions.

Students will identify four common questions they should expect at an interview.

Materials: 'Preparing For a Job Interview' worksheet.

'Job Interview Questions' worksheet.

Job Interview Preparation Checklist.

Procedure: Teacher and students read and discuss why it is important to be prepared for a job interview, using the worksheet 'Preparing for an Interview'.

Teacher and students read, discuss, and answer some of the common job interview questions using the worksheet 'Job Interview Questions'.
Check to see if students can remember some of the information in each section of:

- Preparation
- Personal Appearance
- The Interview
- Test
- What to Bring

**Follow-up:** Students fill out the Job Interview checklist.

Students keep worksheets in their vocational/career notebook or in their portfolio.
Preparing For an Interview

Being prepared for an interview is important. If you are prepared and your presentation is positive, you may have a good chance of getting the job. Studies show that a decision to hire a person is often made in the first five minutes of the interview.

When you go for your interview, the employer has probably already seen your application. He knows you might be qualified for the job or he wouldn’t be taking the time to interview you. There are some things he might not know about you, if you are friendly and honest. He probably doesn’t know if you are likable and get along well with others. These are things he hopes to find out during the interview.

The information that follows will help you make a favorable impression on the employer.

**Preparation:**
- Be prepared
- Make travel arrangements for the interview.
- Think about your skills and strengths.
- Learn about the organization.
- Have a specific job or jobs in mind.
- Be prepared to talk about how your skills will help you perform the job.
- Review your qualifications for the job.
• Prepare answers to broad questions about yourself.
• Prepare questions to ask the interviewer.
• Review your resume.
• Practice an interview with a friend or relative.
• Arrive before the scheduled time of your interview.

Personal Appearance:
• Be well groomed.
• Dress appropriately.
• Do not chew gum or smoke.
• Watch your body language—the way you move, stand, and sit.
• Be aware of your posture. Don’t slouch.
• Remain standing until the interviewer suggests where you should sit.
• Make eye contact.

Test (if the employer gives one):
• Listen closely to instructions.
• Read each question carefully.
• Write legibly and clearly.
• Budget your time wisely and don’t dwell on one question.

The Interview:
• Relax and take a few deep breaths before meeting the interviewer.
• Keep your answers brief, but thorough.
• Respond promptly and show confidence in your abilities.
• Speak clearly and don’t talk too fast.
• Speak loud enough to be heard.
• Be yourself.
• Use good manners.
• Use good manners.
• Don't talk too much.
• Learn the name of your interviewer and shake hands as you meet.
• Use proper English and avoid slang.
• Be cooperative and enthusiastic.
• Lean slightly forward to show that you are interested.
• Don't fold your arms and keep your hands in your lap most of the time.
• Ask questions about the position and the organization, but limit yourself to three or four questions.
• Thank the interviewer, and follow up with a letter.

Information to bring to an interview:
• Social Security number.
• Driver's license number.
• Resume (if needed).
• Information about your education, training, and previous employment.
• References. Usually three references are required. Get permission from the people before using their names, and make sure they will give you a good reference. Try to avoid using relatives.
• Data information card.
Job-Interview Questions

Directions: Before going for a job interview, be prepared to answer questions you may be asked. Read each question and think about what you will say in an interview if you were asked these questions. Write your response to each question.

1. What kind of job are you seeking? _______________________________________

2. How would you describe yourself? ______________________________________

3. Why do you think you would like to work for our company? _________________

4. What is your work experience? _________________________________________

5. What hours are you willing to work? _____________________________________

6. How did you learn about this job? _______________________________________

7. What would you do if you saw another employee breaking the law? _________

8. How do you feel you get along with other workers? ________________________

9. How will you be traveling to work? ________________________________

10. Why did you leave your last job? ______________________________________

11. Why do you think you are qualified for the job? __________________________

12. What are your strengths? _____________________________________________
13. What are your weaknesses?

14. How soon will you be able to begin work?

15. What do you think about wearing a uniform?

16. How do you feel about working overtime if needed?

17. Why should I hire you?

18. Why do you want to leave your present position?

19. Do you have any questions about this job?

20. What are your career goals?

21. What are your interests and hobbies?

22. Why did you choose this position?

23. What have you learned from other jobs?

24. What do you think determines a person's progress in a good company?
Name__________________________________________

Date________________________________________

**Job Interview Preparation Checklist**

**Directions:** This checklist will help you know if you are prepared for a job interview. After reading each statement decide if you are doing very well, need some improvement, or a lot of improvement is needed. If no improvement is needed leave the space blank or write O.K. If improvement is needed, indicate by writing "**some**" or "**a lot**" in the space provided. If needed, write what would be the best method to improve.

1. I have arranged to dress and groom appropriately for the interview.   
   ____________________________________________________________  
   ____________________________________________________________

2. I know to arrive alert, relaxed, rested, and at my best.  
   ____________________________________________________________  
   ____________________________________________________________

3. I will arrive for the interview early.  
   ____________________________________________________________

4. I have made travel arrangements.  
   ____________________________________________________________

5. I have completed my job application correctly, neatly, and completely and I had someone check it.  
   ____________________________________________________________

6. I can state my personal data information correctly in a way that it is easily understood.  
   ____________________________________________________________

7. I know how to respond correctly when being introduced to or greeted by the interviewer (firm handshake, correct verbal greeting).  
   ____________________________________________________________

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8. I have collected all the materials I should take to the interview, such as a pen, paper, personal data card, etc.

9. I have organized my materials so I will be able to find items quickly, if needed.

10. I know to have good posture, and maintain appropriate eye contact.

11. I know to refrain from chewing gum or criticizing previous employers.

12. I know to listen carefully to any questions asked by the interviewer.

13. I am prepared to respond appropriately to any questions the interviewer might ask.

14. I am aware of some of the personal characteristics desired for the job.

15. I am prepared to tell the interviewer why I’m interested in the job and why I will be able to do the job well.

16. I am prepared to ask appropriate questions about the job.

17. I know about the job in terms of what the company does, the salary range and the skills or experience the job requires.

18. I understand when and how the interview should end.
APPENDIX E: Keeping A Job

Keeping A Job
Taking Messages

Objectives: Students will learn the proper way to take phone messages as well as learn how to write a clear message.

Materials: Taking messages worksheet (see attached)

Message pad or worksheet

Overhead Transparency (an example of a message pad)

Procedure: 1. Discuss situations in which it would be necessary to take a message. Talk about the information that is needed when taking a message, and the importance of writing it down.

