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AUTHOR Coffey, Scott
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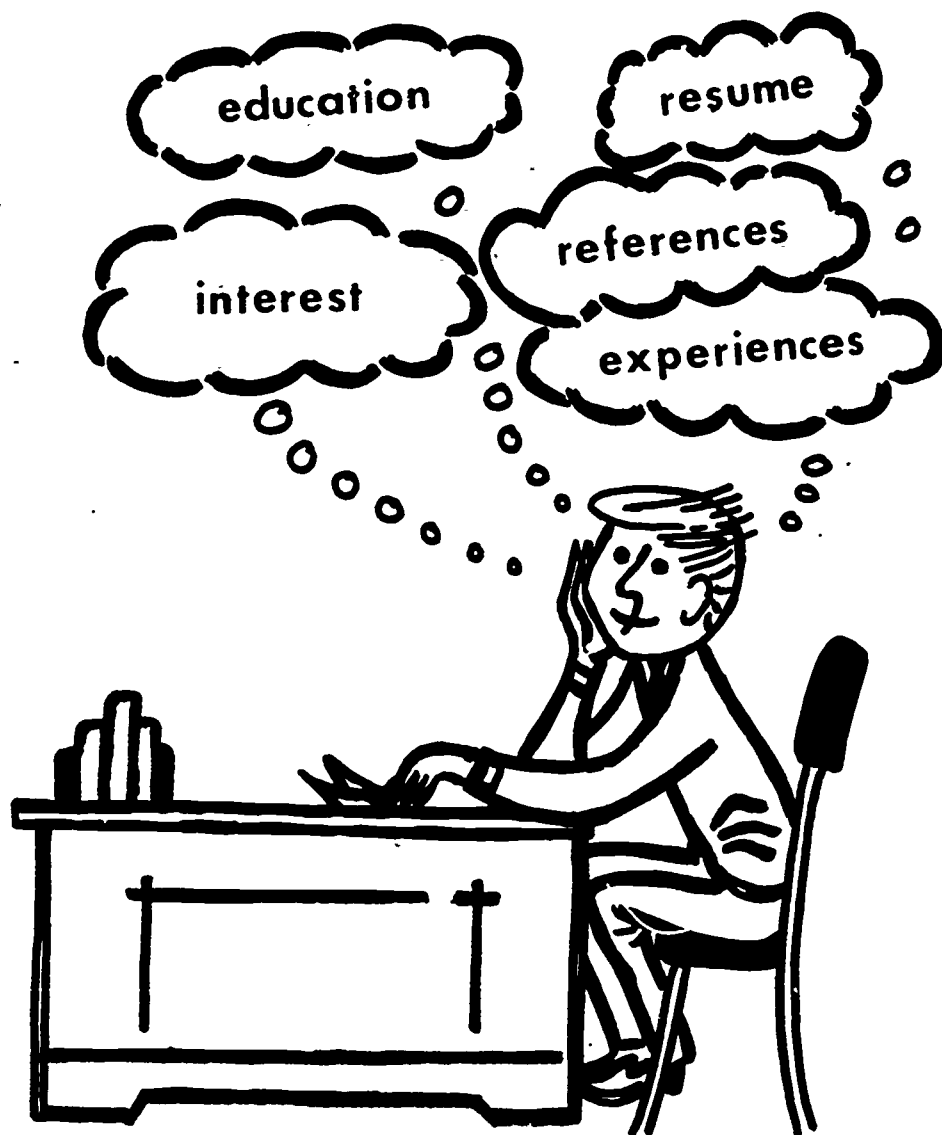
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ABSTRACT

The career orientation phase attempts to link the elementary program of attitudes and awareness of work to the senior high program of individual exploration of selected careers. This six-week unit, part of the eighth grade social studies curriculum, is designed to familiarize the students with various occupations, to prepare them for high school and the future, to provide work experience and opportunities for self-evaluation. The introduction outlines the necessary preparations for the unit. The six-week activities and master agenda are briefly outlined. An interest profile and scoring instructions, and the Kuder Preference Score method are explained. For the second week, activities focus on: a personality inventory survey and scoring instructions; student inventory form; personnel data sheet; career selection; and Social Security Card application. The Third week is concerned with writing a letter of application; completing application forms and employment worksheets; interviews; employment opportunities, and filling out employment forms. The fourth, fifth, and sixth weeks focus on developing a career report; suggestions for research; research evaluation by student; educational planning; and unit evaluation by student. An example for each activity and a suggested materials catalog that may be utilized are provided. (JB)

CAREER ORIENTATION

Grade 8



School District No. ONE
Powell, Wyoming

ED106547

CAREER ORIENTATION
GRADE 8

POWELL PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1
POWELL, WYOMING 82435

J. NEAL LARGE, SUPERINTENDENT OF SCHOOLS

SCHOOL BOARD MEMBERS:

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LOWELL BAKER
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ALAN JONES
MILES BENNETT
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ADMINISTRATION:

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JIM BEIL	PRINCIPAL, JUNIOR HIGH
HAROLD MOEWES	CURRICULUM COORDINATOR

DEVELOPED BY:

SCOTT COFFEY	SOCIAL STUDIES INSTRUCTOR 8TH GRADE, JUNIOR HIGH
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MERLIN S. OLSON, DIRECTOR, CAREER EDUCATION
FALL OF 1974

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WYOMING STATE DEPARTMENT OF EDUCATION
DIRECTOR, PAUL SIZEMORE

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INTRODUCTION

A COMPLETE PROGRAM OF CAREER EDUCATION INCLUDES AWARENESS OF THE WORLD OF WORK, BROAD ORIENTATION TO OCCUPATIONS, IN-DEPTH EXPLORATION OF SELECTED CAREERS, AND CAREER PREPARATION FOR ALL STUDENTS AT ALL LEVELS.

THE CAREER ORIENTATION PHASE IS AN ESSENTIAL LINK BETWEEN THE K-6 PROGRAM WHICH EMPHASIZES ATTITUDES AND AWARENESS OF WORK AND THE 9TH AND 10TH GRADE PROGRAM WHICH BEGINS INDIVIDUAL EXPLORATION OF SELECTED CAREERS. CAREER ORIENTATION PROVIDES AWARENESS OF OCCUPATIONAL OPPORTUNITIES AND THE MEANINGS OF THESE OPPORTUNITIES.

SCHOOL DISTRICT NO. ONE'S CAREER ORIENTATION PROGRAM TAKES PLACE AT THE EIGHTH GRADE AND IS A SEPARATE UNIT FOR SIX WEEKS. ALL EIGHTH GRADERS ARE REQUIRED TO TAKE THIS UNIT BECAUSE IT IS A UNIT IN THE SOCIAL STUDIES CURRICULUM.

THE TOPICS COVERED IN CAREER ORIENTATION ARE DESIGNED FOR THE PURPOSES OF GETTING THE STUDENTS FAMILIAR WITH THE WORLD OF WORK. ALSO THEY ACTUALLY GET SOME PRACTICAL EXPERIENCES IN ITEMS THAT WOULD BE USEFUL TO PURSUING ANY OCCUPATION OF THEIR CHOICE.

THIS GUIDE ACTUALLY OUTLINES WHAT TAKES PLACE IN THE CLASSROOM BEFORE THE FIRST WEEK OF INSTRUCTION AND CONTINUES ON A DAY BY DAY BASIS FOR SIX WEEKS.

MERLIN S. OLSON, DIRECTOR
CAREER EDUCATION

POWELL JUNIOR HIGH SCHOOL
EIGHTH GRADE WORLD OF WORK PROGRAM

FOR THE PAST FIVE YEARS, THE EIGHTH GRADE SOCIAL STUDIES DEPARTMENT HAS DEVELOPED AND IMPLEMENTED THE FOLLOWING SIX WEEKS CAREER EDUCATION PROGRAM.

THIS WAS DESIGNED TO INCORPORATE A VARIETY OF CAREER EDUCATION CONCEPTS:

1. SELF-APPRAISAL
2. PREPARATION FOR THE WORLD OF WORK
 - A. ADMINISTRATIVE PREPARATION
 - B. HIGH SCHOOL AND BEYOND PREPARATION
3. INVESTIGATION OF SPECIFIC OCCUPATIONS

~~EACH YEAR THE PROGRAM HAS BEEN WELL RECEIVED BY OUR STUDENTS.~~ THEIR CLOSING COMMENTS POINT OUT THE PROGRAMS BRIEFNESS, DEPTH, AND CURRENT NEED. ALMOST ALL WHO HAVE GONE THROUGH THIS PROGRAM FEEL THAT IT WAS RELEVANT AND WITH THE TIMES.

SHOULD YOU WISH TO USE ANY OR ALL OF THE PROGRAM--PLEASE DO SO. I WOULD APPRECIATE YOUR COMMENTS, CRITICISMS, ADDITIONS, DELETIONS, INNOVATIVE IDEAS OR WHATEVER. PLEASE ADDRESS THEM TO:

SCOTT COFFEY
8TH GRADE SOCIAL STUDIES .
POWELL JUNIOR HIGH SCHOOL
POWELL, WYOMING 82435

SCOTT COFFEY
BILL GREAHAM
EIGHTH GRADE SOCIAL STUDIES
POWELL JUNIOR HIGH SCHOOL

THINGS TO DO IN ADVANCE OF WORLD OF WORK PROJECT

1. CONTACT HIGH SCHOOL AND JUNIOR HIGH SCHOOL GUIDANCE OFFICERS AND MAKE ARRANGEMENTS FOR:
 - A. ORIENTATION ASSEMBLY: ALLOW 2 TO 3 PERIODS FOR THIS. A TEACHER FROM EACH HIGH SCHOOL DEPARTMENT WILL COME BEFORE THE STUDENTS AND ORIENTATE THEM TO SUBJECT MATTER, SELECTION AND RESPONSIBILITY. A GENERAL INTRODUCTION TO THEIR DEPARTMENT. SCHEDULE FOR MONDAY OF 5TH WEEK.
 - B. PRE-REGISTRATION CLINIC: HAVE HIGH SCHOOL GUIDANCE OFFICERS COME INTO SOCIAL STUDIES ROOM AND CONDUCT PRE-REGISTRATION FOR NEXT YEARS' FRESHMEN. SCHEDULE FOR TUESDAY OF 5TH WEEK.

2. SURVEY CLASSES FOR THOSE STUDENTS WHO WOULD LIKE TO APPLY FOR A SOCIAL SECURITY CARD. SEND FOR APPLICATION CARDS AND ENVELOPES. CONTACT LOCAL SECURITY OFFICE OR:

DEPARTMENT OF HEALTH, EDUCATION & WELFARE
SOCIAL SECURITY ADMINISTRATION
DISTRICT OFFICE
P.O. Box 2759
CASPER, WY 82601

3. CONTACT LIBRARY/IMC, AUDIO VISUAL DIRECTOR, AND CAREER EDUCATION DIRECTOR TO MAKE ARRANGEMENTS FOR CHECKING OUT THE FOLLOWING TO BE USED IN SUPPORT OF THE PROJECT. ROOM SHOULD BE READY FOR RESEARCH PROJECT PRIOR TO MONDAY OF 4TH WEEK. LIBRARY BOOKS ON CAREERS, FILMSTRIPS, SOUND FILMSTRIPS, FILM LOOPS, KITS, SRA, W.O.R.K. MATERIALS, PAMPHLETS, AND AV EQUIPMENT IN SUFFICIENT SUPPLY TO AFFORD INDIVIDUAL RESEARCH EFFORT. SEE ADDENDUM #1 FOR DETAIL LISTING OF ABOVE.

