

VOCATIONAL:

CAREER AWARENESS



T.E.K.S. 119.3 (C-1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
1. Student will distinguish between work and play.	1. Cut out pictures of people working and pictures of people playing. Put each picture on a card. Take two boxes and write “work” on one and “play” on the other. Have the students sort cards into correct boxes. 2. Have specific work and play times throughout the day. Point out to the students that “This is work time” and “This is play time”. Students can also be asked to identify a specific activity as work or play.

RESOURCES/MATERIALS

Magazine pictures



T.E.K.S. 113.2 (K.1)

The student understands the importance of jobs.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify different types of workers.	<ol style="list-style-type: none"><li data-bbox="810 443 1383 709">1. Have the students tell who they depend on for taking care of them. Give each one a chance to say, "I depend on _____". (Encourage the students to remember weather forecasters, bus drivers, family members, teachers, custodians, doctors, dentists, ministers, rabbis, priests, electricians, plumbers, farmers, grocers, clerks).<li data-bbox="810 716 1383 982">2. Make a set of cards depicting people dressed in clothes associated with different occupations. Write the name of the occupation at the top of each card. On smaller cards, draw the tools associated with each occupation. Have the students sort the tool cards by matching them with the appropriate occupation card. See attached activity.

RESOURCES/MATERIALS

Cards

Magazine Pictures

"Community Awareness".

Macmillan Early Skills Program, 1984.

"Let's Visit the City".

Judy Instructo, 1991.



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
<p>3. Student will identify different products made by workers and describe where those products are made.</p>	<ol style="list-style-type: none"> 1. Visit a grocery store. Ask the students where the cookies sold at the grocery store are made. Ask what a place is called that bakes cookies, cakes, pies, doughnuts, and bread. Ask who works in a bakery? Visit a local bakery. 2. Have the students discuss different types of recipes. The class should vote on which "recipe product" they would like to make. Make a picture chart listing the steps in completing the project. Examples are: <ol style="list-style-type: none"> a. Choose a recipe and read it carefully. b. Make a list of ingredients. c. Buy the ingredients. d. Locate the utensils needed. e. Follow the recipe step-by-step. f. Enjoy the product. g. Clean up. Follow the chart to produce a baker product in the classroom. See recipe for Jack-o-Lantern Muffins. 3. Read the story, <u>Katie's Chicks</u> and ask the students where they get such products? Make a list of products found on the farm. 4. Cut out magazine pictures of products that are grown, products that are manufactured, and products that are made by hand. Label three boxes and code with pictures. Sort the pictures into the correct boxes. See attached activities.

RESOURCES/MATERIALS

Watson, Nancy D. Katie's Chicks. Knopf, 1965.
 "Community Awareness", Macmillan Early Skills Program, 1984.
 Jack-o-Lantern Muffins. I Can Cook, Too.



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will identify community workers who provide services and describe the services of each.</p>	<p>1. Arrange a bulletin board about community workers.</p> <hr/> <p style="text-align: center;">PEOPLE WHO HELP US</p> <p style="text-align: center;">mail carrier</p> <p style="text-align: center;">doctor nurse</p> <p style="text-align: center;">sales firefighter person</p> <p style="text-align: center;">police officer</p> <hr/> <p>Ask the students where they see the workers pictured on the bulletin board. Explain that all of these people are workers in communities. Ask the students:</p> <ol style="list-style-type: none"> a. "Who works to keep us safe?" (firefighters, police officers). b. "Who works to keep us healthy?" (doctors, paramedics, druggists, nurses). c. "Who helps us get news and other information?" (mail-carriers, radio announcers, television broadcasters, telephone operators, newspaper workers, librarians). d. "Who helps us to buy food, clothing and other products?" (salesclerks, store owners, grocers, farmers). <p>2. Locate pictures of workers in the community so there is one for each student. Include street cleaners, factory workers, gas station attendants, beauticians, waitresses, garbage collectors, truck drivers, etc. Distribute pictures of the student. Describe a job, ("I wash and curl hair."), and have the student holding the picture of the correct occupation stand and identify the worker.</p>



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. Make a worksheet for the students to complete, matching the worker with the tools used in that occupation. See attached activities.
4. Allow the students an opportunity to express what they would like to do when they grow up.
5. Visit a variety of work sites to observe workers in action.

RESOURCES/MATERIALS

Yemm, Martha H. Years to Grow.
T. S. Denison & Co., Inc.
Witt, Beth and Boose, Jeanne
Total Communication Skill Builders
"Community Helpers",
Frank Schaffer Publications
"Community Awareness",
Macmillan Early Skills Program. 1984.
"Transportation Classification",
Judy Instructo, 1987.
"Public Vehicles",
Judy Instructo, 1988.
"Our Community",
Frank Schaffer, 1983.