2. Using the overhead transparency, demonstrate how to fill out a message form. Stress writing down the correct information, and asking the caller to repeat any information if needed.

3. Have students practice taking messages in the class room or at home when possible.
Taking a Message

**Directions:** Imagine that you are answering phones at school, in an office, at work, or at home. Read the paragraph below and write a clear message.

At 6:00 PM, Mike Brennan called Mr. Adams, who is his son’s teacher. Mike’s son David has been sick all week and needs more time to complete his homework and his science project. Mr. Brennan would like to know if his son could have more time to work on his project and homework. He would like Mr. Adams to call him this evening, at 243-9009.

**PHONE MESSAGE**

For ____________________________ Date __________ Time ______

Phone ____________________________ Returned Your call

Message ____________________________ Phoned

______________________________ Please Call

______________________________ Will call again

______________________________ Came to see you

Signed ____________________________

87
Taking a Phone Message

When answering the telephone and the caller asks to speak to someone that is not there, remember to take a message.

---

MESSAGE

For________________________________________

Taken By____________________________________ A.M.

Date_____________ Time_____________ P.M.

Name of the person who called____________________

Phone number

<table>
<thead>
<tr>
<th>AREA CODE</th>
<th>NUMBER</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephoned</td>
<td>Please call</td>
<td></td>
</tr>
<tr>
<td>Came to see you</td>
<td>Will call again</td>
<td></td>
</tr>
<tr>
<td>Wants to see you</td>
<td>Rush</td>
<td></td>
</tr>
<tr>
<td>Returned your call</td>
<td>Special attention</td>
<td></td>
</tr>
</tbody>
</table>

Message_________________________________________

_________________________________________

____________________________

88
At 9:40, Sue Crippen called for Mrs. Carter. There is a 7:30 meeting tonight at the school to discuss choir robes. Mrs. Carter needs to have the cost of the choir robes at the meeting. Write messages for Mrs. Carter.

**PHONE MESSAGE**

<table>
<thead>
<tr>
<th>For</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M

<table>
<thead>
<tr>
<th>Of</th>
<th>PHONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>RETURNED YOUR CALL</td>
</tr>
<tr>
<td>Message</td>
<td>PLEASE CALL</td>
</tr>
<tr>
<td></td>
<td>WILL CALL AGAIN</td>
</tr>
<tr>
<td></td>
<td>CAME TO SEE YOU</td>
</tr>
</tbody>
</table>

Signed

At 8:00, Mrs. Thompson called Mrs. Garcia. She wanted to know why her daughter was not in school. Mrs. Thompson needed someone to return her call before 9:00 AM. The phone number at the school is 882-3282.

**PHONE MESSAGE**

<table>
<thead>
<tr>
<th>For</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M

<table>
<thead>
<tr>
<th>Of</th>
<th>PHONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>RETURNED YOUR CALL</td>
</tr>
<tr>
<td>Message</td>
<td>PLEASE CALL</td>
</tr>
<tr>
<td></td>
<td>WILL CALL AGAIN</td>
</tr>
<tr>
<td></td>
<td>CAME TO SEE YOU</td>
</tr>
</tbody>
</table>

Signed
Positive Attitude

Objectives: Given a situation in which employees are expressing dissatisfaction or conflict, students will identify 3 ways they could demonstrate a positive attitude and how the situation could have been handled differently to avoid conflict.


Procedure: Teacher and students read the worksheet about a situation on a Job and discuss or answer the questions.

Follow-Up: Students can also role play situations where employers ask employees to:

- Work overtime
- Work in a different department
- Do someone else’s job
- Help the manager with their work
- Change their schedule
- Change their day off
- Change their job duties
APPENDIX F: Vocational Math

Vocational Math
UNDERSTANDING CHECKS

Objective: The students will learn the items found on a personal check.

Materials: Samples of checks
worksheet
overhead transparency of worksheet for teacher use

Procedures: 1. The students look at samples of checks, brainstorming on the board (or paper) as to what information you need to write on it.
2. Read the Understanding Checks worksheet together as a class.
3. Have the students solve the activity on the worksheet.

Follow-up: *The students can practice signing their name different ways.

*Have students write out checks to other students in class. Let the students then tape the check to a piece of paper, listing all the things that student filled out correctly. Have the students grade each others checks.
*Students can interview parents about checks they write out monthly.
Here are the things on this check.

1. Mary's name & address, this proves the check belongs to Mary.
2. The name of the company Mary makes the check out to.
3. The date the check was written.
4. The bank number, every bank has a number above the line & a government number is below the line.
5. The number of the check. The checks are always numbered in order, the next check will be Number 102.
6. The dollar amount of the check in numbers.
7. The dollar amount of the check written in words.
8. Mary's bank account number.
9. The name of the bank that Mary keeps her money in.
10 Mary’s signature, this part of the check must be signed or the check will not be cashed by the bank.

Here is a completed check.

Use it to answer the questions below.

<table>
<thead>
<tr>
<th>Mary Smith</th>
<th>Number 145</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234 A Street</td>
<td>04-41</td>
</tr>
<tr>
<td>Home, USA</td>
<td>273</td>
</tr>
</tbody>
</table>

**PAY TO THE**

<table>
<thead>
<tr>
<th>ORDER OF</th>
<th>Nike Outlet</th>
<th><strong>DATE</strong></th>
<th>1-30-99</th>
</tr>
</thead>
</table>

**Eighty-four and 99/100-----------DOLLARS**

**nonnegotiable**

<table>
<thead>
<tr>
<th>United Bank</th>
<th>Number 145</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home, USA</td>
<td>04-41</td>
</tr>
</tbody>
</table>

| Home, USA | 273 |

| #:2041 | 90411 | 730*29*02 |

<table>
<thead>
<tr>
<th>Mary Smith</th>
<th>Number 145</th>
</tr>
</thead>
</table>

1. Who wrote this check?

2. Where does Mary Smith live?

3. At what bank does Mary Smith have an account?

4. Who did Mary Smith make this check out to?

5. On what date was this check written?

6. What is the number of this check?
7. What is the bank number? 

8. What amount of money is the check written out for?
WRITING CHECKS

Objective: The students will learn to write checks.

Materials: Worksheet

Procedures: 1. Ask the students if they know any rules of check writing.
2. Read the rules of check writing on the worksheet.
3. Have the students write out the money amounts found on the worksheet.
4. Give the students sample check writing worksheets to complete.