4. DURING THE SECOND OR THIRD WEEK OF THIS PROGRAM, SURVEY YOUR CLASSES FOR STUDENT VOLUNTEERS TO OPERATE THE SEVERAL REFERENCE STATIONS USED FOR THE CAREER RESEARCH PORTION (START 4TH WEEK.) AS AN INCENTIVE, OFFER EXTRA CREDIT FOR THOSE WHO VOLUNTEER AND COMPLETE THIS VOLUNTEER ASSIGNMENT. THESE STUDENTS SHOULD BE TRANSFERRED FROM STUDY HALL TO THE SOCIAL STUDIES CLASS DURING THIS TIME. MAKE ARRANGEMENTS WITH THE ADMINISTRATION AND STUDY ALL TEACHERS. THIS PROJECT RELIEVES YOU OF CLASSROOM ADMINISTRATIVE DETAIL AND ALLOWS YOU TO DEVOTE YOURSELF TO ASSISTING STUDENTS IN THEIR RESEARCH.

5. MAKE ARRANGEMENTS WITH CAREER EDUCATION DEPARTMENT, OR DO IT YOURSELF, FOR ASSISTANCE IN SCHEDULING RESOURCE PEOPLE FROM THE LOCAL BUSINESS AREA TO COME IN AND DISCUSS THEIR CAREERS WITH YOUR STUDENTS.
 - A. BEFORE YOU COLLECT THE ASSIGNMENT, "WHO AM I," THURSDAY OF 1ST WEEK, HAVE THE STUDENTS PUT ON A HALF SHEET OF PAPER THEIR NAME AND THREE CAREER CHOICES. COLLECT AND CONSTRUCT A CAREER FREQUENCY CHART.
 - B. DURING THEIR RESEARCH PORTION, ARRANGE FOR THE RESOURCE PEOPLE TO COME INTO THE SCHOOL AREA AND BRIEF STUDENTS ABOUT THEIR PARTICULAR CAREER, I.E., "ALL INTERESTED IN CAREER OF POLICEMAN WILL MEET WITH POLICE CHIEF [MA COP IN ROOM 100 AT 11 A.M."

- C. CAREER BRIEFINGS COULD BE MANDATORY OR VOLUNTARY FOR STUDENT ATTENDANCE. USE THE INFORMATION GAINED FROM THESE BRIEFINGS AS A REFERENCE SOURCE IN REPORT.
 - D.
 - 1. USE TOPIC INFORMATION IN WOW 16 AS A BRIEFING GUIDE USED BY STUDENTS.
 - 2. SEE "SUGGESTION TO GUEST SPEAKER" FOR SAMPLE OF GUIDELINES GIVEN TO RESOURCE PERSON.
 - E. MAKE ARRANGEMENTS WITH ADMINISTRATION FOR SCHEDULING "CAREER BRIEFING" SECTIONALS AS YOUR STUDENTS MAY HAVE TO BE EXCUSED FROM OTHER CLASSES. RECOMMEND: (1) NO MORE THAN ONE BRIEFING BE ATTENDED BY EACH STUDENT, (2) BRIEFING SCHEDULED FOR 4TH AND 5TH WEEK ONLY.
6. AT THE BEGINNING OF THE SCHOOL YEAR A STUDENT INVENTORY FORM SHOULD BE COMPLETED AND INSERTED IN A FILE FOLDER FOR EACH STUDENT. (SEE WOW #6A). THIS WILL GIVE YOU SUFFICIENT INFORMATION TO GET ACQUAINTED WITH EACH STUDENT, ALLOW TIME FOR STUDENTS TO REMEMBER OR LOCATE SEVENTH GRADE YEARLY GRADE AVERAGES, AND KEEP TRACK OF HIS EIGHTH GRADE SUBJECT AVERAGES FOR THE FIRST THREE NINE-WEEK GRADING PERIODS.

SUGGESTIONS TO GUEST SPEAKERS

1. KNOW AGE LEVEL, SIZE, AND INTERESTS OF THE GROUP.
2. MAKE JOB INFORMATION AS CURRENT, CONCISE, AND CLEAR AS POSSIBLE, COVERING THE FOLLOWING BRIEFLY:
 - GENERAL NATURE AND IMPORTANCE OF WORK.
 - RELATION TO OTHER JOBS AND JOB SATISFACTIONS.
 - TYPICAL WORK DAY.
 - EDUCATIONAL REQUIREMENTS.
 - SPECIAL PERSONAL QUALIFICATIONS.
 - LICENSING AND OTHER LEGAL REQUIREMENTS.
 - EARNINGS--BEGINNING WAGE AND OPPORTUNITIES FOR ADVANCEMENT.
 - COMPETITION FOR JOBS.
 - WAYS TO ENTER FIELD.
 - FLEXIBILITY OF JOBS IN THE MODERN, CHANGING WORLD.
3. USE SHORT MOTION PICTURE AND OTHER VISUAL AIDS IF NEEDED TO CREATE INTEREST.
4. ENCOURAGE QUESTIONS AND STUDENT PARTICIPATION.

THE WORLD OF WORK

FIRST WEEK

- M.** INTRODUCE WORLD OF WORK UNIT. DISCUSS PURPOSE AND OBJECTIVES TO BE COVERED. HAND OUT WORLD OF WORK AGENDA (WOW #1) FOR OPEN DISCUSSION. SURVEY CLASS FOR THOSE WANTING A SOCIAL SECURITY CARD. MAKE POSTER ASSIGNMENT: EACH STUDENT IS TO CONSTRUCT A POSTER DEPICTING A CAREER CHOSEN. POSTER IS TO BE THE ORIGINAL DESIGN OF STUDENT AND NOT JUDGED FOR ART. CREATIVE IDEAS TO BE STRESSED. DUE NOT LATER THAN END OF THE 4TH WEEK. HAND OUT "WHO AM I" FORM (WOW #2). SPEND REMAINDER OF CLASS WORKING ON THIS ASSIGNMENT--DUE THURSDAY BEGINNING OF CLASS.
- T-W.** GUIDANCE DEPARTMENT ADMINISTERS GUIDANCE ACHIEVEMENT TEST. (WOW #3) COVERS PARAGRAPH MEANING (READING) AND MATH ACHIEVEMENT. THE RESULTS OF THESE TESTS ARE TO BE COMPARED WITH EDITION GIVEN IN FALL OF THE EIGHTH GRADE YEAR AS WELL AS WITH THE SEVENTH GRADE. RESULTS WILL BE RECORDED LATER ON THE PERSONAL DATA FORM (WOW #7).
OBJECTIVE: TO GRAPHICALLY SHOW IF ACADEMIC GROWTH IN THESE AREAS HAS BEEN ACHIEVED AND TO WHAT EXTENT.
- Th. & F.** 1. COLLECT "WHO AM I" FORMS. (SEE NOTE #5 OF "THINGS TO DO . . ." SHEET)
2. INTRODUCE, ADMINISTER, AND SCORE INTEREST SURVEY.
OBJECTIVES:
A. TO REVIEW AND INVESTIGATE AREAS OF INTEREST
B. TO RELATE INTERESTS TO OCCUPATIONAL AREAS.
C. TO APPRAISE PERFORMANCE AND ATTITUDES IN RELATION TO INTERESTS.
- ACTIVITIES:
A. REVIEW AND DISCUSS WOW #4, "INTERPRETING YOUR INTEREST PROFILE".
B. PLOT INTEREST SURVEY RESULTS ON PROFILE CHART.
C. COMPARE AND DISCUSS INTEREST AREAS NOTING STRONG AND WEAK INTERESTS AND RELATE INTEREST AREAS TO OCCUPATIONS. SEE WOW #5.

SECOND WEEK

- M.** CONTINUE INTEREST SURVEY EVALUATION.
- T.** 1. SHOW SOUND FILMSTRIP "FSS-60", "CHOOSING A CAREER," GUIDANCE ASSOCIATES. STUDENTS PREPARE A ONE PAGE SUMMARY OF THE HIGHLIGHTS PRESENTED IN THE FILMSTRIP. DUE NEXT DAY. "PT. 1-11 MIN; PT. 11-16 MIN."
2. INTRODUCE, ADMINISTER, AND SCORE "PERSONALITY INVENTORY SURVEY" (WOW #6). THE SCORE WILL BE RECORDED ON THE PERSONAL DATA SHEET TOMORROW.

- W. 1. PERSONAL DATA FORM WOW #7. USING INFORMATION AVAILABLE RECORD ACHIEVEMENT RESULTS, INTEREST SURVEY, PERSONALITY INVENTORY, GRADE ANALYSIS (SEE STUDENT INVENTORY SHEET WOW #6A USED SINCE BEGINNING OF SCHOOL YEAR), AND ANY OTHER INFORMATION KNOWN AT THIS TIME. PDF #7 MUST BE COMPLETE FOR EVALUATION BY END OF SECOND DAY, SIXTH WEEK.

PDF OBJECTIVE: TO PUT TOGETHER INFORMATION AND FACTS CONCERNING THE STUDENTS PAST LIFE ONTO ONE FORM FOR INDIVIDUAL ANALYSIS OF HIS ACCOMPLISHMENTS. PDF #7 CONTAINS THE BASIC INFORMATION RELATIVE TO "RESUME'S" OR "PERSONAL DATA CARDS."

2. ORGANIZE CLASS INTO GROUPS OF 4 OR 5. GROUPS WILL START PREPARING JOB INTERVIEW SKITS TO BE PERFORMED IN CLASS STARTING WEDNESDAY OF THIRD WEEK. DEVISE A METHOD OF SELECTING WHICH GROUPS WILL PERFORM THE CORRECT WAY TO CONDUCT AN INTERVIEW AND THE INCORRECT WAY. DURING THE DISCUSSION, YOU MAY FURTHER ASSIGN SPECIFIC EXAMPLES THEY MAY DEMONSTRATE IN THEIR SKITS. ALLOW REMAINDER OF PERIOD FOR GROUPS TO GET ORGANIZED.

- T. SHOW SOUND FILMSTRIP FSS-58, "WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK," GUIDANCE ASSOCIATES. PART 1, 14 MINUTES; PART 2, 15 MINUTES.

FILMSTRIP EXPLAINS WAYS STUDENTS CAN BEGIN NARROWING DOWN CAREER CHOICES AND DISCUSSES POSITIVE WORK ATTITUDES; CONTINUING LEARNING; NEED TO PERSEVERE, CONSIDERS UNION MEMBERSHIP, LOOKING FOR A JOB, THE JOB INTERVIEW, INABILITY TO GET ALONG WITH OTHERS AND OVER SOCIALIZING.

ACTIVITY: STUDENTS PREPARE A ONE-PAGE SUMMARY OF THE HIGHLIGHTS PRESENTED IN THE FILMSTRIP--DUE NEXT DAY.

(REMAINDER OF PERIOD MAY BE SPENT ORGANIZING INTERVIEW SKITS, WORKING ON FILMSTRIP ASSIGNMENT OR WHATEVER.)

- F. SOCIAL SECURITY DISCUSSION. SEE WOW #8.

1. ALLOW TEN MINUTES OR SO TO DISCUSS SOME OF THE HISTORY AND REASONS FOR SOCIAL SECURITY.
2. AFTER STUDENTS READ PAGE 2 OF WOW #8, OPEN DISCUSSION OF LAWS AND BENEFITS.
3. EACH STUDENT PRACTICES APPLYING FOR SSN USING BLANK FORM PROVIDED.
4. THOSE WANTING TO ACTUALLY APPLY FOR SSN GIVEN APPLICATION BLANK AND ENVELOPE. MAY COMPLETE IN CLASS OR HAVE DUE NEXT DAY. CHECK FOR ACCURACY AND PROCEDURE. NOTE: APPLICANT MUST USE TYPEWRITER OR BLACK/DARK BLUE INK, OTHERWISE THE SOCIAL SECURITY'S COMPUTER WILL REJECT THE APPLICATION! (SEE ITEM #2 OF "THINGS TO DO..." SHEET.)