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
<p>5. Student will learn that personal needs and values can be met by work.</p>	<ol style="list-style-type: none"> 1. Discuss with the students the reasons why people work (there is work to be done, to earn money to buy things, etc.). 2. Have a “think about” session and think about what would happen if... <ol style="list-style-type: none"> a. Clothes were never washed. b. Vegetables were never planted. c. Wood was never cut. d. Homes were never built. <p>Explain that we need workers so that we have food, clothing and shelter.</p> 3. Ask the students to think about all the jobs there are in their classroom. List the jobs on a chart. Discuss the equipment and responsibilities for each job. Explain that somebody needs to do each job. Ask how the work might be completed in the most efficient way. Encourage the students to note the possibility of everyone getting involved; help them to conceptualize shared responsibility. Assign jobs for practice. 4. Discuss the positive feelings derived from working and doing a good job. 5. Explain that when some jobs are completed, people may get paid. There are, however, jobs that do not pay. Think of situations in which there is work to do but pay is not given. Examples include: <ol style="list-style-type: none"> a. Picking up litter. b. Planting a garden. c. Washing your hair. d. Picking up toys. e. Changing a flat tire on a car. <p>Discuss why money is not generally paid for these jobs. Think about the advantages of doing these jobs, even without pay. Discuss that pay doesn’t always have to be money. Other types of “pay” include: recognition, satisfaction, points, grades, rewards, etc.</p>

RESOURCES/MATERIALS

Picture of an apple tree and an apple pie.



T.E.K.S. 113.2 (K.6)

The student understands that basic human needs are met in varying ways.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
6. Student will describe work and workers in the home.	<ol style="list-style-type: none">1. Have the students bring photographs of their homes and family members. Create a bulletin board of the pictures. Ask the students to tell about their pictures.2. Remind the students that in their homes there are workers. Explain that some of the workers are on the bulletin board and some are sitting in the classroom. Ask the students to think about the work that must be done in the home. List all of the jobs they name. Examples include:<ol style="list-style-type: none">a. Make the beds.b. Feed the cat.c. Clear the table.d. Wash the dishes.e. Pick up toys.3. Look at the bulletin board pictures and have the students tell what jobs these people do at home. Encourage non-sexist roles related to household tasks. Ask the students to tell what jobs they do. Discuss what would happen if no one did household jobs.4. Locate pictures of indoor jobs and outdoor jobs. Show each picture to the students and ask if it is an indoor or an outdoor job. Include the following examples:<ol style="list-style-type: none">a. Rake the leaves.b. Shovel the snow.c. Water the garden.d. Empty the garbage.e. Wash the clothes.f. Make the bed.g. Bake a pie.h. Dust the furniture.i. Put away the bicycles.j. Paint the porch.k. Mop the floor.l. Sweep the sidewalk.5. Have the students complete a job assignment sheet for work to be done at home and have their parents or guardians sign it when the jobs are completed.



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Set up a domestic area in the classroom. Place cooking and cleaning tools in the center. Allow the students to practice with the equipment and supplies.

RESOURCES/MATERIALS

Photographs of homes and family members
Pictures of indoor and outdoor jobs
Job assignment sheet
Domestic equipment and supplies



T.E.K.S. 119.3 (C.1)

The student understands the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
7. Student will describe basic employability traits and demonstrate them in school.	<ol style="list-style-type: none">1. Think about the workers already discussed and see how many can be named in a five minute period. Go around the room, with each student naming a worker from the community, home or school. Record the workers named. Repeat this activity on other days, trying to increase the number mentioned.2. Tell the students that since they are workers, they, too, must have good work habits. Think about the students' work habits and write a class list of "Our Good Work Habits". Examples include:<ol style="list-style-type: none">a. Be on time.b. Come to work clean.c. Be courteous to other workers.d. Listen to directions.e. Follow directions.f. Put away materials.g. Keep from disturbing others.h. Complete each job, when possible.i. Begin work without being reminded.j. Be cheerful.3. Discuss ways that the students demonstrate and practice good work habits in the classroom. Give awards, ("Most Cheerful Worker of the Week"), and make sure to identify specific examples of behavior.4. Arrange a "Worker of the Week" bulletin board. Focus on a different student each week. Display a photograph of the student and things that are of interest to him/her. Include a list of jobs the students does and the good work habits he/she displays.