Follow-up: *Have students bring in advertisements from their favorite stores, make a list of things to buy, and write a check for the total amount.
*Start a student checking account. Every time homework is turned in students receive a check from the teacher, everytime they forget homework, they write you a check.
WRITING CHECKS

Check Writing Rules

1. Always write with a pen.
2. Never change a check, if you make a mistake, start again.
3. Fill in every blank.
4. Always write the correct date.
5. Never write a check for more money than you have.
6. If you lose a check, or its stolen, tell the bank to stop payment on it.

To write out a check you must know how to write the amount in both numbers and words.

Write the amount in numbers close to the dollar sign $ on the check. On the next line, write the same amount in words. Then write the word and. Next you write the cents amount over 100, in a fraction.

<table>
<thead>
<tr>
<th>United Bank</th>
<th>Number 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home, USA</td>
<td>04-41</td>
</tr>
<tr>
<td></td>
<td>273</td>
</tr>
<tr>
<td>PAY TO THE ORDER OF</td>
<td>DATE 3-27-99</td>
</tr>
<tr>
<td>Target</td>
<td>$ 37.19</td>
</tr>
<tr>
<td>Thirty-seven and 19/100--DOLLARS</td>
<td></td>
</tr>
<tr>
<td>Mary Smith</td>
<td>nonnegotiable</td>
</tr>
<tr>
<td>1234 A Street</td>
<td></td>
</tr>
<tr>
<td>Home, USA</td>
<td></td>
</tr>
<tr>
<td>:2041,&quot; 90411: 730°29™02</td>
<td>Mary Smith</td>
</tr>
</tbody>
</table>

What is the amount of this check ? $_____________

How is it written in words ? ___________________________ DOLLARS
Write these check amounts in words.

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 7.63</td>
<td>Seven and 63/100 DOLLARS</td>
</tr>
<tr>
<td>$264.71</td>
<td>Two hundred sixty-four and 71/100 DOLLARS</td>
</tr>
<tr>
<td>$ 52.99</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$104.80</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 25.98</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$130.34</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$600.21</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 39.60</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 525.00</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 73.61</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 43.31</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 78.75</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$296.30</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$803.56</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 364.02</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 56.17</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 82.43</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 16.84</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 93.28</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$112.29</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$425.63</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>$ 79.51</td>
<td>DOLLARS</td>
</tr>
</tbody>
</table>
FILLING OUT CHECKS

Objective: The students will practice filling out checks.

Materials: Worksheets

Procedures: 1. Have students review important information written on checks.
             2. The students will read through the worksheet together as a class.
             3. The students will complete the checks with the information noted.

Follow-up: *Have students design their own checks, with personal information.
FILLING OUT CHECKS

Mary and her friends went shopping at the Palm Desert Town Center Mall for dresses. These dresses were to wear at a Valentines Day Dance. Mary wrote this check to pay for her dress.

Look at the check Mary wrote out. Now you get to fill out checks using the amounts written. Use today's date and write your own address and special signature.

2. Circuit City for $84.27.
3. GTE Phone Bill for $52.81.

PAY TO THE
ORDER OF

$ nonnegotiable

Bank of Americans
Bombville, USA
:2041," 90411: 730*29"02

4. Lucky Food Center for $30.84.

PAY TO THE
ORDER OF

$ nonnegotiable

Bank of the USA
Hometown, USA
:2041," 90411: 730*29"02

5. Car Payment for $200.34.

PAY TO THE
ORDER OF

$ nonnegotiable

National Bank
Desert City, USA
:2041," 90411: 730*29"02
6. Car Insurance for $65.00.

PAY TO THE ORDER OF

Moneybags Bank
Cashtown, USA

:2041," 90411: 730°29"02

7. Time Warner Cable for $34.99.

PAY TO THE ORDER OF

National Bank & Trust
Nationsville, USA

:2041," 90411: 730°29"02


PAY TO THE ORDER OF

California Bank
Los Angeles, USA

:2041," 90411: 730°29"02
9. The Wherehouse for $27.54.

[Check details]

10. Student Loan for $50.48.

[Check details]
On these blank checks come up with your own design and fill in your own personal information—name, address, phone number!

| Pay to the Order of ___________________________ $ __________________ |
| Check ______ Date ______ |
| nonnegotiable DOLLARS |

| Pay to the Order of ___________________________ $ __________________ |
| Check ______ Date ______ |
| nonnegotiable DOLLARS |

| Pay to the Order of ___________________________ $ __________________ |
| Check ______ Date ______ |
| nonnegotiable DOLLARS |
CHECKBOOK REGISTER

Objective: The students will learn the basic components of a checkbook register.

Students will learn how to balance a checkbook.

Students will learn to write in check and deposit information.

Materials: Worksheets

Real checkbook registers, from a bank

Student copies of a blank checkbook register

Overhead transparency of blank checkbook register

Procedures: 1. Show the students the real checkbook registers.

2. Have the students brainstorm as to what purpose they serve.

3. Students should work through the worksheets with the teacher.

4. The teacher should use the overhead transparency and student copies to practice filing out checkbook registers.

Follow-up: *Have the students write sample checks and then enter them on checkbook register.

*Have the students brainstorm as to what bills they will have to pay when they are living independently.
*The students can research local apartments for average apartment rental, car insurance, water, gas, and electric costs.
CHECKBOOK REGISTER

Mary Smith started her checking account by putting $300.00 in the bank. Any money put into a bank account is called a deposit. This deposit is also her balance. The balance is the total amount of money in an account. Mary writes in her checkbook register to keep track of how much money she has and how many checks she writes.

Here is how Mary wrote her first deposit in her checkbook register.

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>11/5</td>
<td>Deposit</td>
<td>300.00</td>
<td>300.00</td>
<td>300.00</td>
</tr>
</tbody>
</table>

The first check Mary wrote was for $34.99. She wrote this check to the Wherehouse to pay for 2 new CDs. Mary wrote down a record of the check in her checkbook register. Here is the information she had to write down:

♦ the number of the check
♦ the date she wrote the check
♦ to whom she wrote the check
♦ the check amount $
♦ the new balance
Here is how Mary wrote in her check to the Wherehouse. To get her new balance she had to subtract the check amount from the old balance.

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>11/9</td>
<td>Wherehouse (CDs)</td>
<td>34.99</td>
<td></td>
<td>265.01</td>
</tr>
</tbody>
</table>

The second check Mary wrote was for 21.67. Here is how she wrote it down in her checkbook register.