ASSIGNMENT FOR MONDAY: USING ANY NEWSPAPER AVAILABLE, TURN TO THE WANT-ADS SECTION AND FIND A "HELP WANTED" OR "EMPLOYMENT" WANT AD THAT YOU WOULD LIKE TO APPLY FOR. CUT THE WANT AD OUT AND BRING IT TO CLASS MONDAY.

THIRD WEEK

- M. MAKE SURE STUDENTS BROUGHT THEIR "HELP-WANTED" WANT ADS. HAVE AVAILABE EXTRA COPIES OF LOCALLY READ NEWSPAPERS FOR THOSE WHO DIONT COMPLY.
- 1. FIRST PART OF PERIOD DISCUSS "READING THE ADS." USE "THE WORLD OF WORK," KAY KOSCHNICK, NEW READERS PRESS, PAGES 15-18 FOR EXCELLENT SUBJECT MATERIAL. BE SURE TO POINT OUT DIFFERENT METHODS OF KEYING THE WANT AD SECTION USED BY VARIOUS NEWSPAPERS, I.E., BY TITLE OR BY NUMBERS.
- 2. SECOND PART OF PERIOD DISCUSS APPLYING FOR A JOB. DISCUSS THE IMPORTANCE OF WRITING GOOD INQUIRY LETTERS. USE WOW #9 AS GUIDE.

ASSIGNMENT: WRITE A LETTER OF APPLICATION BASED ON THE "HELP WANTED" WANT AD SELECTED FOR TODAY. USE WOW #5 AS A GUIDE IN WRITING THE LETTER. DUE TOMORROW. (SHOULD NO MAILING ADDRESS APPEAR IN WANT AD, ADDRESS IT TO THE NEWSPAPER THE AD WAS TAKEN FROM.

- T. DISCUSS THE NEED FOR CORRECTLY COMPLETING AN APPLICATION FORM. USE WOW #10 AND 11. YOU MAY USE WOW #10 AS BASIS FOR CLASS DISCUSSION AND TRANSPARENCY COMPLETION AND ASSIGN WOW #11 AS AN ASSIGNMENT.
- W. INTERVIEWS: USE WOW #12, 13, AND 14 TO DISCUSS TELEPHONE AND PERSONAL INTERVIEWS. AT CONCLUSION OF DISCUSSION START SKITS ASSIGNED EARLIER. ARRANGE A PART OF THE ROOM AS AN OFFICE.
- T. CONTINUE SKITS DEPICTING THE RIGHT AND WRONG WAY OF CONDUCTING AN INTERVIEW. CONCLUDE WITH A SUMMARY DISCUSSION OVER MAIN POINTS DEPICTED.
- F. OPEN DAY (SUGGESTION OPTIONS)
 - A. USE THIS DAY TO CATCH UP.
 - B. SET ASIDE ENOUGH TIME FOR DISCUSSION OF WORK PERMITS AND CHILD LABOR LAWS. SEE WOW #15. RECOMMEND PAGES 36-39, "THE WORLD OF WORK" BY KOSCHNICK FOR GOOD SUBJECT MATERIAL.
 - C. INVITE LOCAL PERSONNEL MANAGER IN AS GUEST SPEAKER. TOPIC: "WHAT I LOOK FOR DURING AN INTERVIEW."

FOURTH WEEK

- M. INTRODUCE RESEARCH PORTION OF WORLD OF WORK PROJECT. HAND OUT WOW #16 AND 17 FOR CLASS DISCUSSION. START FIRST RESEARCH REPORT--DUE FRIDAY. (SEE "THINGS TO DO...." ITEM 1, 3, 4, AND 5)
- T. CONTINUE RESEARCH
- W CONTINUE RESEARCH OPTION: SCHEDULE A SOUND FILMSTRIP FOR CLASS
OR VIEWING AND SUMMARY PAPER. USE ONLY IF CLASS
T IS WELL AHEAD IN THEIR WORK AND NEARING COMPLETION OF FIRST REPORT. SEE ADDENDUM #1 FOR POSSIBLE CHOICES.

- F. FIRST REPORT DUE AT END OF PERIOD.
POSTERS DUE: HAVE STUDENT ASSISTANTS POST ON WALLS FOR DISPLAY.
SUGGESTION: HAVE THREE OR FOUR FACULTY MEMBERS JUDGE THE POSTERS ON ORIGINALITY, CREATIVITY, AND SUBJECT MATTER COVERAGE. AWARD PRIZES TO TOP FIVE WINNERS AND DISPLAY AWARD POSTERS IN THE MOST PROMINENT PLACE FOR OVERALL VIEWING.

FIFTH WEEK

- M. PERIODS 1-3: ORIENTATION ASSEMBLY FOR NEXT YEARS FRESHMEN IN HIGH SCHOOL AUDITORIUM. (SEE "THINGS TO DO...." SHEET, ITEM #1)

PERIODS 4-8: START SECOND RESEARCH REPORT - DUE FRIDAY.

- T. HAND OUT WOW #18 AND 19 PRIOR TO REGISTRATION. PRE-REGISTRATION FOR ALL 8TH GRADE STUDENTS IN SOCIAL STUDIES CLASSROOM CONDUCTED BY HIGH SCHOOL GUIDANCE OFFICERS. (USE WOW #18 EDUCATIONAL PLANNING SHEET AND PRE-REGISTRATION INFORMATION TO CONSIDER FUTURE PLANNING. USE WOW #19 TO ASSIST STUDENTS IN SELECTING THE PROPER MATH COURSES.)

W - F: CONTINUE SECOND RESEARCH REPORT

F: SECOND RESEARCH REPORT DUE AT END OF PERIOD.

SIXTH WEEK

M - T: START AND COMPLETE THIRD RESEARCH REPORT--DUE AT THE END OF PERIOD THURSDAY.

F: OPTIONAL:

- A. SHOW SOUND FILMSTRIP "DROPPING OUT," GUIDANCE ASSOCIATES AND DISCUSS, FSS-56, AND/OR
B. USE STUDENTS TO RETURN EQUIPMENT AND MATERIALS.

EITHER WAY ALLOW SUFFICIENT TIME TO PULL CAREER FILES AND ORGANIZE WORK ASSIGNMENTS INTO STUDENT PACKETS FOR THEIR USE. WRAP UP PROJECT WITH SUMMARY DISCUSSION.

1974-1975 MASTER AGENDA

THE WORLD OF WORK

<u>DAY</u>	<u>DATE</u>	<u>ACTIVITY</u>
MON.	APR. 14	INTRODUCE WORLD OF WORK UNIT. SURVEY FOR SSN'S, POSTER ASSIGNMENT-DUE MAY 9. ASSIGN "WHO AM I" PROJECT.
TUE. & WED.	APR. 15, 16	ACHIEVEMENT TESTS.
THUR., FRI. & MONDAY	APR. 17, 18 & 21	COLLECT "WHO AM I" AND 3 CHOICES SHEET. INTEREST SURVEY
TUE.	APR. 22	FSS-60, "CHOOSING A CAREER." SUMMARY SHEET DUE. PERSONALITY INVENTORY SURVEY
WED.	APR. 23	PERSONAL DATA FORM
THUR.	APR. 24	ORGANIZE CLASS INTO GROUPS FOR SKIT. FSS-58; "WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK." SUMMARY SHEET DUE.
FRI.	APR. 25	WORK ON INTERVIEW SKITS. SOCIAL SECURITY PROJECT. ASSIGN "WANT AD" FOR MONDAY.
MON.	APR. 28	WANT AD DISCUSSION. LETTER OF APPLICATION PROJECT.
TUE.	APR. 29	JOB APPLICATION PROJECT.
WED.	APR. 30	INTERVIEWS: DISCUSSION AND START SKITS.
THUR.	MAY 1	CONTINUE INTERVIEW SKITS. SUMMARY DISCUSSION.
FRI.	MAY 2	OPEN DAY (ORGANIZE STUDENT ASSISTANTS FOR NEXT PROJECT)
MON.	MAY 5	INTRODUCE RESEARCH PROJECT AND START.
TUE.	MAY 6	CONTINUE RESEARCH.
WED.	MAY 7	CONTINUE RESEARCH OR SCHEDULE FILMSTRIP AND SUMMARY.
THUR.	MAY 8	SAME.
FRI.	MAY 9	POSTERS DUE FIRST REPORT DUE AT END OF PERIOD
MON.	MAY 12	PERIODS 1-3, ORIENTATION ASSEMBLY IN HIGH SCHOOL AUDITORIUM. PERIODS 4-8, START SECOND RESEARCH REPORT DUE FRIDAY
TUE.	MAY 13	PRE-REGISTRATION IN SOCIAL STUDIES CLASSROOM FOR NEXT YEAR'S FRESHMEN.
WED.	MAY 14	CONTINUE SECOND REPORT.
THUR.	MAY 15	CONTINUE SECOND REPORT.
FRI.	MAY 16	COMPLETE SECOND REPORT - DUE AT END OF PERIOD.
MON.	MAY 19	START THIRD RESEARCH REPORT.
TUE.-THUR.	MAY 20-22	CONTINUE AND COMPLETE THIRD RESEARCH REPORT DUE END OF PERIOD. PERSONAL DATA FORM MUST BE COMPLETED TUESDAY, MAY 20, FOR EVALUATION.
FRI.	MAY 23	A. SHOW FSS-56, "DROPPING OUT." DISCUSS PULL CAREER FILES AND ORGANIZE FOR STUDENT USE. SUMMARY DISCUSSION.

WHO AM I

I. MY FAMILY AND I

1. MY NAME IS _____.
2. MY BIRTHDATE IS _____ AND I AM _____ YEARS OLD.
3. MY PERMANENT ADDRESS IS _____.
4. MY TELEPHONE NUMBER IS _____.
5. I LIVE WITH MY (CIRCLE) MOTHER FATHER BOTH PARENTS GUARDIAN.
6. I HAVE _____ BROTHERS. AGES ARE _____.
7. I HAVE _____ SISTERS. AGES ARE _____.
8. MY REGULAR JOBS AT HOME ARE: _____.
9. I RECEIVE A REGULAR ALLOWANCE (CIRCLE) YES OR NO

II. MY STUDY HABITS

1. USUALLY I STUDY ABOUT _____ MINUTES A DAY AT SCHOOL AND ABOUT _____ MINUTES AT HOME. I (DO, DO NOT) HAVE A QUIET PLACE TO STUDY AT HOME. I (DO, DO NOT) HAVE A ROOM OF MY OWN AT HOME IN WHICH TO STUDY. I (DO, DO NOT) USUALLY WORK IN THE SAME PLACE AT HOME EVERY TIME I STUDY. I (CAN, CAN NOT) STUDY WHILE THE TV OR RADIO/PHONOGRAPH IS ON.
2. THE SUBJECT I HAVE TO STUDY THE MOST IS _____.
3. I FEEL MOST CONFIDENT IN THE FOLLOWING SUBJECT/SUBJECTS _____.
4. NAME YOUR TWO FAVORITE SCHOOL SUBJECTS (PE, SHOP, MUSIC, ETC.)
1. _____ 2. _____.
5. THE SUBJECT I HAVE TO STUDY THE LEAST IS (ACADEMIC SUBJECT) _____
BECAUSE _____.
6. I (DO, DO NOT) FEEL I NEED HELP IN DEVELOPING BETTER STUDY HABITS.