RESOURCES/MATERIALS

Items as specified in activities



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
<p>8. Student will describe work and workers in the school.</p>	<ol style="list-style-type: none"> 1. Ask the students to tell you the name of their school. Write the school’s name on the chalkboard. Ask: “Who are the workers in our school?” List all of the different workers according to their jobs. Examples include: <ol style="list-style-type: none"> a. Custodian b. Secretary c. Cook d. Librarian e. Teacher f. Speech therapist g. Principal h. Nurse i. Bus driver j. Teaching Assistant k. Students l. Diagnostician m. Counselor 2. Make arrangements to have the students visit workers in their special locations. Request the worker to meet briefly with the class and tell about their jobs. Have each student think of a question to ask the worker. 3. Discuss ways to help the school workers as they do their jobs. Examples include: <ol style="list-style-type: none"> a. Custodian – pick up litter, wipe off feet before entering the building. b. Cafeteria Worker – have money ready when time to pay; place trays in the proper place when finished. 4. Discuss and list ways the students work at school. Examples include: <ol style="list-style-type: none"> a. Follow directions and complete assignments. b. Hang up clothes. c. They wash out paint brushes. d. Write stories. e. Keep their work area/locker clean and neat. f. Run errands for teachers. g. Take care of plants.
<p>RESOURCES/MATERIALS</p> <p>Photographs of workers Map of the school</p>	



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
<p>9. Student will develop an awareness of basic work responsibilities in the school classroom.</p>	<ol style="list-style-type: none"> 1. Cut out pictures of class jobs and put them on tagboard. Write the job titles on the back. Cut the tagboard into puzzle pieces and place them in an envelope. Have the students put the puzzle together to form a class job chart. If the puzzle is completed correctly, the student can flip it over and see the picture. Have a student put the puzzle together on a piece of sturdy posterboard, so it can be turned over by placing another posterboard on top of it. 2. Establish a job board in the class with as many jobs as students. Cut out a handprint for each student and write a name on each. Schedule a specific time each week for selecting, completing and rewarding jobs. Put the student's handprint on the board by the job selected. Examples of jobs include the following: <ol style="list-style-type: none"> a. Feed the fish. b. Distribute the paper. c. Clean the board. d. Lead exercises in gym class. e. Arrange magazines in the library. f. Sharpen pencils. g. Dust shelves. h. Pick up litter. i. Lead games on the playground. j. Lead the flag pledge. k. Lead the lunch line. l. Get out and put away play equipment. m. Count students buying lunch. 3. Develop a reinforcement plan to pay for jobs completed in the classroom. Students might acquire stickers as they complete their job. Post a chart that resembles a job pay sheet, or match a pay card with the amount each job pays. Cut two sets of cards (2" x 6") out of tagboard. On one set of cards write amounts (2, 5, 10); on another set, stamp coins to match the pay cards. When the students complete their jobs, pay them the amount designated, by using real coins.
<p>----- RESOURCES/MATERIALS ----- Pictures of class jobs Job board Job pay chart Coins</p>	



VOCATIONAL:

CAREER AWARENESS



Area: Career Awareness

OBJECTIVE **TEACHING ACTIVITIES**

1. Student will investigate and determine the reasons why people work.

1. The students will distribute a questionnaire entitled, "Why Do You Work?" to working individuals (another teacher, a friend, a parent). See following example. Upon return of the questionnaires, the group should graph the response, in order to see the results.

Dear _____
 We are learning in our class-room that it is important to work for many different reasons. Thank you for taking the time to complete the attached questionnaire that we will be discussing as a class.
 Sincerely,

"Why Do You Work?"

Name: _____
 Occupation: _____

Please rate the following: Very Little Very Much

My Work Provides.....	1	2	3	4	5
A sense of fulfillment	1	2	3	4	5
Worth	1	2	3	4	5
Positive self-concept	1	2	3	4	5
Success	1	2	3	4	5
Money	1	2	3	4	5
Acceptance by others	1	2	3	4	5
Importance	1	2	3	4	5
Independence/Security	1	2	3	4	5

Please comment on what you feel are the primary reasons for working.