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>11/11</td>
<td>Oshman's Super Sport</td>
<td>21.67</td>
<td></td>
<td>243.34</td>
</tr>
</tbody>
</table>
Now lets see if you can fill out the missing information in a checkbook register. Check 125 is written on 2/4, it is to Target for $57.49. Check 126 is written on 2/5 to Palm Springs Cyclery for $240.00. Check 127 on 2/5 is for Media One Cable TV for $35.67. You need to put in any information that is missing in the checkbook register. Good Luck!

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>2/4</td>
<td>Target</td>
<td></td>
<td></td>
<td>650.00</td>
</tr>
<tr>
<td>126</td>
<td></td>
<td></td>
<td></td>
<td>240.00</td>
<td>410.00</td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td>Media One Cable TV</td>
<td></td>
<td></td>
<td>374.33</td>
</tr>
</tbody>
</table>
Try your best to balance this checkbook register. Remember to figure out a new balance for each deposit and each debit. *Debits* are the checks you write, you need to *subtract* those amounts. *Deposits* are the amount of money you are putting into your account, you need to *add* those amounts.

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>2/21</td>
<td>Gas Bill</td>
<td>21.83</td>
<td>1253.76</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>2/28</td>
<td>Car Payment</td>
<td>224.36</td>
<td>1221.92</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>3/1</td>
<td>Car Insurance</td>
<td>112.92</td>
<td>1173.84</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>3/3</td>
<td>Payday- Deposit</td>
<td></td>
<td>692.78</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>3/4</td>
<td>Rent- 1 bedroom apt</td>
<td>425.25</td>
<td>685.52</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>3/10</td>
<td>Lucky Food Center</td>
<td>82.58</td>
<td>703.22</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>3/11</td>
<td>Southern California Edison</td>
<td>100.57</td>
<td>602.65</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>3/12</td>
<td>CV Water District</td>
<td>34.96</td>
<td>637.62</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>3/17</td>
<td>Payday- Deposit</td>
<td></td>
<td>705.92</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>3/20</td>
<td>Visa Bill</td>
<td>206.49</td>
<td>400.31</td>
<td></td>
</tr>
</tbody>
</table>
Now it is your turn to write in the information. Remember that a debit is the check amount and a deposit is the money going into the account.

Write all the facts shown. The first one is done for you.

1. Check # 105, December 2, Wal-Mart, $64.79
2. Check # 106, December 3, Circle K, $23.91
3. Check # 107, December 8, Hallmark, $10.99
4. Check # 108, December 12, Christmas Tree Gardens, $34.50
5. Check # 109, December 15, Smart & Final, $72.84
6. Deposit, December 16, Payday, $639.58
7. Check # 110, December 17, Millers Outpost, $52.06
8. Check # 111, December 20, Car Payment, $179.00
9. Check # 112, December 20, Car Insurance, $114.58
10. Check # 113, December 22, Rent, $350.00

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit</th>
<th>Deposit +</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>12/2</td>
<td>Wal-Mart</td>
<td>64.79</td>
<td></td>
<td>892.63</td>
</tr>
</tbody>
</table>

### CHECKBOOK REGISTER
## Check Register

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Transaction Description</th>
<th>Debit -</th>
<th>Deposit +</th>
<th>Balance</th>
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</tr>
</tbody>
</table>
SAVINGS ACCOUNT - DEPOSIT

Objective: The students will learn what a savings account is used for. The students will learn what information goes on a deposit slip. The students will fill out examples of deposit slips on the worksheet.

Materials: Worksheet
Overhead transparency of deposit slip examples
Copies of class deposit slips
Real deposit slips

Procedures: 1. The students will be introduced to the concept of a savings account.
2. The teacher will question the students as to how they can put the money in the account.
3. The teacher will explain briefly what a deposit slip is and pass around examples.
4. The students will work on the worksheets.

Follow-up: *The students can write down things they would like to start a savings account for.
*The teacher can use an overhead and class copies for further uses, a school store, points for grades, or just for practice.
SAVINGS ACCOUNT- DEPOSIT

Another bank account that many people have is a savings account. This money is different from your checking account money. This is where people put money that they are saving for something special. It could be for a trip, car, house, or a new stereo. Each time you want to put money into your savings account, you have to fill out a deposit slip. Here is what a deposit slip looks like.

<table>
<thead>
<tr>
<th>SAVINGS DEPOSIT</th>
<th>Account Number</th>
<th>DATE</th>
<th>MO/DAY/YR</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-475933-73221</td>
<td>5/28/00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name
Mary Smith

Deposited with
Bank of the Desert

<table>
<thead>
<tr>
<th>LIST CHECKS BY BANK NUMBER</th>
<th>DOLLARS</th>
<th>CENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENCY</td>
<td>63</td>
<td>00</td>
</tr>
<tr>
<td>COIN</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>CHECKS</td>
<td>09-37</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>02-71</td>
<td>25</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESS CASH RECEIVED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPOSIT TOTAL</td>
<td>134</td>
<td>66</td>
</tr>
</tbody>
</table>

There are six parts to fill out on a deposit slip.

1. The savings account number
2. Your name printed
3. The date of the deposit
4. The amount of bills and coins
5. The bank number and the amount of each check
6. The added amount of cash and checks to get a total deposit amount
Fill out the deposit slips with the amounts of money and checks given. Use today's date and print your own name and account number. You need to write the checks out to yourself, for the amounts given.

1. **$92.84 in cash**

1 check- **$296.44**

<table>
<thead>
<tr>
<th>Your Teacher</th>
<th>Number 386</th>
</tr>
</thead>
<tbody>
<tr>
<td>789 Education Road</td>
<td>04-41</td>
</tr>
<tr>
<td>School, USA</td>
<td>273</td>
</tr>
<tr>
<td>DATE</td>
<td></td>
</tr>
<tr>
<td>PAY TO THE</td>
<td>$296.44</td>
</tr>
<tr>
<td>ORDER OF</td>
<td></td>
</tr>
<tr>
<td>One hundred $ and 0/100</td>
<td>DOLLARS</td>
</tr>
<tr>
<td>California Bank</td>
<td>nonnegotiable</td>
</tr>
<tr>
<td>Los Angeles, USA</td>
<td></td>
</tr>
<tr>
<td>Your Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAVINGS DEPOSIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account Number</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Deposited with</td>
</tr>
<tr>
<td>Bank of the Desert</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIST CHECKS BY BANK NUMBER</th>
<th>DOLLARS</th>
<th>CENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COIN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHECKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESS CASH RECEIVED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPOSIT TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **$63.59 in cash**