III. MY SCHOOL ACTIVITIES (SPORTS, CLUBS, PLAYS, ETC.)

1. LAST YEAR I JOINED THESE SCHOOL ACTIVITIES: _____
_____. MY FAVORITE WAS _____
BECAUSE _____.
2. THIS YEAR I HAVE JOINED THESE SCHOOL ACTIVITIES: _____
_____. MY FAVORITE IS _____ BECAUSE _____.
3. I (DO, DO NOT) LIKE TO DANCE. (IN ADDITION TO, RATHER THAN) DANCES
I WISH THE JUNIOR HIGH WOULD HAVE SOCIALS WHERE WE COULD _____.
4. I (DO, DO NOT) LIKE ASSEMBLY PROGRAMS.



WOW 2

5. I (HAVE, HAVE NOT) BEEN A CLASS OFFICER. I (HAVE, HAVE NOT) BEEN AN OFFICER IN SOME SCHOOL CLUB OR ORGANIZATION.
6. I HAVE (SEVERAL, FEW, NO) FRIENDS IN THIS SCHOOL. THE NAME OF MY BEST FRIEND IS _____ AND IS IN THE _____ GRADE.

IV. MY OUT OF SCHOOL ACTIVITIES

1. HERE IS A SUMMARY OF IMPORTANT INFORMATION ABOUT CLUBS AND ORGANIZATIONS I BELONG TO WHICH ARE NOT PART OF THE SCHOOL PROGRAMS:

NAME	MEETS HOW OFTEN	AT WHAT TIMES?	WHAT I LIKE BEST ABOUT IT IS:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. I GO TO THE MOVIES ABOUT _____ TIMES A WEEK. MY PARENTS LET ME GO OUT OF THE HOUSE ABOUT _____ NIGHTS A WEEK. I AM USUALLY EXPECTED TO BE HOME BY _____ O'CLOCK ON WEEK NIGHTS AND _____ O'CLOCK ON WEEK ENDS.
3. WHEN I AM OUT WITH MY FRIENDS, THE THINGS WE LIKE TO DO MOST ARE: _____
4. I SPEND ABOUT _____ HOURS PER DAY WATCHING TV. WHAT TV PROGRAM DO YOU ESPECIALLY LIKE? _____
5. I EARN MONEY BY _____. I USUALLY WORK ABOUT _____ HOURS PER WEEK. CONSIDER YOUR PART-TIME JOBS. WHAT JOBS HAVE YOU HELD? _____
6. MY THREE FAVORITE HOBBIES ARE (SKIING, CARPENTRY, PHOTOGRAPHY, READING, ETC.) _____
7. MY LEISURE TIME ACTIVITIES ARE: _____
8. I THINK MY SPECIAL ABILITIES OR TALENTS ARE: _____
9. HAS ANYONE EVER SAID THAT YOU WERE ESPECIALLY GOOD AT DOING ANY ONE THING (GETTING ALONG WITH PEOPLE, ACTING IN A PLAY, SPEAKING, MUSICAL) IF SO, WHAT? _____

V. MY HEALTH

1. MY PRESENT HEALTH IS (EXCELLENT, FAIR, POOR)
2. I (HAVE, HAVE NOT) BEEN SICK MUCH DURING MY LIFE. THE LONGEST I WAS SICK WAS _____ DAYS OR ABOUT _____ WEEKS.
3. MY TEETH ARE (EXCELLENT, FAIR, POOR)
4. I (DO, DO NOT) WEAR GLASSES. I (AM, AM NOT) HARD OF HEARING. I (DO, DO NOT) HAVE ANOTHER PHYSICAL HANDICAP. IT IS THIS: _____

WOW 2

- 5. THE LAST TIME I HAD A PHYSICAL EXAMINATION WAS IN ____ (YEAR).
- 6. I (DO, DO NOT) SOMETIMES WORRY ABOUT MY HEALTH.
- 7. I (DO, DO NOT) HAVE A FAMILY DOCTOR.

VI. MY THOUGHTS ABOUT THE WORLD OF WORK

- 1. WHAT COURSE OF STUDY OR SPECIAL TRAINING (BUSINESS SUBJECTS, AVIATION, MUSIC, ETC.) WOULD YOU LIKE TO TAKE IF YOU COULD?
_____.
- 2. HAVE MEMBERS OF YOUR FAMILY SUGGESTED ANY PARTICULAR CAREER TO YOU? _____ IF SO, WHAT? _____.
- 3. HOW DO YOU FEEL ABOUT THIS SUGGESTION? _____.
- 4. WHAT HAVE YOU OFTEN THOUGHT YOU WOULD LIKE TO DO FOR A LIVING? _____ WHY? _____.
- HOW LONG HAVE YOU BEEN INTERESTED IN IT? _____.
- WHAT TYPE OF WORK DO YOU HOPE TO DO AFTER HIGH SCHOOL OR COLLEGE?
_____.
- DOES THE FUTURE LOOK GOOD TO YOU? (YES OR NO) WHY? _____.
- WHAT IS THE ONE THING THAT COULD POSSIBLY HOLD YOU BACK AND PREVENT YOU FROM GETTING WHAT YOU WANT OUT OF LIFE? _____.

- 5. DIFFERENT JOBS REQUIRE DIFFERENT TYPES OF READING.
 - A. DO YOU READ NEWSPAPERS? (YES, NO) WHAT PARTS? _____.
 - NAME TWO MAGAZINES THAT YOU READ MOST OFTEN: _____.
 - NAME THREE BOOKS YOU HAVE READ WHICH YOU ESPECIALLY LIKE (OUT SIDE OF SCHOOL ASSIGNMENTS) _____.

- 6. LIST THREE OCCUPATIONS IN WHICH YOU ARE INTERESTED IN POSSIBLY CHOOSING AS A CAREER AFTER HIGH SCHOOL. LIST IN THE ORDER OF IMPORTANCE TO YOU.
 - A. _____
 - B. _____
 - C. _____

WOW #4

INTERPRETING YOUR INTEREST PROFILE*

YOU ARE INTERESTED IN SOMETHING IF YOU ENJOY IT. YOUR INTEREST PROFILE INDICATES WHETHER YOUR INTERESTS IN THE TEN AREAS MEASURED ARE HIGH, AVERAGE OR LOW COMPARED WITH THOSE OF OTHER BOYS OR GIRLS AT YOUR GRADE LEVEL ACROSS THE NATION.

LIKE MOST PEOPLE, YOU PROBABLY HAVE SCORES THAT ARE HIGH IN SOME AREAS, LOW IN SOME, AND AVERAGE IN OTHERS. LOOKING AT ALL YOUR SCORES IS IMPORTANT BECAUSE MOST SCHOOL SUBJECTS AND JOBS INVOLVE A COMBINATION OF TWO OR MORE INTERESTS.

THE MORE INTERESTED YOU ARE IN A SCHOOL SUBJECT, A JOB, OR ANYTHING YOU DO THE GREATER YOUR CHANCES ARE FOR SUCCESS IN IT. IT IS EASIER AND MORE SATISFYING TO PUT YOUR EFFORTS INTO ACTIVITIES YOU ENJOY THAN INTO THOSE YOU DISLIKE. OF COURSE, NO ONE CAN DO ONLY WHAT INTERESTS HIM. STUDYING YOUR INTEREST, HOWEVER, WILL HELP YOU DIRECT YOUR ACTIVITIES INTO CHANNELS WHERE YOU ARE MORE LIKELY TO ACHIEVE SATISFACTION. IN ADDITION, SUCH STUDY MAY HELP YOU FIND SOME THINGS THAT APPEAL TO YOUR INTERESTS EVEN IN CHORES THAT YOU DISLIKE.

AN IMPORTANT FACT TO KEEP IN MIND IS THAT LOW SCORES SOMETIMES MEAN THAT YOU HAVEN'T HAD ENOUGH OF AN OPPORTUNITY TO DEVELOP INTERESTS IN CERTAIN AREAS. IMAGINE FOR EXAMPLE, A YOUNG PERSON WHOSE FAMILY AND FRIENDS ARE NOT PARTICULARLY INTERESTED IN MUSIC, AND WHO HAS NOT HAD AN OPPORTUNITY TO LEARN TO PLAY AN INSTRUMENT, TO LISTEN ATTENTIVELY TO RECORDS, OR TO GO TO CONCERTS. HE MAY NOT SCORE AS HIGH IN MUSICAL INTERESTS AS SOMEONE WHO HAS HAD MORE EXPERIENCE WITH MUSIC. YOU HAVE TO BE INTRODUCED TO OR DISCOVER AN ACTIVITY BEFORE YOU CAN LIKE IT OR DISLIKE IT. PARTICIPATING IN SOMETHING YOU'VE DECIDED YOU MIGHT LIKE MAY IN TURN TEND TO STRENGTHEN YOUR INTEREST IN IT. AS YOU MATURE YOU ARE EXPOSED TO A VARIETY OF NEW EXPERIENCES, SOME OF YOUR OLD INTEREST MAY CHANGE AND NEW ONES MAY DEVELOP.

HIGH INTERESTS ARE NOT BETTER THAN LOW INTERESTS; NOR IS ONE INTEREST BETTER--OR WORSE--THAN ANOTHER. WHAT COUNTS IS KNOWING WHAT YOUR INTERESTS ARE AND CONSIDERING THEM WHENEVER YOU HAVE AN IMPORTANT EDUCATIONAL OR CAREER DECISION TO MAKE.

THE TEN INTEREST AREAS MEASURED BY THE KUDER GENERAL INTEREST SURVEY MEAN:

OUTDOOR INTEREST MEANS PREFERENCE FOR WORK OR ACTIVITY THAT KEEPS YOU OUTSIDE MOST OF THE TIME--USUALLY WORK DEALING WITH PLANTS AND OTHER GROWING THINGS, ANIMALS, FISH, AND BIRDS. FORESTERS, NATURALISTS, FISHERMEN, TELEPHONE LINEMEN, AND FARMERS ARE AMONG THOSE HIGH IN OUTDOOR INTERESTS.

MECHANICAL INTEREST MEANS PREFERENCE FOR WORKING WITH MACHINES AND TOOLS. IF YOU LIKE TO TINKER WITH OLD CLOCKS, REPAIR BROKEN OBJECTS, OR WATCH A GARAGE MECHANIC AT WORK, YOU MIGHT ENJOY SHOP COURSES IN SCHOOL. AVIATOR, TOOLMAKER, MACHINIST, PLUMBER, AUTOMOBILE REPAIRMAN, AND ENGINEER ARE AMONG THE MANY JOBS INVOLVING HIGH MECHANICAL INTEREST.

COMPUTATIONAL INTEREST INDICATES A PREFERENCE FOR WORKING WITH NUMBERS AND AN INTEREST IN MATH COURSES IN SCHOOL. BOOKKEEPERS, ACCOUNTANTS, BANK TELLERS, ENGINEERS, AND MANY KINDS OF SCIENTISTS ARE USUALLY HIGH IN COMPUTATIONAL INTEREST.

SCIENTIFIC INTEREST IS AN INTEREST IN THE DISCOVERY OR UNDERSTANDING OF NATURE AND THE SOLUTION OF PROBLEMS, PARTICULARLY WITH REGARD TO THE PHYSICAL WORLD. IF YOU HAVE A HIGH SCORE IN THIS AREA, YOU PROBABLY ENJOY WORKING IN THE SCIENCE LAB, READING SCIENCE ARTICLES, OR DOING SCIENCE EXPERIMENTS AS A HOBBY. PHYSICIAN, CHEMIST, ENGINEER, LABORATORY TECHNICIAN, METEOROLOGIST, DIETICIAN, AND AVIATOR ARE AMONG THE OCCUPATIONS INVOLVING HIGH SCIENTIFIC INTEREST.