Do you like your present job? YES___ NO___

Do you foresee a career change in the future? YES___ NO___

Doing what? _____

Why? _____

RESOURCES/MATERIALS

Questionnaire



T.E.K.S. 120.3 (2)

The student applies work ethics, job expectations, multi-cultural consideration and communications skills in the workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES																								
2. Student will identify ways in which specific occupations contribute to society.	<ol style="list-style-type: none">1. Students will brainstorm and list as many occupations as possible. A wide variety of jobs should be covered.2. These various occupations should be explored and the major contributions to society of each should be discussed. Differentiate between “products” and “services”.																								
	<table border="1"><thead><tr><th data-bbox="906 745 1029 770"><u>Occupation</u></th><th data-bbox="1097 745 1232 770"><u>Contribution</u></th></tr></thead><tbody><tr><td data-bbox="906 806 992 831">Teacher</td><td data-bbox="1097 806 1321 892">Educate and prepare individuals for independent living.</td></tr><tr><td data-bbox="906 930 1052 955">Nurse/Doctor</td><td data-bbox="1097 930 1321 955">Take care of the sick.</td></tr><tr><td data-bbox="906 991 1057 1016">Police Officer</td><td data-bbox="1097 991 1260 1016">Protect society.</td></tr><tr><td data-bbox="906 1052 1036 1104">Janitor/ Custodian</td><td data-bbox="1097 1052 1333 1077">Keep properties clean.</td></tr><tr><td data-bbox="906 1142 984 1167">Farmer</td><td data-bbox="1097 1142 1214 1167">Grow food.</td></tr><tr><td data-bbox="906 1203 1032 1228">Bank Teller</td><td data-bbox="1097 1203 1385 1262">Protect our money; give us our money.</td></tr><tr><td data-bbox="906 1295 1040 1320">Mail Carrier</td><td data-bbox="1097 1295 1333 1320">Send and deliver mail.</td></tr><tr><td data-bbox="906 1356 1045 1381">Truck Driver</td><td data-bbox="1097 1356 1333 1381">Deliver food or cargo.</td></tr><tr><td data-bbox="906 1417 959 1442">Pilot</td><td data-bbox="1097 1417 1349 1476">Fly passengers/cargo to destinations.</td></tr><tr><td data-bbox="906 1512 1032 1564">Restaurant Employee</td><td data-bbox="1097 1512 1349 1625">Sell food; clean tables; wash dishes; host; prepare food; work in kitchen.</td></tr><tr><td data-bbox="906 1661 1057 1686">Grocery Store</td><td data-bbox="1097 1661 1357 1749">Work in a grocery store; stocker; sacker, Courtesy Clerk.</td></tr></tbody></table>	<u>Occupation</u>	<u>Contribution</u>	Teacher	Educate and prepare individuals for independent living.	Nurse/Doctor	Take care of the sick.	Police Officer	Protect society.	Janitor/ Custodian	Keep properties clean.	Farmer	Grow food.	Bank Teller	Protect our money; give us our money.	Mail Carrier	Send and deliver mail.	Truck Driver	Deliver food or cargo.	Pilot	Fly passengers/cargo to destinations.	Restaurant Employee	Sell food; clean tables; wash dishes; host; prepare food; work in kitchen.	Grocery Store	Work in a grocery store; stocker; sacker, Courtesy Clerk.
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Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(continued)

3. A bulletin board or notebook could be constructed using the compiled list of occupations and contributions.
4. Make a collage or booklet showing different people performing specific jobs.

RESOURCES/MATERIALS



T.E.K.S. 120.3 (2)

The student applies work ethics, job expectation, multi-cultural consideration and communications skills in the workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify the role of employment in building personal and social relationships.	<ol style="list-style-type: none"><li data-bbox="813 472 1281 531">1. Discuss employment as a “sense of belonging”.<li data-bbox="813 533 1377 619">2. Have the students discuss the ways in which a job allows one to form new friendships and social relationships.<li data-bbox="813 621 1377 707">3. Have the students list ways in which a work situations is similar and different from other social situations.<li data-bbox="813 709 1354 772">4. Have the students identify social activities co-workers engage in outside the job.

RESOURCES/MATERIALS



T.E.K.S. 120.5 (3)

The student surveys the options for the organization of a business and its operations.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify major occupational interests.	<ol style="list-style-type: none"><li data-bbox="810 472 1377 558">1. Have the students identify occupations/jobs of interest (fire fighter, police officer, nurse, teacher, astronaut, veterinarian).<li data-bbox="810 562 1377 716">2. Assist the students in compiling a notebook, entitled, "I want to be a _____". In this notebook, have the student place pictures and/or articles from sources such as magazines, catalogs, newspapers, journals.<li data-bbox="810 720 1377 873">3. It is important to direct the students to make realistic job choices. For example, if a student is interested in nursing, explain that a nurses aide position might be more appropriate.<li data-bbox="810 877 1377 989">4. Invite nurse's aides, teaching assistant, etc. to talk to the students regarding their job responsibilities and working relationships with professionals with whom they work.

RESOURCES/MATERIALS

Pictures/articles from magazines, catalogs, newspapers, journals.