2 checks- **$100.00 and $25.00**

<table>
<thead>
<tr>
<th>Your Teacher</th>
<th>Number 396</th>
</tr>
</thead>
<tbody>
<tr>
<td>789 Education Road</td>
<td>04-41</td>
</tr>
<tr>
<td>School, USA</td>
<td>273</td>
</tr>
<tr>
<td><strong>PAY TO THE</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>ORDER OF</strong></td>
<td><strong>$ 100.00</strong></td>
</tr>
<tr>
<td><strong>One hundred $ and 0/100</strong></td>
<td><strong>DOLLARS</strong></td>
</tr>
<tr>
<td>California Bank</td>
<td>nonnegotiable</td>
</tr>
<tr>
<td>Los Angeles, USA</td>
<td>Your Teacher</td>
</tr>
<tr>
<td>:2041,™ 90411: 730°29’02</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Teacher</th>
<th>Number 397</th>
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</thead>
<tbody>
<tr>
<td>789 Education Road</td>
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<tr>
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<td>273</td>
</tr>
<tr>
<td><strong>PAY TO THE</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>ORDER OF</strong></td>
<td><strong>$ 25.00</strong></td>
</tr>
<tr>
<td><strong>Twenty-five $ and 0/100</strong></td>
<td><strong>DOLLARS</strong></td>
</tr>
<tr>
<td>California Bank</td>
<td>nonnegotiable</td>
</tr>
<tr>
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<td>Your Teacher</td>
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</tbody>
</table>

### SAVINGS DEPOSIT

<table>
<thead>
<tr>
<th>Account Number</th>
<th>DATE</th>
<th>MO/ DAY/ YR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List Checks by</strong></td>
<td><strong>Dollars</strong></td>
<td><strong>Cents</strong></td>
</tr>
<tr>
<td><strong>Bank Number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coin</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Checks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Less Cash Received</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deposit Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Deposited with**

Bank of the Desert
SAVINGS ACCOUNT - DEPOSIT

SAVINGS DEPOSIT

<table>
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Bank of the Desert

SAVINGS DEPOSIT

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<tr>
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</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPOSIT TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Deposited with
Bank of the Desert
AUTOMATED TELLER MACHINES
ATM

Objective: The students will learn what an ATM is.
The students will learn how to get a card.
The students will learn the basic steps to make an ATM transaction.
The students will learn about the parts of a transaction record.

Materials: Worksheets
Sample ATM card

Procedures: 1. The students will be asked to brainstorm the different ways you can withdraw money from a bank.
2. The students will be shown a sample ATM card.
3. Students will work through the worksheets.

Follow-up: *Take the students on a walking field trip to visit an ATM machine, so they can visualize it.
*If parents have ATM cards, the students can observe parents using the ATM.
AUTOMATED TELLER MACHINES- ATM

Sometimes, you might need to go to the bank at night or on the weekends. But if the bank is closed, what can you do? If your bank has an automated teller machine (ATM), you are in luck. An ATM is a computer operated machine that does bank transactions - withdrawals and deposits. Most ATMs are open 24 hours a day.

There are a lot of good reasons to use an ATM.

♦ You can get your account money anytime, even when the bank is closed.
♦ The lines are usually shorter at an ATM than inside the bank.
♦ You can use your ATM card instead of writing a check at most grocery stores. The amount will be subtracted from your account.

Bank of the Desert
E-Z TELLER

9 2 7 5 3 2 0

Dates 1/00 to 1/01

Mary Smith

After you fill out an application you will get a card in the mail, like the one above. The card has a number on the front. It will also have a four digit code that will not be on the card. This is your PIN (personal identification number) to make transactions. No one should know this number, but you! That way, only you can use the card to get money.
Here are some important things to remember about using an ATM card.

♦ You can only withdraw money that is in your account.

♦ You should never deposit cash.

♦ Most banks have a limit on the amount you can withdraw each day.

To start a transaction, you need to put your card into the slot on the ATM. Directions will appear on the monitor to put in your code. More instructions will appear and you will have to push buttons on the ATM to tell the machine what kind of transaction you are doing. If you are getting money out, it will come through a slot on the machine. After you take your money out you need to follow the directions to finish your transaction. When you are all finished the ATM will return your card and give you a record of your transaction.
Your transaction record may look like this.

<table>
<thead>
<tr>
<th>PIN Number</th>
<th>Card Number</th>
<th>Transaction Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9368</td>
<td>8254822</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50.00</td>
<td>3/13/00</td>
<td>8:37 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Account</th>
<th>Location</th>
<th>New Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking</td>
<td>Desert</td>
<td>$738.98</td>
</tr>
<tr>
<td>#635-33-02</td>
<td>City</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU
E-Z TELLER
Bank of the Desert
TRANSACTION RECORD- PLEASE SAVE

<table>
<thead>
<tr>
<th>PIN Number</th>
<th>Card Number</th>
<th>Transaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>9368</td>
<td>8254822</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50.00</td>
<td>3/13/00</td>
<td>8:37 p.m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Account</th>
<th>Location</th>
<th>New Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking #635-33-02</td>
<td>Desert City</td>
<td>$738.98</td>
</tr>
</tbody>
</table>

THANK YOU

Try to answer some questions in complete sentences about this transaction.

1. What type of transaction is this?

2. What bank is the account from?

3. What is the card number?

4. How much money is the transaction for?

5. What is the ATM PIN number?

6. What is the new balance?

7. Where was the transaction done, what city?
TIME CARDS

Objective: The students will learn why a time card is used.
The students will fill in the hours worked on sample time cards.

Materials:  
Worksheets  
Transparency of empty time card  
Samples of time cards from local businesses

Procedures:  
1. The students will get to look at the sample time cards.  
2. The students will brainstorm their function.  
3. The students will fill out the worksheets.  
4. The teacher will test for understanding by giving the students a blank time card to copy from an overhead transparency.

Follow-up:  
*The students can make sample time cards to fill out.  
The teacher can have the students make clocks with moveable hands to help them count hours.  
*The students visit a local business that uses a time clock.
TIME CARDS

When you are working, it is important to keep track of how many hours you are working. Many places have a time clock, a machine with a clock built into it. This time clock is for you to use with a time card, a thick piece of paper with the days of the week written on it. A time clock is an easy way for you to keep a record of the hours you work. You stamp your time card in the time clock when you start work. You stamp it again when you stop work. The time card will show the hours you worked.

Look at this time card and see if you can finish figuring out the hours worked. Remember to count up from the staring time to the ending time.

1.