PERSUASIVE INTEREST IS AN INTEREST IN MEETING AND DEALING WITH PEOPLE. IN CONVINCING OTHERS OF THE JUSTICE OF A CAUSE OR A POINT OF VIEW, OR IN PROMOTING PROJECTS OR THINGS TO SELL. MOST SALESMEN, PERSONAL MANAGERS, AND BUYERS HAVE HIGH PERSUASIVE INTEREST. IF YOU HAVE A HIGH SCORE IN THIS AREA, YOU MAY ENJOY SUCH ACTIVITIES AS DEBATING SELLING TICKETS FOR A SCHOOL PLAY OR DANCE, OR SELLING ADVERTISING SPACE FOR THE SCHOOL PAPER.

ARTISTIC INTEREST INDICATES A PREFERENCE FOR DOING CREATIVE WORK WITH THE HANDS--USUALLY WORK INVOLVING DESIGN, COLOR, AND MATERIALS. IF YOU LIKE TO PAINT, DRAW, SCULPT, DECORATE A ROOM DESIGN CLOTHES, OR WORK ON SETS FOR SCHOOL PLAYS, YOU ARE PROBABLY HIGH IN THIS INTEREST. SO ARE ARTISTS, SCULPTORS, DRESS DESIGNERS, ARCHITECTS, HAIRDRESSERS, AND INTERIOR DECORATORS.

LITERARY INTEREST IS AN INTEREST IN READING AND WRITING. PERSONS WITH LITERARY INTEREST INCLUDE NOVELISTS, ENGLISH TEACHERS, POETS, EDUCATORS, NEWS REPORTERS, AND LIBRARIANS. IF YOU HAVE A HIGH SCORE ON THE LITERARY SCALE, ENGLISH IS PROBABLY ONE OF YOUR FAVORITE SUBJECTS, AND YOU MAY ENJOY WRITING FOR THE SCHOOL PAPER OR MAGAZINES.

MUSICAL INTEREST USUALLY IS DEMONSTRATED BY PERSONS WHO ENJOY GOING TO CONCERTS, PLAYING AN INSTRUMENT, SINGING, OR READING ABOUT MUSIC AND MUSICIANS. MUSICIANS, MUSIC TEACHER, AND MUSIC CRITICS ARE AMONG THOSE WHO HAVE DIRECTED HIGH MUSICAL INTEREST INTO A VOCATION.

SOCIAL SERVICE INTEREST INDICATES A PREFERENCE FOR ACTIVITIES THAT INVOLVE HELPING PEOPLE. NURSES, BOY SCOUT OR GIRL SCOUT LEADERS, VOCATIONAL COUNSELORS, TUTORS, PERSONNEL WORKERS, SOCIAL WORKERS, HOSPITAL ATTENDANTS, AND MINISTERS, RABBIS, AND OTHERS IN RELIGIOUS SERVICE ARE AMONG THOSE HIGH IN THIS AREA.

CLERICAL INTEREST MEANS A PREFERENCE FOR WORK THAT IS CLEARLY DEFINED FOR YOU--WORK THAT INVOLVES SPECIFIC TASKS REQUIRING PRECISION AND ACCURACY. IF YOU HAVE HIGH CLERICAL INTEREST, YOU PROBABLY ENJOY SCHOOL SUBJECTS AND ACTIVITIES THAT REQUIRE ATTENTION TO DETAIL. JOBS SUCH AS BOOKKEEPER, ACCOUNTANT, FILE CLERK, SALES CLERK, STATISTICIAN, TEACHER OF COMMERCIAL SUBJECTS, AND TRAFFIC MANAGER FALL IN THIS AREA.

WOW 4

KNOWLEDGE OF YOUR INTERESTS CAN TELL YOU ONLY WHAT YOU ENJOY DOING; IT CANNOT TELL YOU HOW WELL YOU DO THESE THINGS. WHAT YOU DO WELL DEPENDS ON MANY THINGS BESIDE INTEREST--PARTICULARLY, YOUR ABILITIES. YOUR COUNSELOR CAN HELP YOU FIND OUT WHETHER YOUR ABILITIES MEASURE UP TO YOUR INTERESTS. HE CAN HELP YOU WITH YOUR DECISIONS ABOUT WHAT COURSE OF STUDY AND SCHOOL SUBJECTS TO TAKE. YOUR COUNSELOR MAY ALSO BE ABLE TO SUGGEST WAYS IN WHICH YOU CAN EXPLORE AND BROADEN YOUR INTERESTS--EXTRACURRICULAR ACTIVITIES YOU MIGHT ENJOY, BOOKS APPROPRIATE TO YOUR INTERESTS, AND KINDS OF PARTTIME OR SUMMER JOBS YOU MIGHT WANT TO REEXAMINE YOUR INTERESTS.

*DEVELOPED FROM KUDER PROFILE LEAFLET, SCIENCE RESEARCH ASSOCIATES, INC.

WOW 4

MY INTEREST PROFILE

TRANSPARENCY

KUDER E

NAME _____

GENERAL INTEREST SURVEY

GRADE _____

DATE _____

1	2	3	4	5	6	7	8	9	

- OUTDOOR
- MECHANICAL
- COMPUTATIONAL
- SCIENTIFIC
- PERSUASIVE
- ARTISTIC
- LITERARY
- MUSICAL
- SOCIAL SERVICE
- CLERICAL

LIKED LEAST

LIKED SOMEWHAT

LIKED BEST

WOW 15

INTERPRETING AND APPLYING THE KUDER PREFERENCE RECORD SCORES

THERE ARE 10 INTEREST AREAS. THE RAW SCORES HAVE BEEN CONVERTED TO PERCENTILES. OVER 75 PERCENTILE IS CONSIDERED HIGH AND BELOW 25 IS CONSIDERED LOW. THE MIDDLE PERCENTILES ARE CONSIDERED AVERAGE. THESE CLASSIFICATIONS ARE NOT ABSOLUTE BUT CAN BE USED FOR COMPARATIVE PURPOSES. AN INDIVIDUAL CAN BE COMPARED TO OTHERS ON A NORMATIVE BASIS TO ARRIVE AT SOME MEANINGFUL INTEREST STRENGTH OR THE COMPARISON CAN BE INTRA-INDIVIDUAL TO ARRIVE AT SOME APPRAISAL OF WHETHER OR NOT THE INDIVIDUAL HAS MORE INTEREST IN ONE AREA THAN IN ANOTHER. WHEN MAKING NORMATIVE COMPARISONS TO OCCUPATIONAL GROUPS, INFORMATION ON THE REFERENCE GROUP IS IMPORTANT BECAUSE OF THE EFFECT OF VARIABLES OTHER THAN INTEREST. INTEREST IS ONLY ONE OF THE POSITIVE INDICIES. OTHERS INCLUDE: DOES THE INDIVIDUAL HAVE ENOUGH INTEREST IN THE CAREER AREA TO GET ENOUGH SATISFACTION FROM THE JOB ACTIVITIES; CAN OR WILL HE SATISFY HIS EMPLOYER, CUSTOMERS, OR CLIENTS; AND WILL THE EXTRINSIC REWARDS BE SATISFYING TO HIM.

THE INTERESTS FOR THE 12-14 AGE GROUP ARE VERY FLUID. NEW EXPERIENCES CAN AFFECT THE INTENSITY OF INTERESTS OR PRODUCE NEW INTERESTS. EARLY EVALUATION OF INTEREST PREFERENCE IS VITAL IN DETERMINING HOW REALISTIC IS THE INTEREST PATTERN WITH RESPECT TO ABILITIES. AN IMPORTANT TASK IN COUNSELING THIS AGE GROUP IS TO HELP BROADEN THE STUDENT'S EXPERIMENTAL BASE WHICH MIGHT AFFECT A CHANGE IN THE INTEREST PATTERN. THE INTEREST PATTERN TENDS TO BECOME MORE STABILIZED WITH EXPERIENCES.

IN GRADE 8, THE STUDENT ELECTS LIMITED SUBJECTS BEYOND THOSE THAT ARE REQUIRED. THE RESULTS OF THE INTEREST SURVEY MIGHT SUGGEST CONFLICTS WHEN USED WITH DATA ON THE STUDENT'S ABILITIES, PERFORMANCES AND ENVIRONMENT. THE INVOLVEMENT AND PARTICIPATION OF THE STUDENT, PARENT AND COUNSELOR IN PLANNED SUPPLEMENTARY EXPERIENCES CAN HELP HIM TO SELECT AN APPROPRIATE OCCUPATIONAL CAREER.

WHEN STUDENTS RECEIVE RESULTS OF THEIR INTEREST SURVEY, THEY SEEK THE MEANING OF THE RESULTS AND DISCOVER WHICH OCCUPATION FALLS WITHIN THEIR INTEREST CATEGORIES. A PROMPT CLARIFICATION OF THE SURVEY AND RESULTS IS NECESSARY. IT SHOULD BE CLEARLY STATED THAT THE RESULTS ARE BASED ON A VERY BRIEF SAMPLING OF THEIR LIVES; THE RESULTS ARE FOR THE DURATION OF THE SURVEY ACTIVITY AND LATER SAMPLINGS COULD BE DIFFERENT. IF THE SAMPLING WAS CORRECT, THERE ARE MANY OCCUPATIONS WHICH SEEM TO HAVE A COMMONALITY WITH CERTAIN INTERESTS. TO ASSIST THE TEACHER OR COUNSELOR IN THE PRESENTATION AND DISCUSSION TO RECALL OCCUPATIONS BY INTEREST AREAS, THE FOLLOWING LIST--BASED ON THE WYOMING OCCUPATIONAL RESOURCE KIT--HAS BEEN COMPILED. NUMBERS FOLLOWING AN OCCUPATION DENOTE THE OCCUPATION HAS MORE THAN ONE INTEREST ASSOCIATION.

SOME OCCUPATIONS HAVE MORE THAN ONE STRONG INTEREST ASSOCIATION.

- | | |
|------------------|-------------------|
| 0. OUTDOOR | 6. LITERARY |
| 1. MECHANICAL | 7. MUSICAL |
| 2. COMPUTATIONAL | 8. SOCIAL SERVICE |
| 3. SCIENTIFIC | 9. CLERICAL |
| 4. PERSUASIVE | |
| 5. ARTISTIC | |

WOW #5

OUTDOOR

AGRICULTURAL AIRCRAFT PILOT
AGRICULTURAL ENGINEER
AIRLINE PILOT
AIRLINE STEWARDESS
ANIMAL KEEPER
BASEBALL PLAYER, PROF.
BEACH LIFE GUARD
BLOCK SETTER
BRICK LAYER
BUILDING INSPECTOR
BUS DRIVER
BUSINESS AGENT-UNIONS
CABLE SPLICER
CARPENTER
CEMENT MASON
COUNTY AGRICULTURAL INSPECTOR
EDGERMAN
ELECTRICIAN
ENOLOGIST
FARM ADVISOR
FARM EQUIPMENT OPERATOR
FARM MANAGER
FORESTER
FOREST FIGHTER
GENERAL FARM HAND
GEOLOGIST
GROUNDSMAN-GARDENER
GROUP RECREATION WORKER
IRRIGATOR
LANDSCAPE MAINTENANCE SUPERINTENDENT

LINEMAN
LIVESTOCK HAND
LOG SCALER
LOG TRUCK DRIVER
LONG-HAUL TRUCK DRIVER
LUMBER HANDLER
MAIL CARRIER
METER READER
OFF-THE-GROUND DATE WORKER
ORCHARD PRUNER
ORNAMENTAL HORTICULTURIST
PAINTER
PARK RANGER
PEST CONTROL SERVICE MAN
PLANT PATHOLOGIST
PROFESSIONAL ATHLETE
ROD AND CHAIN MAN
SANITARIAN
SHEEPHERDER
SHIPFITTER
SKI INSTRUCTOR
SKI TOW AND LIFT OPERATOR
SPORTS FISHING CAPTAIN
STATE TRAFFIC OFFICE
STRUCTURAL STEEL WORKER
SURVEYOR
SWIMMING POOL SERVICE TECHNICIAN
TUNA FISHERMAN
VITICULTURIST
WHARFINGER