T.E.K.S. 120.3 (2)

The student applies work ethics, job expectation, multi-cultural consideration and communication skills in the workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify ways in which different workers are dependent on each other.	<ol style="list-style-type: none"><li data-bbox="813 472 1372 653">1. Discuss the necessity for having a wide variety of jobs in our society. Discuss the importance of mental/physical tasks, as well as jobs with more prestige. What would happen if no one did certain jobs; how would that affect society?<li data-bbox="813 653 1372 898">2. Visit an office, store, restaurant, construction site, etc. Upon returning to campus, assist the students in listing all the jobs they observed at the different workplaces. Discuss how workers on the different jobs help each other and what would happen if one or more of the workers failed to do his/her job.

RESOURCES/MATERIALS



T.E.K.S. 120.5 (3)

The student surveys the options for the organization of a business and its operations.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify necessary aptitudes related to an occupational choice.	<ol style="list-style-type: none">1. Have each student make an occupational choice.2. List the choices on tagboard.3. Beside each occupational choice, list various related aptitudes (abilities). <u>Occupational Choice</u> Teacher Reading, writing, math, language, spelling, discipline skills, love for children, organization, and ability to be on feet for long periods. Police Officer Skills in driving a car/motorcycle, writing, talking, shooting a gun, reading, defending self, protecting others, studying and learning laws. Store Clerk Skills in reading, math, working with money, taking inventory, being on feet for long periods. Encourage the students to be realistic.4. Have the students identify aptitudes that they feel they exhibit.5. Of the occupations/jobs discussed, ask the students to choose the one that they feel would be an occupational choice suited for them and explain why.

RESOURCES/MATERIALS

Tagboard



VOCATIONAL:

CAREER AWARENESS



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
1. Student will explore a variety of occupational categories and begin developing occupational preferences.	<ol style="list-style-type: none">1. Have the students compile a careers notebook. This activity should be continued throughout the year. The first unit should be an introduction to careers. Each succeeding unit should introduce a new occupational category.2. Introductory unit can include:<ol style="list-style-type: none">a. The definition of a career.b. Vocabulary used in the world of work.c. Activities to stimulate thinking about jobs they would like to have.d. Pictures or a collage of people in different jobs.3. All other units should include:<ol style="list-style-type: none">a. Discussion and an opening activity to familiarize the students with the types of jobs in a specific occupational category.b. Vocabulary—job titles and terms used on the job. Activities can include word search and crossword puzzles, dictionary practice, sentence writing, or fill-in-the-blanks. The words can also be used for spelling lessons, if appropriate.c. Exploration of jobs—use published materials, information from employers, guest speakers, the newspaper, etc. It is helpful to have a “Careers Center” and bulletin board in the classroom so all materials are readily available.d. At least one activity should require the student to begin making decisions about job preferences.4. Provide at least one class period per week for working on the notebook. The students can also work on the notebooks in their free time or at home. Work with the students as a group and individually.

RESOURCES/MATERIALS



T.E.K.S. 119.3 (C.1)

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Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
2. Student will recognize that work is necessary to obtain economic independence.	<ol style="list-style-type: none">1. Have the students discuss their main reasons for wanting to work.2. Discuss with the students the remunerative aspects of work (how workers are paid).3. Have the students divide a paycheck in order to buy the necessities of life. Define necessities as basic needs for living.3. Differentiate between “necessities” and “luxuries”. Refer to Social Studies-Personal Business.4. Stress that as the students become adults, they will need to be able to meet their own needs and be less dependent on their families.

RESOURCES/MATERIALS



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify personal needs that are met by an income.	<ol style="list-style-type: none"><li data-bbox="810 472 1385 621">1. Have the students list the various expenses that they feel they would have if they were adults (rent, gas, utilities, furniture, clothing, shoes, food, car, gasoline, car insurance, health insurance).<li data-bbox="810 625 1385 743">2. Assist the students to use this list to evaluate expenses and to determine priorities. "Which of these do you feel are the most important things to spend your money on?"<li data-bbox="810 747 1385 1050">3. Conduct a discussion regarding the priorities ("You don't feel that rent for a place to live is a priority? Where can you live in order that you won't have to pay rent?" A car may not be a priority. "What would you use to get to your job?" "What if your job is an hour away from home?" "If you didn't have a car, what expenses could you avoid?" "What is more important to you – a place to live or a car?").
RESOURCES/MATERIALS	



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
4. Student will determine if a worker's net pay is adequate to meet expenses.	<ol style="list-style-type: none">1. Discuss with the class the different ways workers are paid: hourly, weekly, monthly, by the job, etc.2. Discuss basic expenses that must be included in a budget: rent, food, utilities, transportation, clothing, entertainment, etc. Have the students identify which expenses are usually assessed monthly, weekly, daily, or other.3. Show the students an example of a paycheck stub and how to locate the net pay. Write a list of monthly expenses on the board. Instruct the students to add the expenses to find the total. Determine whether this paycheck is large enough to cover the listed expenses.