<table>
<thead>
<tr>
<th>DAY</th>
<th>A.M.</th>
<th>P.M.</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN</td>
<td>OUT</td>
<td>IN</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>6:00</td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>5:00</td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>6:00</td>
<td>9:00</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>5:00</td>
<td>9:00</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>5:00</td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00</td>
<td>12:00</td>
<td>1:00</td>
</tr>
</tbody>
</table>

TOTAL HOURS

125

2.
3. DAY IN A.M. OUT P.M. OUT HOURS

<table>
<thead>
<tr>
<th>DAY</th>
<th>A.M.</th>
<th>P.M.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN</td>
<td>OUT</td>
<td>IN</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td>5:00</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td>5:00</td>
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<tr>
<td>Tuesday</td>
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<td>5:00</td>
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<td>Wednesday</td>
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<td>5:00</td>
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<td>Thursday</td>
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<td></td>
<td>5:00</td>
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<tr>
<td>Friday</td>
<td></td>
<td></td>
<td>5:00</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00</td>
<td>1:00</td>
<td>2:00</td>
</tr>
</tbody>
</table>

TOTAL HOURS

4. DAY IN A.M. OUT P.M. OUT HOURS

<table>
<thead>
<tr>
<th>DAY</th>
<th>A.M.</th>
<th>P.M.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN</td>
<td>OUT</td>
<td>IN</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td>12:00</td>
</tr>
<tr>
<td>Monday</td>
<td>9:00</td>
<td>1:00</td>
<td>2:00</td>
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<tr>
<td>Tuesday</td>
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<tr>
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<td>9:00</td>
<td>1:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
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</tr>
</tbody>
</table>

TOTAL HOURS
<table>
<thead>
<tr>
<th>TIME CARDS</th>
<th>A.M.</th>
<th>P.M.</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN</td>
<td>OUT</td>
<td>IN</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Monday</td>
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<td>TOTAL HOURS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIGURING WAGES

Objective: Students will be able to compute wages earned.
           Students will figure out tips earned along with wages earned.

Materials: Worksheets
           Multiplication charts (if necessary)

Procedures: 1. Students will brainstorm as to how to figure earnings.
             2. Students will read and complete worksheets.

Follow-up: *Students can make up sample problems.
           *Students can research hourly wages at local businesses.
FIGURING WAGES

Now that you know how to use timecards to figure your hours worked, you need to figure out how much you have earned. First you write down how much money you get paid per hour, or your **hourly wage**. Then you multiply that amount by your number of hours worked. Be sure to put the decimal point in the right place in your answers.

\[
\begin{array}{cc}
\$6.25 & \text{Hourly Wage} \\
\times 25 & \text{Hours Worked} \\
31.25 & \\
+125.00 & \\
\$156.25 & \\
\end{array}
\]

Now you try these on your own, let's see how much money you've earned!

\[
\begin{array}{cccc}
\$5.50 & \$6.35 & \$5.75 & \$6.00 \\
\times 39 & \times 40 & \times 28 & \times 19 \\
\$6.25 & \$5.85 & \$6.45 & \$7.10 \\
\times 31 & \times 26 & \times 15 & \times 36 \\
\$5.48 & \$7.15 & \$6.15 & \$5.95 \\
\times 37 & \times 29 & \times 18 & \times 40 \\
\$5.62 & \$6.48 & \$5.25 & \$6.10 \\
\times 38 & \times 15 & \times 25 & \times 29 \\
\end{array}
\]
Sometimes the hours you work may not add up to a whole number. You may get a fraction with your whole number. What if you worked 4 1/2 hours? To figure out your wages you would need to multiply your hourly wage by the whole number of hours worked first. Then you would find the 1/2 hour wage by dividing your hourly wage by 2.

\[
\begin{array}{c}
5.50 \text{ hourly wage} \\
\times 4 \text{ hours worked} \\
\hline
18.80 \text{ wages earned}
\end{array}
\]

\[
\begin{array}{c|c}
2 & \$5.50 \\
\hline
4 & \$2.25 \text{ wages }1/2 \text{ hours}
\end{array}
\]

Then add the two amounts together to find the total wages for the day.

\[
\begin{array}{c}
18.80 \text{ wages for 4 hours} \\
+2.25 \text{ wages for }1/2 \text{ hours} \\
\hline
\$21.05 \text{ wages for }41/2 \text{ hours}
\end{array}
\]
Here are some wages for one week. How much did you earn each day? How much were your total wages for the week? Remember your hourly wage is $5.50.

<table>
<thead>
<tr>
<th>DAY</th>
<th>HOURS WORKED</th>
<th>WAGES EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>3</td>
<td>$16.50</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3 1/2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>2 1/2</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>4 1/2</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>6 1/2</td>
<td></td>
</tr>
</tbody>
</table>
**TIPS** You may get a job where you not only get hourly wages, but also tips.

Tips are extra payment for a job well done. What kind of jobs can you think of that get tips? ________________________________________________________________________________________

You are working at a local restaurant serving food to people. You make $5.50 an hour. You worked 2 hours today and made $24.75. How much did you get in tips? You can use multiplication and subtraction to figure this out. First multiply your hourly wage by hours worked. Then subtract the total from the wages earned to find out how much you made in tips.

\[
\begin{align*}
\text{\$5.50 hourly wage} & \times \text{2 hours worked} = \text{\$11.00 wages earned} \\
\text{\$24.75 total} & - \text{\$11.00 wages earned} = \text{\$13.75 tips}
\end{align*}
\]

Here are your hours and earnings for one week. Figure out how much you made daily in tips. Then figure out your total tip amount for the week.

1. **Day** | **Hours Worked** | **Total Earned** | **Tips**
--- | --- | --- | ---
Monday | 4 | 41.40 | $19.40
Tuesday | 3 | 29.95 | 
Wednesday | 2 | 24.90 | 
Thursday | 3 | 32.15 | 
Friday | 5 | 54.94 | 
Saturday | 7 | 72.60 | 

2. **Day** | **Hours Worked** | **Total Earned** | **Tips**
--- | --- | --- | ---
Monday | 3 | 32.40 | 
Tuesday | 2 | 25.95 | 
Wednesday | 3 | 29.90 | 
Thursday | 4 | 37.15 | 
Friday | 3 | 30.94 |
Objective: The students will learn what a budget is, what it consists of, and how to make one.

The students will figure expenses and costs of bills if living with roommates.

The students will choose items of importance to be placed on their own personal budget.

Materials: Worksheets

Overhead transparencies if worksheets

Procedures: 1. The students will brainstorm what a budget is.