MECHANICAL

AIRFRAME & POWER PLANT MECHANIC
AUTOMOBILE MECHANIC
AUTOMOBILE PARTS MAN
BODY AND FENDER MAN
BOOK BINDING
BROADCASTING TECHNICIAN
CABINET MAKER
CAMERA REPAIRMAN
CELLAR FOREMAN
CENTRAL OFFICE INSTALLER
COATING INOUSTRY OCCUPATIONS
COIN MACHINE REPAIRMAN
COIL WINDER
COMPOSING ROOM OCCUPATIONS
CONSTRUCTION MACHINE OPERATOR
COTTON GIN MANAGER
COPPERSMITH
DATA PROCESSING TECHNICIAN
DENTAL TECHNICIAN
DIESEL MECHANIC
DISC JOCKEY

DRAFTSMAN
ELECTRIC APPLIANCE REPAIRMAN
ELECTRIC DATA PROCESSING MANAGER
ELECTRONIC ASSEMBLER
ELECTRONIC TECHNICIAN
ELECTROPLATER
EMBROIDERY MACHINE OPERATOR
FIBER GLASS LAY UP MAN
FLOOR COVERING INSTALLER
FORK LIFT OPERATOR
FORGE SHOP OPERATION
FURNITURE UPHOLSTERER
GARMENT CUTTER
GLAZIER
GUNSMITH
HEAD SAW OPERATOR
HEAT TREATER
HEAVY DUTY MECHANIC
HOUSEHOLD APPLIANCE REPAIRMAN
HYDRAULIC EQUIPMENT REPAIRMAN
IRONWORKER, SHOP

WOW #5

MECHANICAL (CONT'0)

JIG AND FIXTURE BUILDER
 KEY PUNCH OPERATOR
 LAUNDRY WORKER
 LENS GRINDER
 LINO TYPE OPERATOR
 LOCKSMITH
 MACHINE SHOP HELPER
 MACHINE SHOP INSPECTOR
 MACHINE TOOL OPERATOR
 MACHINIST
 MAINTENANCE ELECTRICIAN
 MARINE ENGINEER
 MEAT CUTTER
 MEAT CUTTER JOBBER
 METAL POLISHER
 MILKER
 MILLMAN
 MILLWRIGHT
 MOLDR
 MOTORCYCLE REPAIRMAN
 OCCUPATIONS - MEAT PACKING
 OFFICE MACHINE SERVICEMAN
 OPERATING ENGINEER
 OPTICIAN
 OUTBOARD MOTOR MECHANIC
 PATTERNMAKER
 PICTURE FRAME MAKER
 PLASTERER
 PLATER
 PLUMBER
 PRESSER
 PROSTHETIST
 QUALITY CONTROL MANAGER

RADIOGRAPHER
 RADIO-TELEVISION SERVICEMAN
 RAILROAD CARMAN
 RAILROAD MACHINIST
 RAILROAD SHOP CRAFTSMAN
 REFRIGERATION MECHANIC
 RIGGER
 SAWMILL HANDESMAN
 SCREEN PROCESSING OCCUPATIONS
 SEAMSTRESS
 SERVICE STATION TECHNICIAN
 SEWING MACHINE OPERATOR
 SHEETMETAL WORKER
 SHIPFITTER
 SHIP OFFICER - RADIO--MERCHANT MARINE
 STATIONARY ENGINEER
 SUB-ASSEMBLER, ELECTRONICS
 TECHNICIAN, ENGINEERING--PHYS. SCI.
 TELEMETERER
 TELEPHONE OPERATOR
 TELETYPEWRITER OPERATOR
 TERRAZZO WORKER
 TIRE VULCANIZER
 TOOL CRIB ATTENDANT
 TOOL AND CUTTER GRINDER
 TOOL DESIGNER
 TOOL AND DIE MAKER
 TOOL INSPECTOR
 TRUCK MECHANIC
 WATCHMAKER
 WELDER
 WELDER-COMBINATION

COMPUTATIONAL

ACTUARY
 FINANCIAL ANALYST

MATHEMATICIAN
 STATISTICIAN

SCIENTIFIC

AEROSPACE ENGINEER
 ANIMAL SCIENTIST
 ASTRONOMER
 BIOLOGICAL SCIENTIST
 CERAMIC ENGINEER
 CHEMICAL ENGINEER
 CHEMIST
 CIVIL ENGINEER
 ELECTRICAL ENGINEER
 ELECTRONIC ENGINEER
 FINGER PRINT EXAMINER
 HEALTH PHYSICIST
 HEAT TREATER

HOSPITAL ADMINISTRATOR
 LABORATORY ASSISTANT
 MECHANICAL ENGINEER
 MEDICAL TECHNOLOGIST, BIOANALYST
 METEOROLOGIST
 MICROBIOLOGIST
 NUCLEAR ENGINEER
 OCEANOGRAPHER
 PHARMACIST
 PHYSICAL METALLURGIST
 PHYSICIST
 PLANT SCIENTIST
 PRESERVATION SPECIALIST, AEROSPACE
 RESEARCH & DEVELOPMENT TECHNICIAN
 VETERINARIAN
 WOOD TECHNOLOGIST

WOW #5

PERSUASIVE

AUTOMOBILE DEALER
 BUYER
 CONTRACT ADMINISTRATOR
 CREDIT AND COLLECTION MANAGER
 EXECUTIVE DIRECTOR
 GARAGE SERVICE SALESMAN
 GROCERY PRODUCT SALESMAN
 HOME ECONOMIST IN BUSINESS
 L P DRIVER - SALESMAN
 MARKETING RESEARCH ANALYST
 MODEL
 PHARMACEUTICAL SALES REPRESENTATIVE

PRODUCTION AND MATERIAL COORDINATOR
 PURCHASING AGENT
 RADIO AND TELEVISION ANNOUNCER
 REAL ESTATE SALESMAN
 RETAIL STORE MANAGER
 RIGHT-OF-THE-WAY AGENT
 SALESMAN - BUILDING MATERIALS
 SALES CLERK
 SALES PERSON
 SECURITIES BROKER
 SHIP OFFICER, DECK
 UNDERWRITER INSURANCE

ARTISTIC

ARCHITECT
 ARTIST - ANIMATION
 BAKER - CUSTOMER
 CABINET MAKER - CUSTOMER
 AIRCRAFT PLASTER PATTERNAKER
 FIBERGLASS LAY UP MAN

FLORAL DESIGNER
 FURNITURE DESIGNER
 INTERIOR DESIGNER
 SIGN PAINTER
 TECHNICAL ILLUSTRATOR, ARTIST
 WOMEN CLOTHES DESIGNER

LITERARY

COPYWRITER
 COPYREADER
 FILM EDITOR

TECHNICAL WRITER
 TRANSLATORS AND INTERPRETERS

MUSIC

MUSICIANS, INSTRUMENTAL

(SEE SINGERS AND SINGING TEACHERS, OCCUPATIONAL OUTLOOK HANDBOOK, U. S. DEPARTMENT OF LABOR, 1966-67 EDITION, PP. 184-90.)

SOCIAL SERVICE

BARBER
 BEAUTY OPERATOR
 CHECKROOM, LOCKER ROOM ATTENDANT
 CHAMBER OF COMMERCE MANAGER
 CHEFS AND COOKS
 CITY MANAGER
 CLAIMS ADJUSTER
 COACH
 COMMERCIAL DRIVER
 COMMERCIAL PRESSMAN
 CORRECTIONAL OFFICER
 COUNTER GIRL
 COUNTER MAN
 DARKROOM TECHNICIAN
 DENTAL HYGIENIST

DENTIST
 DENTAL ASSISTANT
 DIETITIAN
 DISPLAY MAN
 DOCTOR OF MEDICINE
 DOMESTIC COOK
 DOMESTIC SERVICE
 DRAPERY SEAMSTRESS
 DRY CLEANER
 ECONOMIST
 EMBALMER
 EMPLOYMENT COUNSELOR
 EMPLOYMENT INTERVIEWER
 FIREMAN
 HOME ADVISOR

WOW #5

SOCIAL SERVICE (CONT'D.)

HOSPITAL ADMINISTRATOR
HOSPITAL ATTENDANT
HOTEL MANAGER
IMMIGRATION PATROL INSPECTOR
INDUSTRIAL NURSE
JANITOR
JOB ANALYST
KITCHEN HELPER
LABOR RELATIONS MAN
LAWYER
LIBRARIAN
LIBRARIAN ASSISTANT
LICENSE VOCATIONAL NURSE
MANAGER, ADMINISTRATIVE SERVICES
MANAGEMENT DEVELOPMENT PERSONNEL
NEW CAR GET READY MAN
NURSERY SCHOOL TEACHER
OCCUPATIONAL HEALTH NURSE
OCCUPATIONAL THERAPIST
OPERATOR, TELEPHONE
PERSONNEL MANAGER
PHOTOENGRAVER
PHOTOGRAPHER
PHYSICAL THERAPIST
PLANNER CITY AND REGIONAL
PLANT QUARANTINE INSPECTOR
PODIATRIST
POLICEMAN AND DEPUTY SHERIFF

PORT DIRECTOR
PRODUCTION PLANNER
PSYCHIATRIC TECHNICIAN
PSYCHOLOGIST
PUBLIC HEALTH NURSE
PUBLIC RELATIONS MAN
RECEPTIONIST
RECREATIONAL LEADER
REHABILITATION COUNSELOR
REPORTER
SCHOOL COUNSELOR
SECURITY OFFICER
SERVICE STATION ATTENDANT
SHOE REPAIRMAN
SHORT ORDER COOK
SOCIAL WORKER
SPOTTER
SWIMMING POOL SERVICE TECHNICIAN
TAILOR, MEN'S GARMENTS
TAXIDERMIST
TEACHER, CHILDREN TO ADULTS
TRADE AND TECHNICAL TEACHER
TRAINING DIRECTOR
TRAVEL AGENT
VETERINARY HOSPITAL ATTENDANT
VOCATIONAL BUSINESS EDUCATION TEACHER
WAITRESS
WEIGHTS AND MEASURES INSPECTOR

CLERICAL

ACCOUNTING CLERK
AIRLINE TICKET AGENT
AIR TRAFFIC CONTROL SPECIALIST
APARTMENT MANAGER
AUTOMOBILE CONTRACT CLERK
INSURANCE CLERK
BOOKKEEPING MACHINE OPERATOR
CALCULATING MACHINE OPERATOR
CASHIER
CERTIFIED PUBLIC ACCOUNTANT
CLASSIFIED COUNTER CLERK
CLERK, GENERAL OFFICE
CLERK, TYPIST
COMPUTER OPERATOR
COURT REPORTER
CREDIT UNION TELLER
DUPLICATING MACHINE OPERATOR
ELECTRIC ACCOUNTING MACHINE OPERATOR
ESCROW OFFICER
FEDERAL CATALOGER
FILE CLERK
FINANCIAL ANALYST
FULL CHARGE BOOKKEEPER