Am I Earning Enough?

1. RICK: Net pay: \$850.00 per month			
Rent	\$325.00	Insurance	\$25.00
Utilities	52.00	Clothes	30.00
Food	175.00	Recreation	30.00
Bus Fare	12.00	Furniture payment	32.00

Total Expenses: _____
Does Rick have enough money this month? _____

2. JENNY: Net pay: \$275.00 per week			
Rent	\$475.00	Car payment	\$75.00
Utilities	60.00	Recreation	50.00
Food	250.00	Car Insurance	80.00
Gas	30.00	Savings	25.00
Clothes	50.00	Gifts	30.00

Total Expenses: _____
Does Jenny have enough money this month? _____

3. CHARLES: Gross pay: \$.450 per hour; 40 hours per week			
Deductions:	\$150.00	Subway fare	\$18.00
Rent:	280.00	Recreation	15.00
Food	200.00	Savings	10.00
Utilities	36.00	Clothes	25.00
Church	50.00	Bicycle repair	30.00

Total Expenses: _____
Does Charles have enough money this month? _____



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Assist the students as they complete a worksheet with problems similar to the one in #3.
5. Discuss the student's findings:
 - a. Which person(s) have enough money to pay the bills?
 - b. Which person(s) do not have enough money to pay the bills?
 - c. Are there any expenses not listed?
 - d. What are some things a person can do if the paycheck is not large enough to meet expenses?

RESOURCES/MATERIALS

Paycheck stub
Worksheet



T.E.K.S. 119.3 (C.1)

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Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES																
5. Student will identify the four general job classifications.	<ol style="list-style-type: none">1. Define the four general job classifications as non-skilled, semi-skilled, skilled, and professional.2. Explain that jobs fall into one of the four categories:<ol style="list-style-type: none">a. To qualify for a non-skilled job, the applicant does not need any special training.b. To qualify for a semi-skilled job, the applicant must be good at an art or craft.c. To qualify for skilled job, the applicant must earn a license to prove he/she knows how to do the job.d. To qualify for a professional job, the applicant must have advanced academic training.3. Assist the students in identifying examples of each of the four general job classifications.<ol style="list-style-type: none">a. Ask the class to name as many jobs as possible. List each suggestion in random order on the chalkboard or overhead transparency.b. Request the students to recall the four general job classifications: non-skilled, semi-skilled, skilled and professional. Decide, as a group, into which category each suggested job should be placed.																
	<table><tbody><tr><td data-bbox="906 1354 1032 1379"><u>Non-skilled</u></td><td data-bbox="1192 1354 1330 1379"><u>Semi-skilled</u></td></tr><tr><td data-bbox="906 1383 1032 1409">dish washer</td><td data-bbox="1192 1383 1349 1409">service station</td></tr><tr><td data-bbox="906 1413 1032 1438">road worker</td><td data-bbox="1192 1413 1312 1438">attendant</td></tr><tr><td data-bbox="906 1442 1068 1467">grocery bagger</td><td data-bbox="1192 1442 1312 1467">sales clerk</td></tr><tr><td data-bbox="906 1472 1032 1497">car washer</td><td data-bbox="1192 1472 1273 1497">general</td></tr><tr><td data-bbox="906 1501 1040 1526">paper carrier</td><td data-bbox="1192 1501 1349 1526">maintenance</td></tr><tr><td data-bbox="906 1530 1068 1556">laundry worker</td><td data-bbox="1192 1530 1273 1556">waitress</td></tr><tr><td data-bbox="906 1560 1032 1585">farm worker</td><td data-bbox="1192 1560 1289 1585">file clerk</td></tr></tbody></table>	<u>Non-skilled</u>	<u>Semi-skilled</u>	dish washer	service station	road worker	attendant	grocery bagger	sales clerk	car washer	general	paper carrier	maintenance	laundry worker	waitress	farm worker	file clerk
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farm worker	file clerk																



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

<u>Skilled</u>	<u>Professional</u>
electrician	nurse
plumber	minister
barber	computer
chef	programmer
beautician	dentist
painter	lawyer
brick layer	teacher
meat cutter	doctor