2. The students will read and fill out the worksheets.

3. The students will fill out the sample budget.

Follow-up: *The students will call local apartment buildings to get prices.
$$ BUDGETING YOUR MONEY $$

To figure out a good budget you need to first be aware of how much money you take home monthly and what your fixed expenses (monthly bills) are. From that information you can work out a budget. Fixed expenses are usually things like rent, electric, gas, and phone bills. These bills usually stay around the same amount so it is easy to estimate how much they will be. It is always good to estimate a little more than what you paid the month before, so you'll have enough money saved to pay the bill.

Here is a sample of some fixed expenses. The Housing expenses have been cut in half since you have a roommate, but the Transportation expenses are paid in full on your own. Transportation expenses are the car payment, car insurance, and car expenses like gas and oil changes.

<table>
<thead>
<tr>
<th>HOUSING</th>
<th>TRANSPORTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent $225</td>
<td>Car Payment $150</td>
</tr>
<tr>
<td>Electric $75</td>
<td>Car Expenses $100</td>
</tr>
<tr>
<td>Gas $15</td>
<td>Car Insurance $100</td>
</tr>
<tr>
<td>Phone $45</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL EXPENSES $710**

To make a monthly budget you need to add more expenses, being an adult is expensive! In a monthly budget you should write down all fixed expenses as well as personal expenses. Personal expenses are things like food, new clothes, haircuts, laundry, and entertainment. Plus, you may want to save some money in a savings account monthly for a trip, or to buy a car.
Now see if you can answer the questions on this page using this budget.

1. How much money do you think this person makes a month?

2. How much is the total food budget?

3. How much is the housing budget?

4. How much is the personal expenses budget?

5. How much is the transportation budget?
6. How much is the savings?

7. How much is the housing and food budget?

8. How much is the personal expenses, savings, and transportation budget?

9. How much is the total budget?
1. Let's say you live in an apartment with a friend. You split all the bills in half. See if you can figure out your share of the bills.

<table>
<thead>
<tr>
<th><strong>YOUR SHARE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rent</td>
</tr>
<tr>
<td>b. Electric</td>
</tr>
<tr>
<td>c. Phone</td>
</tr>
<tr>
<td>d. Gas</td>
</tr>
<tr>
<td>e. Food</td>
</tr>
</tbody>
</table>

**TOTAL**

2. You live in an apartment with two friends. You split all the bills three ways. Figure out your share.

<table>
<thead>
<tr>
<th><strong>YOUR SHARE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rent</td>
</tr>
<tr>
<td>b. Electric</td>
</tr>
<tr>
<td>c. Phone</td>
</tr>
<tr>
<td>d. Gas</td>
</tr>
<tr>
<td>e. Food</td>
</tr>
</tbody>
</table>

**TOTAL**
WHICH WOULD YOU RATHER DO:

1. rent an apartment or live at home
2. go to a concert or go to a night class to learn a new job
3. buy a birthday present for you or buy a present for a friend
4. get a new hairstyle or buy food
5. have a private phone or share a phone with roommates
6. buy clothes for work or eat out
7. go on a date or save for a vacation
8. buy a new pet or buy a gift for a pet you already have
9. buy a car or buy a TV and VCR
10. have a daily newspaper delivered or buy magazines

NEEDS & WANTS - Row A has things that you will need to budget for, number them in order of your importance. Row B has things you may want to budget for. Put a 1 for the most important, 2 for next important, and so on to 10.

<table>
<thead>
<tr>
<th>ROW A (NEEDS)</th>
<th>ROW B (WANTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A place to live</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Haircuts</td>
<td>Eating out</td>
</tr>
<tr>
<td>Clothes for work</td>
<td>Dates</td>
</tr>
<tr>
<td>Health care</td>
<td>Car</td>
</tr>
<tr>
<td>Savings account</td>
<td>Car insurance</td>
</tr>
<tr>
<td>Food</td>
<td>Party clothes</td>
</tr>
<tr>
<td>Transportation</td>
<td>VCR/TV</td>
</tr>
<tr>
<td>Child care</td>
<td>Private phone</td>
</tr>
<tr>
<td>Education</td>
<td>Vacations/Travel</td>
</tr>
<tr>
<td>Church</td>
<td>Stereo/CD player</td>
</tr>
</tbody>
</table>
Now let's have you fill out your own budget!

**HOUSING**

- **Rent** $____________
- **Electric** $____________
- **Gas** $____________
- **Phone** $____________

*Total Housing* $____________

**TRANSPORTATION**

- **Car** $____________
- **Gas, Oil** $____________
- **Insurance** $____________

*Total Transportation* $____________

**PERSONAL EXPENSES**

- **Clothes** $____________
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laundry, Dry cleaning</td>
<td>$</td>
</tr>
<tr>
<td>Haircut</td>
<td>$</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Personal Expenses</strong></td>
<td>$</td>
</tr>
<tr>
<td>SAVINGS</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>$</td>
</tr>
<tr>
<td>Vacation</td>
<td>$</td>
</tr>
<tr>
<td>Future Needs</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Savings</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL MONTHLY BUDGET</strong></td>
<td>$</td>
</tr>
</tbody>
</table>
APPENDIX G: Additional Activities

Additional Activities
Dear Parents,

We are studying about real life math and job skills. I would like to know if you would be interested in talking to our class about your job. I'm trying to introduce several different types of jobs to your student so they may get some ideas of what career they might be interested in. I would like interested parents to speak to the class for 10-15 minutes on these aspects of your job:

* Education Needed
* Skills Needed
* Job Responsibilities
* Work Hours

Thank you and we hope to hear from you soon!

Signature __________________________

Student Name _______________________

_____ No, I cannot come talk to the class.
_____ Yes, I can come talk to the class.

Please write the times you are available: __________________________
Estimados Padres,

Estamos estudiando sobre verdaderos trabajos de matemática y de habilidades de la vida. Quisiera saber si cualquiera de Ustedes estaría interesado en hablar con nuestra clase de su trabajo. Estoy tratando de introducir varios tipos diferentes de trabajos a sus estudiantes para que ellos consigan algunas ideas de que carrera ellos podrían estar interesados. Quisiera que los padres interesados hablaran con la clase unos 10-15 minutos sobre estos aspectos de su trabajo:

* La necesidad de educación
* Habilidades necesarias
* Responsabilidades de trabajo
* Horas de trabajo

Gracias y nosotros esperamos recibir noticias de usted pronto!