HOSPITAL ADMITTING CLERK
JUNIOR ACCOUNTANT
KEY PUNCH OPERATOR
LEGAL SECRETARY
MEDICAL SECRETARY
MEDICAL RECORD LIBRARIAN
OFFICE CASHIER
POST OFFICE CLERK
PROOF MACHINE OPERATOR
ROOM CLERK
ROUTEMAN
SECRETARY
SHIPPING AND RECEIVING CLERK
SHIP'S OFFICER--PURSER, MERCHANT MARINE
STENOGRAPHER
TABULATING MACHINE OPERATOR
TELLER
TITLE SEARCHER
TRAFFIC RATE CLERK
TYPIST
VARIETYPER OPERATOR

WOW #6

I. APPEARANCE

CREOITS OR (YES)

DEBITS OR (NO)

- | | | |
|---------|---|---------|
| ___ 1. | ARE YOUR EYES CLEAR AND BRIGHT? | ___ 1. |
| ___ 2. | DOES YOUR HAIR HAVE NATURAL LUSTER? | ___ 2. |
| ___ 3. | DO YOU MAINTAIN A GOOD POSTURE AT ALL TIMES? | ___ 3. |
| ___ 4. | ARE YOUR MUSCLES FIRM AND YOUR BOOY FREE OF EXCESS FAT? | ___ 4. |
| ___ 5. | DO YOU HAVE THE PROPER WEIGHT FOR YOUR AGE AND HEIGHT? | ___ 5. |
| ___ 6. | ARE YOUR CLOTHES NEAT AND CLEAN? | ___ 6. |
| ___ 7. | ARE YOUR CLOTHES IN GOOD TASTE? . | ___ 7. |
| ___ 8. | ARE YOU ALWAYS WELL-GROOMEO? | ___ 8. |
| ___ 9. | ARE YOU CHEERFUL MOST OF THE TIME? | ___ 9. |
| ___ 10. | DO YOU SMILE OFTEN? | ___ 10. |

II. MANNERS

- | | | |
|---------|---|---------|
| ___ 1. | ARE YOU ALWAYS CONSIDERATE OF OTHERS? | ___ 1. |
| ___ 2. | DO YOU ALWAYS THINK ABOUT THE RIGHT OF OTHERS BEFORE YOU THINK OF YOUR OWN? | ___ 2. |
| ___ 3. | DO YOU ALWAYS SHOW RESPECT FOR EVERYONE REGARDLESS OF POSITION? | ___ 3. |
| ___ 4. | ARE YOU ALWAYS APPRECIATIVE OF EVERYTHING ONE OOGES FOR YOU AND OO YOU THANK THEM? | ___ 4. |
| ___ 5. | DO YOU THINK OF OTHERS ON SPECIAL OCCASIONS SUCH AS BIRTHOAY, ETC.? | ___ 5. |
| ___ 6. | DO YOU CONGRATULATE YOUR FRIENDS UPON THEIR ACHIEVEMENTS? | ___ 6. |
| ___ 7. | DO YOU OFTEN OO SOME OOOD IN WHICH YOU CAN TAKE JUSTIFI- ABLE PRIOE? | ___ 7. |
| ___ 8. | DO YOU HELP PERSONS LESS FORTUNATE THAN YOURSELF? | ___ 8. |
| ___ 9. | DO YOU LEARN, REMEMBER, AND USE THE NAMES OF THE PEOPLE YOU MEET? | ___ 9. |
| ___ 10. | DO YOU KNOW THE RULES OF ETIQUETTE (TABLE MANNERS, RULES OF POLITENESS, ETC.) AND OBSERVE THEM? | ___ 10. |

III. AGREEABLENESS

- | | | |
|---------|--|---------|
| ___ 1. | DO YOU AIM AT COOPERATION IN ALL THINGS? | ___ 1. |
| ___ 2. | DO YOU AVOID CARRYING TALES AND GOSSIPING ABOUT OTHERS? | ___ 2. |
| ___ 3. | DO YOU TRY TO SEE THE OTHER PERSON'S POINT OF VIEW? | ___ 3. |
| ___ 4. | DO YOU REFRAIN FROM TELLING OTHERS WHAT YOU THINK OF THEM? | ___ 4. |
| ___ 5. | DO YOU AVOID ARGUMENTS? | ___ 5. |
| ___ 6. | DO YOU AVOID MAKING FUN OF OTHERS? | ___ 6. |
| ___ 7. | DO YOU KEEP OUT OF OTHER PEOPLE'S BUSINESS? | ___ 7. |
| ___ 8. | DO YOU AVOID FINDING FAULT WITH EVERYOAY THINGS? | ___ 8. |
| ___ 9. | DO YOU KEEP YOUR PERSONAL TROUBLES TO YOURSELF? | ___ 9. |
| ___ 10. | DO YOU TAKE A GENUINE INTEREST IN OTHERS? | ___ 10. |

WOW #6

IV. INTERESTS

- _____ 1. DO YOU HAVE A HOBBY? _____ 1.
- _____ 2. ARE YOU SKILLED IN ANY GAME OR SPORT? _____ 2.
- _____ 3. CAN YOU PLAY SOME MUSICAL INSTRUMENT? _____ 3.
- _____ 4. CAN YOU RECOGNIZE THE PAINTINGS OF THREE OR MORE WELL-KNOWN ARTISTS? _____ 4.
- _____ 5. DO YOU "KNOW" (HAVE A GOOD KNOWLEDGE ABOUT) THE LEADING RADIO/TV PERSONALITIES? _____ 5.
- _____ 6. DO YOU READ AT LEAST ONE MAGAZINE A WEEK? _____ 6.
- _____ 7. DO YOU BELONG TO TWO OR MORE ORGANIZATIONS? _____ 7.
- _____ 8. DO YOU READ A NEWSPAPER EACH DAY? _____ 8.
- _____ 9. HAVE YOU READ AT LEAST TWELVE BOOKS DURING THIS PAST YEAR? _____ 9.
- _____ 10. DO YOU MAKE AN EFFORT TO MEET NEW PEOPLE AND MAKE NEW FRIENDS? _____ 10.

V. TEMPERAMENT

- _____ 1. DO YOU CONTROL YOUR TEMPER? _____ 1.
- _____ 2. DO YOU AVOID WORRY? _____ 2.
- _____ 3. CAN YOU THROW OFF DISCOURAGEMENT? _____ 3.
- _____ 4. DO YOU OFTEN FEEL ENTHUSIASTIC ABOUT SOMETHING YOU WISH TO DO? _____ 4.
- _____ 5. ARE YOU ABLE TO MAKE DECISIONS ABOUT EVERYDAY THINGS EASILY? _____ 5.
- _____ 6. ARE YOU ABLE TO INTEREST YOURSELF IN DETAILS? _____ 6.
- _____ 7. ARE YOU CAREFUL NOT TO HOLD GRUDGES AGAINST PEOPLE? _____ 7.
- _____ 8. DO YOU SEEK ADVICE FROM OTHERS? _____ 8.
- _____ 9. DO YOU USUALLY LOOK ON THE BRIGHT SIDE OF SITUATIONS? _____ 9.
- _____ 10. ARE YOU ABLE TO WORK PLEASANTLY WITH OTHERS? _____ 10.

VI. EXPRESSION

- _____ 1. DO YOU HAVE A PLEASANT SPEAKING VOICE? _____ 1.
- _____ 2. DO YOU SPEAK CORRECT ENGLISH? _____ 2.
- _____ 3. DO YOU AVOID THE USE OF SLANG OR PROFANITY? _____ 3.
- _____ 4. DO YOU HAVE A GOOD VOCABULARY AND PRONOUNCE THE WORDS YOU USE CORRECTLY? _____ 4.
- _____ 5. CAN YOU CARRY ON AN IMPERSONAL CONVERSATION DEALING WITH THE INTEREST OF THOSE WITH WHOM YOU TALK? _____ 5.

VII. INTELLIGENCE

- _____ 1. DO YOU HAVE A GOOD MEMORY? _____ 1.
- _____ 2. ARE YOU FREE OF SUPERSTITIONS? _____ 2.
- _____ 3. DO YOU LISTEN TO WHAT PEOPLE SAY--WITHOUT INTERRUPTING THEM? _____ 3.
- _____ 4. DO YOU OBSERVE CLOSELY WHAT IS GOING ON AROUND YOU AND UNDERSTAND MOST OF IT? _____ 4.
- _____ 5. BY READING AND STUDY DO YOU KEEP INFORMED ABOUT CURRENT EVENTS, YOUR WORK, AND SUBJECTS OF POPULAR INTEREST? _____ 5.

WOW #6

VIII. SELF-CONFIOENCE

- _____ 1. DO YOU HAVE CONFIOENCE IN YOUR OWN OPINIONS? _____ 1.
- _____ 2. ARE YOU ABLE TO ACT NATURAL UNDER ALL CIRCUMSTANCES? _____ 2.
- _____ 3. DO YOU SEEK OPPORTUNITIES TO MEET THOSE ABOVE YOU? _____ 3.
- _____ 4. DO YOU AVOID CRITICISING OTHERS? _____ 4.
- _____ 5. ARE YOU ABLE TO GIVE CREDIT TO OTHERS FOR WHAT THEY DO? _____ 5.

IX. DEPENDABILITY

- _____ 1. ARE YOU ABSOLUTELY HONÈST IN ALL THINGS? _____ 1.
- _____ 2. ARE YOU WILLING TO ACCEPT RESPONSIBILITY? _____ 2.
- _____ 3. ARE YOU FREE FROM BAD HABITS WHICH WILL SLOW YOUR PROGRESS? _____ 3.
- _____ 4. DO YOU DISCHARGE YOUR DUTIES PROMPTLY AND EFFICIENTLY AND WITH LITTLE OR NO SUPERVISION? _____ 4.

X. LOYALTY

- _____ 1. DO YOU TAKE A PERSONAL INTEREST IN THE WELFARE OF YOUR FRIENOS AND ASSOCIATES. _____ 1.
- _____ 2. CAN YOU BE DEPENDEO UPON TO KEEP YOUR PROMISES? _____ 2.
- _____ 3. CAN YOU KEEP FROM TELLING THINGS YOU LEARNED IN CONFIDENCE? _____ 3.
- _____ 4. DO YOU MAKE YOUR INTERESTS THOSE OF YOUR FRIENOS AND ASSOCIATES? _____ 4.
- _____ 5. DO YOU DEFENO FROM UNJUST CRITICISM THE PERSONS ANO THINGS WITH WHICH YOU ARE IOENTIFIEO? _____ 5.

PERSONALITY INVENTORY SURVEY SCORING INSTRUCTIONS

- I. GO BACK THROUGH THE SURVEY AND WITHIN EACH MAJOR SECTION CIRCLE THE NUMBERS INDICATED BELOW.
 - I: PUT A CIRCLE AROUND 3, 6, 10.
 - II: PUT A CIRCLE AROUND 4, 6, 9.
 - III: PUT A CIRCLE AROUND 5, 6, 10.
 - IV: PUT A CIRCLE AROUND 2, 7, 10.
 - V: PUT A CIRCLE AROUND 1, 4.
 - VI: PUT A CIRCLE AROUND 2, 5.
 - VII: PUT A CIRCLE AROUND 3, 5.
 - VIII: PUT A CIRCLE AROUND 3, 5.
 - IX: PUT A CIRCLE AROUND 1, 3.
 - X: PUT A CIRCLE AROUND 2, 4.
- II. GIVE YOURSELF A SCORE OF TWO (2) FOR EACH QUESTION YOU CIRCLED WHICH YOU ANSWERED "YES;" A SCORE OF ONE (1) FOR ALL OTHER QUESTIONS ANSWERED "YES." FOR YOUR TOTAL SCORE, COUNT ONLY YOUR "YES" ANSWERS.
- III. A PERFECT SCORE ON THIS RATING SCALE IS "100." ANY PERSON WHO SCORES "80" OR ABOVE PROBABLY HAS WHAT WOULD BE DESCRIBED AS A "PLEASING" AND "OUTSTANDING" PERSONALITY. ANY PERSON MAKING A LOWER SCORE CAN IMPROVE HIS PERSONALITY BY GIVING THOUGHT AND PUTTING INTO PRACTICE THOSE QUESTIONS FOR WHICH "NO CREDIT" WAS RECORDED.