RESOURCES/MATERIALS

Chalkboard



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify physical limitations which would prohibit performance of a specific job.	<ol style="list-style-type: none"><li data-bbox="812 472 1385 619">1. Challenge the students to name a job that cannot be done by all people because of special physical requirements. (There are very few professional basketball players who are less than 6 feet tall, for example.)<li data-bbox="812 625 1385 741">2. Stress that they must carefully think about what things they can do well and what things they would find difficult. Good workers match jobs to their abilities.<li data-bbox="812 747 1385 894">3. Solicit the students' suggestions concerning physical limitations that would make some jobs too difficult. These same limitations might make the person more qualified for other jobs. Always stress the positive.<li data-bbox="812 900 1385 1016">4. Solicit responses from physically involved students about what they can do best and what their limitations prevent them from doing.<li data-bbox="812 1022 1385 1138">5. Discuss how a job may be appropriate at a particular time in life, but with age or injury, physical limitations may make the job unacceptable.<li data-bbox="812 1144 1385 1230">6. Have the students complete a questionnaire regarding health/physical problems. (See attached sample.)



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

Name _____

DIRECTIONS: If you have a health problem or physical handicap that might make it difficult or impossible for you to perform some jobs, it is best that you say so.

The questions below are frequently listed on forms a counselor or employer might ask you to complete. Read the questions and think about how they apply to you. Answer each question by making an "X" in the appropriate box. Use the space on the right side of the page to explain any "YES" answers.

- | | NO | YES |
|---|----|-------|
| 1. Do you have any allergies that might limit the types of environments in which you can work?..... | | _____ |
| 2. Do you have any physical disability that would prevent you from lifting or moving heavy objects?..... | | _____ |
| 3. Do you have any sight problems?..... | | _____ |
| 4. Do you need to wear glasses when doing some tasks?..... | | _____ |
| 5. Are you color blind?..... | | _____ |
| 6. Do you have any hearing problems?..... | | _____ |
| 7. Do you wear a hearing aid?..... | | _____ |
| 8. Do you tend to stumble and fall easily?..... | | _____ |
| 9. Do you have full use of both hands?..... | | _____ |
| 10. Are you slow and clumsy with your hands?..... | | _____ |
| 11. Do you take any medications on a regular basis that might make it difficult or unsafe for you to work at some jobs?..... | | _____ |
| 12. Do you have any speech problems that might make it difficult for others to understand you?..... | | _____ |
| 13. Do you become tired quickly so you would not be able to work well all day?..... | | _____ |
| 14. Do you know of any adaptations or special arrangements that might be made to help you perform a job more easily, more safely, or more efficiently?..... | | _____ |

RESOURCES/MATERIALS



T.E.K.S. 122.53 (B.18)

The student analyzes the management of multiple family, community, and wage earner roles.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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7. Student will match jobs with the appropriate hourly wage of each.

1. Contact the local office of the Department of Labor, Wage and Hour Division to ascertain the current wages for a variety of jobs:
 - a. Janitor _____
 - b. Cook _____
 - c. Babysitter _____
 - d. Yard worker _____
 - e. Gas Station attendant _____
 - f. Carpenter _____
 - g. Grocery clerk _____
 - h. Farm hand _____
 - i. Painter _____
 - j. Truck driver _____
2. Prepare for this lesson by creating cards to indicate the name or picture of specific occupations and the corresponding hourly wages. Randomly distribute a card to each student.

RESOURCES/MATERIALS



T.E.K.S. 122.53 (B.18)

The student analyzes the management of multiple family, community, and wage earner roles.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
8. Student will develop an understanding of different kinds of wages.	<ol style="list-style-type: none"><li data-bbox="779 430 1385 619">1. Discuss the different types of wages, (i.e., hourly wage, monthly salary, piece work, etc.). Provide examples of occupations which characteristically pay in one of these ways.<li data-bbox="779 619 1385 716">2. Provide the students the opportunity to utilize a calculator to compute salaries based on various rates of pay.

RESOURCES/MATERIALS

Calculator



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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9. Student will identify the aptitudes required by specific jobs.

1. Discuss aptitudes and how they relate to job performance. Discuss terms used to describe aptitudes, such as “dexterity” and “perception”. Discuss two or three particular jobs and ask the students to list the aptitudes necessary for those jobs.
2. Instruct the students to choose two jobs in which they have a personal interest.
3. Administer a published aptitude test or use informal teacher-made evaluations of performance. As a result of these tests, have students rate themselves on aptitudes listed.
4. Observe the students in different settings (performing work samples with objective feedback given about performance).
5. Ask the students to determine whether or not they have the aptitudes necessary for each job, and which aptitudes they can improve upon. Stress that hard work is important and if one applies himself/herself, he/she can overcome problems.