Firma ___________________________ Nombre de Estudiante ___________________________

_____ No, Yo no puedo hablar con la clase.
_____ Si, Yo puedo venir y hablar con la clase.

Por favor de indicar los días que usted esta disponible: ___________________________
<table>
<thead>
<tr>
<th>STUDENT AGE</th>
<th>HOURS &amp; TIMES WORK PERMITTED</th>
<th>LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>May not work during the school year (Sept.- June)</td>
<td>FLSA</td>
</tr>
<tr>
<td>14-15</td>
<td>May work 18 hours per week, 3 hours on school days 8 hours on a non-school day. Hours of work must be between 7a.m. and 7p.m. May work 40 hours per week when school is not in session. Hours of work extend from 7a.m. to 9p.m. (June - Sept)</td>
<td>FLSA</td>
</tr>
<tr>
<td>16-17</td>
<td>May work 28 hours per week. 4 hours on school days 8 hours on a non-school day. Hours of work must be between 5a.m. and 10p.m. on school days. May work until 12:30a.m. on a day preceding a non-school day. May work 40-48 hours per week when school is not in session.</td>
<td>States LC 1391</td>
</tr>
<tr>
<td>Work experience</td>
<td>May work 40 hours per week. 6 hours on school days 8 hours on a non-school day</td>
<td>State Ed C 49916</td>
</tr>
<tr>
<td>16-17</td>
<td>Hours of work must be between 5a.m. and 10p.m. unless a late night permission form is on file. With a late night form, student may work until 12:30a.m. on a school night.</td>
<td></td>
</tr>
<tr>
<td>Name of Minor (last name first)</td>
<td>Sex</td>
<td>Social Security Number</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Street Address</td>
<td>City</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Age of Minor</td>
<td>Date of Birth</td>
<td>Proof of age accepted</td>
</tr>
<tr>
<td>School of Attendance</td>
<td>School Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Name of company (Employer)</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>Employer's phone number</td>
<td>Kind of work minor to perform</td>
<td></td>
</tr>
<tr>
<td>Employer's signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting wages</td>
<td>Employer's Workers' Compensation Carrier</td>
<td>File no.</td>
</tr>
<tr>
<td>Hours of employment per day:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday through Friday</td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Weekly total</td>
<td></td>
</tr>
</tbody>
</table>

**PARENT'S SIGNED STATEMENT**
This minor is being employed at work described hereon with my full knowledge and comment, and I request a work permit be issued.

Date

Signature of parent or guardian
WORK PERMIT- SAMPLE

Objective: The students will learn what a work permit is. The students will gain an understanding of why work permits are necessary. The students will have to answer questions about a work permit. The students will fill out a sample work permit.

Materials: Worksheets

Procedures: 1. Read through the worksheets with the students.
2. Have the students answer the comprehension questions.
3. Have the students fill out the sample work permit form.

Follow-up: *Have the students keep a neat filled out copy of the work permit in their portfolio.
*Have a representative from the office talk about work permits.
WORK PERMIT- SAMPLE

If you are between the ages of 12-17 and you would like to get a job, you must fill out a work permit. By law minors (age 12-17) can only work specific days and hours. Included in the work permit is a description of these hours and days. This is meant to help you, so you can handle both school and work at the same time. If you want a job the first thing to do is find someone who would like to hire you. Next it is important to talk it over with your parents or guardian. All you need to do now is ask at your school for a work permit to fill out.

The following pages are a sample of a work permit. It is very similar to a real one, but it is only a sample. That means you may not use these sheets to get a job. They will help you practice so when you fill out the actual papers, it will be easy for you to fill out. These papers have been enlarged for better reading and understanding. Remember, you can not fill out a work permit without having a job first. Your employer needs to give you information to fill out part of the form. Your parents/guardians also need to sign this form giving their permission for you to have a job.

The work permit contains a application type form for you to fill out personal and job information. You will need to fill out all the spaces you can. You also need to make sure to have your parent or guardian sign the form, since you are legally a minor. The other side of the form contains an explanation of hours or days certain aged students are permitted to work. It also tells the law that directly deals with each age level. This section will let you know exactly how much you are legally allowed to work at your age level.
Look at the sample work permits and try to answer these questions.

1. What age do you have to be to work during the school year?_______
2. What hours can you work at age 14-15 on a non-school day?_______
3. What age are you if you can work 6 hours on a school day?_______
4. How many hours can you work during a non-school day for work experience?____________
5. What age are you if you cannot work during the school year?_______
6. How many hours can you work right now? ______________
7. What age are you if you can work 3 hours on a school day?_______
8. What hours can you work at age 16-17 on a school day?____________
9. What age are you if you work 28 hours a week?_______________
10. What hours can you work at age 14-15 when school is not in session?__________________
DREAM JOB APPLICATION

Position Applying for: ___________________________ Date __________
Name

Last Name ___________________________ First Name ___________________________ Middle Initial
Are you at least 16? __________ Social Security No. __________ __________

Current Address

Street ___________________________ Apt. # __________

City ___________________________ State ___________________________ Zip Code

Daytime Telephone ( ) __________ __________

Education

Elementary School

Name of School ___________________________ Location ___________________________ Years Attended

Middle School

Name of School ___________________________ Location ___________________________ Years Attended

Experience related to field (explain any experience you have had in this field)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

List any hobbies, clubs, activities, or other information you feel is important for this job.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Personal References- list the name, telephone number, and relationship
1. ___________________________ ___________________________ ___________________________
2. ___________________________ ___________________________ ___________________________
3. ___________________________ ___________________________ ___________________________

I do hereby promise that the above information is accurate to the best of my knowledge and that any intentional misinformation will result in the denial of employment.

Applicant’s Signature ___________________________ Date ___________________________
OBSERVING WORKERS ON THE JOB

The best way for you to learn about a job is to see it for yourself. Spend one hour watching someone and fill out this sheet. Remember to get permission from the person's employer before you go.

Name of Person __________________________ Date __________

Works at __________________________________________

Job(s) done while being observed
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

What tools, equipment, or machinery was used?
1. __________________________________________
2. __________________________________________
3. __________________________________________

What other people were involved and how were they involved?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was the product or outcome?
________________________________________________________________________
________________________________________________________________________

Would I like doing this? Why?
________________________________________________________________________
________________________________________________________________________
APPENDIX H: ASSIGNED RESPONSIBILITIES

- Stacy did the lesson plans for the Vocational Math strand in Appendix F.

- Debbie did the lesson plans for the Job Planning, Finding A Job, Job Applications, Job Interviews, and Keeping a Job in Appendices A-E.

- We worked collaboratively on chapters 1-4.
REFERENCES


The Superintendents middle grades Task Force Honig, B., and task force, (1987). California State Department of Education. *Caught In the Middle*.