Occupational Aptitudes

1. Check () the aptitudes required for each job. Write in others not already listed.
2. When you rate yourself on these aptitudes,
 write + if you do it very well,
 write if you do it OK.
 write – if you don’t do it well.

<i>Aptitudes</i>	<i>Job #1</i>	<i>Job #2</i>	<i>ME</i>
speed			
accuracy			
dexterity			
eye-hand coordination			
reading			
calculation			
strength			
coordination			
form perception			
spatial relations			
others:			
3. Do you have the aptitudes for Job #1? _____ Job #2? _____
4. Which aptitude would you like to improve? _____

RESOURCES/MATERIALS



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
10. Student will identify requirements for jobs of interest within the community.	<ol style="list-style-type: none"><li data-bbox="810 472 1382 621">1. Precede this activity by considering the students in the classroom and choosing two appropriate and realistic occupational choices within the community for each student.<li data-bbox="810 625 1382 711">2. If feasible, invite the students to participate in choosing two realistic local occupational choices.<li data-bbox="810 716 1382 894">3. Arrange a visit with the management of two or three of the occupational choices made. If the students' occupational choices overlap, take advantage of this overlap and visit a job site that is appropriate to more than one, if not all, of the students.<li data-bbox="810 898 1382 1167">4. Make the students responsible for listing the requirements for the specific jobs, such as: kinds of skills needed, abilities needed, education or training needed, any experience necessary, and demands involved (standing, sitting, inside, outside, pressure, noise, crowded). Discuss these requirements with the students ahead of time so that they will know what to observe.<li data-bbox="810 1171 1382 1289">5. During Community Based Instruction, encourage the students to take the list with them to evaluate each job and its respective needs.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 119.3 (C.1)

The student learns the employability characteristics of a successful worker in the modern workplace.

Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
11. Student will identify employer responsibilities.	<ol style="list-style-type: none">1. Explain that an employer will pay for work that is completed by issuing a paycheck.<ol style="list-style-type: none">a. A person can be paid every week, every other week, and/or once per month.b. Tell the students the amount one is paid for a particular job depends on such things as:<ol style="list-style-type: none">(1) Minimum wage laws.(2) Kind of work being done(3) Quality of work being completed.(4) Length of employment.c. Remind the students that beginning workers usually start at a lower wage.2. Instruct the students that an employer needs to provide a safe environment in which to work. Ask the students to talk about what constitutes a safe place.3. Explain that an employer can be expected to introduce a new employee to his/her co-workers. It is possible that some other employee may be given that responsibility.<ol style="list-style-type: none">a. Discuss with the students the fact that it is easier to work with and/or ask questions of people when they can be called by name.b. If the students are not introduced by employers, encourage them to introduce themselves.4. Make the students aware that an employer should give directions to a new employee as to how the job is to be completed. Remind the students that the employer may assign someone else to explain the task.<ol style="list-style-type: none">a. Encourage the students to watch another co-worker to remind them how to do the job.b. Stress the importance of asking questions when something is not understood.c. Suggest that pictures of the steps involved in a particular job may be sequenced to provide visual assistance. Show an example.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

5. Present the concept of on-the-job training to the students.
 - a. Some jobs require more than just instructions.
 - b. It is possible that another worker could be the trainer and that training could take several days, weeks, or months.
6. Discuss with the students that most companies have rules just like schools have rules.
 - a. An employer should explain company rules.
 - b. Make sure that the students realize that they should ask about any rule which is unclear.
7. Tell the students that they can expect an employer to treat them fairly.
 - a. Rules should not be broken for some employees and upheld for others.
 - b. In order to be fair, all workers should:
 - (1) Have a chance to do a good job.
 - (2) Have all the tools necessary to complete the job.
8. Explain that employees can expect that the employer will check work frequently.
 - a. Many will tell employees when they do a good job.
 - b. Employers should also advise a worker when something is wrong or incorrect.
 - c. Remind the students that the reason for criticism is to improve the quality of work.
 - d. Discuss with the students that employers check for quality in order to determine who needs or qualifies for a pay raise.
9. Present the concept of fringe benefits to the students.
 - a. Fringe benefits are the extra things (other than money) that one gets when he/she works.



Area: Career Awareness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Examples include:
 - (1) Coffee breaks
 - (2) Paid vacation time
 - (3) Sick leave
 - (4) Retirement plan
 - (5) Insurance policies
 - (6) Leaves of absence
 - (7) Profit sharing plan
 - (8) Worker's compensation
 - (9) Overtime pay
 - (10) Discount and services

RESOURCES/MATERIALS