OBJECTIVE: THE STUDY OF PERSONALITY HAS ONE GOAL IMPROVEMENT!

WOW #6A

STUDENT INVENTORY

CIVICS

8TH GRADE

NAME _____ ADDRESS _____
 (LAST) (FIRST) (MAILING)
 FIRST NAME USED _____ TELEPHONE _____
 PARENTS (MOTHER) _____ (FATHER) _____
 BROTHERS/SISTERS _____

7TH GRADE COURSE AVERAGE

LANGUAGE ARTS _____
 COMM. SKILLS _____
 SOCIAL STUDIES _____
 MATH _____
 SCIENCE _____
 PE _____
 ART _____
 MUSIC _____

8TH GRADE SCHEDULE AND GRADE RECORD

Pd.	SUBJECT	TEACHER	1	2	3
1					
2					
3					
4					
5					
6					
7					
8					

												9 Wk. AVG.

ASSIGNMENT GRADES IN BOX

												9 Wk. AVG.

												9 Wk. AVG.

												9 Wk. AVG.

WOW 7

PERSONNEL DATA SHEET

NAME _____

ADDRESS _____

SCHOOLS ATTENDED:
NAMES OF SCHOOL _____

PHONE No. _____

Soc. SECURITY No. _____

DATE OF BIRTH _____
DATES ATTENDED GRADE _____

7TH AND 8TH GRADE: GRADE ANALYSIS OF AVERAGES

	<u>7TH</u>	<u>8TH</u>
LANGUAGE ARTS	_____	_____
COMMUNICATION SKILLS	_____	_____
SOCIAL STUDIES	_____	_____
MATH	_____	_____
SCIENCE	_____	_____
SHOP	_____	_____
HOME EC	_____	_____
ART	_____	_____
MUSIC	_____	_____
PE	_____	_____
SPANISH	_____	_____
OTHER	_____	_____

ACHIEVEMENT TEST ANALYSIS

	<u>READING</u>	<u>ARITHMETIC COMPUTATIONAL</u>
FALL 7TH GRADE	_____	_____
FALL 8TH GRADE	_____	_____
SPRING 8TH GRADE	_____	_____
CHANGE + OR -	_____	_____

INTEREST SURVEY RESULTS

- 0 - OUTDOOR % _____
- 1 - MECHANICAL & _____
- 2 - COMPUTATIONAL & _____
- 3 - SCIENTIFIC % _____
- 4 - PERSUASIVE % _____
- 5 - ARTISTIC % _____
- 6 - LITERARY % _____
- 7 - MUSICAL % _____
- 8 - SOCIAL SERVICE % _____
- 9 - CLERICAL % _____

PERSONALITY INVENTORY RATING _____

CURRENT YEAR ATTENDANCE RECORD

ESTIMATE BELOW YOUR ATTENDANCE RECORD FOR THIS PAST YEAR.
 TOTAL NUMBER OF DAYS ABSENT _____ TOTAL NUMBER OF TARDIES _____
 AVERAGE NUMBER OF TARDIES FOR EACH CLASS _____
 WHAT REASONS CAN YOU GIVE FOR YOUR ABSENCES: _____

 WHAT REASONS CAN YOU GIVE FOR YOUR TARDIES: _____

WOW #7

CAREER SELECTIONS

FIRST CHOICE _____

1. GIVE THE REASON YOU CHOSE THIS CAREER: _____
2. LIST THE INTEREST SURVEY AREA (FROM PAGE 23) AND SCORE THAT WHICH CORRESPONOS WITH YOUR FIRST CHOICE _____ % SCORE _____
3. LIST YOUR PERSONALITY INVENTORY RATING: _____ %. IS A GOOD PERSONALITY REQUIRED FOR SUCCESS IN THIS CAREER? _____
4. HIGH SCHOOL COURSES NEEDED: _____ POST-HIGH SCHOOL COURSES NEEDED: _____

5. CAREER PREPARATION BEYOND HIGH SCHOOL: (CHECK WHERE APPLICABLE)
 A. GO OIRECTLY TO WORK AFTER HIGH SCHOOL. _____
 B. COMPLETE A TRADE SCHOOL OR TECHNICAL COLLEGE TRAINING. _____
 C. COMPLETE COLLEGE WITH A 4 YEAR DEGREE IN THIS CAREER. _____

SECOND CHOICE _____

1. GIVE THE REASON YOU CHOSE THIS CAREER: _____
2. LIST THE INTEREST SURVEY AREA (FROM PAGE 23) AND SCORE THAT WHICH CORRESPONOS WITH YOUR SECOND CHOICE _____ % SCORE _____
3. LIST YOUR PERSONALITY INVENTORY RATING: _____ %. IS A GOOD PERSONALITY REQUIRED FOR SUCCESS IN THIS CAREER? _____
4. HIGH SCHOOL COURSES NEEDED: _____ POST-HIGH SCHOOL COURSES NEEDED: _____

5. CAREER PREPARATION BEYOND HIGH SCHOOL: (CHECK WHERE APPLICABLE)
 A. GO DIRECTLY TO WORK AFTER HIGH SCHOOL. _____
 B. COMPLETE A TRADE SCHOOL OR TECHNICAL COLLEGE TRAINING. _____
 C. COMPLETE COLLEGE WITH A 4 YEAR DEGREE IN THIS CAREER. _____

THIRD CHOICE _____

1. GIVE THE REASON YOU CHOSE THIS CAREER: _____
2. LIST THE INTEREST SURVEY AREA (FROM PAGE 23) AND SCHORE THAT WHICH CORRESPONOS WITH YOUR THIRD CHOICE _____ % SCORE _____
3. LIST YOUR PERSONALITY INVENTORY RATING: _____ %. IS A GOOD PERSONALITY REQUIRED FOR SUCCESS IN THIS CAREER? _____
4. HIGH SCHOOL COURSES NEEDED: _____ POST-HIGH SCHOOL COURSES NEEDED: _____

5. CAREER PREPARATION BEYOND HIGH SCHOOL: (CHECK WHERE APPLICABLE)
 A. GO DIRECTLY TO WORK AFTER HIGH SCHOOL. _____
 B. COMPLETE A TRADE SCHOOL OR TECHNICAL COLLEGE TRAINING. _____
 C. COMPLETE COLLEGE WITH A 4 YEAR OEGREE IN THIS CAREER. _____

WOW #7

CAREER SELECTION CONTINUED

REFERENCES: LIST THE NAMES AND ADDRESSES OF AT LEAST THREE PEOPLE WHO WOULD RECOMMEND YOU. THESE ARE PERSONS (NOT RELATIVES) WHO CAN TELL HOW RELIABLE YOU ARE. BEFORE YOU USE ANY PERSON AS A REFERENCE, YOU SHOULD CONTACT THEM (BY PHONE, IN PERSON, OR BY MAIL) FOR PERMISSION TO USE THEIR NAME. (FOR THIS PROJECT, CLASSMATES WILL NOT BE CONSIDERED SO DON'T USE THEM. USE ADULT REFERENCES.)

NAME	ADDRESS	PHONE	OCCUPATION

JOB EXPERIENCE: (PART-TIME OR FULL-TIME--ANY JOBS FOR WHICH YOU WERE PAID)

EMPLOYER	ADDRESS	DATES	JOBS HELD

* * *

THIS FORM CONTAINS MOST OF THE INFORMATION NEEDED TO COMPLETE A RESUME OR PERSONAL DATA FORM. ADDITIONAL INFORMATION TO ASSIST YOU IN CONSTRUCTING YOUR RESUME (PRONOUNCED, REH-ZOO-MAY) WILL BE FOUND IN YOUR WOW #2 ASSIGNMENT "WHO AM I." FOR FURTHER READING AND INFORMATION READ PAGES 26-30, MARCH 74 ISSUE CAREER WORLD.

READ PAGES 457-461 IN AMERICAN CIVICS TEXT FOR DISCUSSION OF SOCIAL SECURITY, ITS HISTORY, LAWS, AND BENEFITS. WE WILL USE THIS MATERIAL AS A BASIS FOR CLASS DISCUSSION AS WELL AS FOR THE APPLICATION OF THIS PROJECT.

SOCIAL SECURITY APPLICATION FORMS. YOU ARE NOW AT THE POINT OF APPLYING FOR A JOB. ONE OF THE FIRST THINGS YOU WILL BE ASKED IS IF YOU HAVE A SOCIAL SECURITY NUMBER. YOU GO TO THE POST OFFICE AND ASK FOR AN APPLICATION FOR A SOCIAL SECURITY NUMBER. THE CLERK HANDS YOU THE FOLLOWING FORM. READ THE DIRECTIONS CAREFULLY AND FILL OUT THE CARD.

ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER 877 DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Block or Dark Blue Ink or Use Typewriter.

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS <small>(First Name) (Middle Name or Initial - if name, draw line) (Last Name)</small>
2	Print FULL NAME GIVEN YOU AT BIRTH <small>(City) (County if known) (State)</small>
3	PLACE OF BIRTH <small>(City) (County if known) (State)</small>
4	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
5	FATHER'S FULL NAME (Regardless of whether living or dead)
6	YOUR DATE OF BIRTH <small>(Month) (Day) (Year)</small>
7	YOUR PRESENT AGE <small>(Age on last birthday)</small>
8	YOUR SEX MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
9	YOUR COLOR OR RACE WHITE <input type="checkbox"/> NEGRO <input type="checkbox"/> OTHER <input type="checkbox"/>
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO <input type="checkbox"/> DON'T KNOW <input type="checkbox"/> YES <input checked="" type="checkbox"/> <small>If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known.</small>
11	YOUR MAILING ADDRESS <small>(Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)</small>
12	TODAY'S DATE
13	TELEPHONE NUMBER

NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than \$1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service PRESCREEN ASSIGN DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Information Furnished On This Form is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes. Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

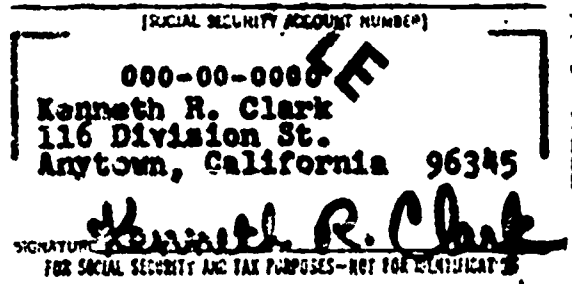
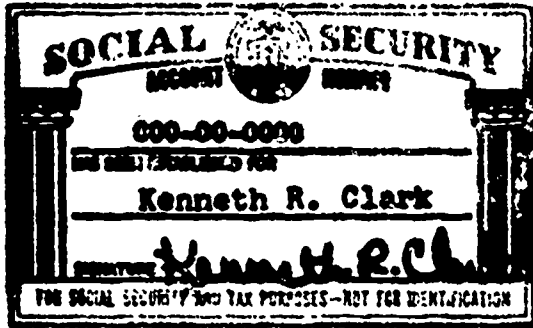
- 1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.
- 2 If not born in the USA, enter the name of the country in which you were born.
- 3 If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."
- 4 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.
- 5 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.
- 6 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 877
P.O. Box 2739
Casper, Wyoming 82601

FOR BUREAU OF DATA PROCESSING

AFTER YOUR APPLICATION HAS BEEN MAILED AND PROCESSED, YOU WILL RECEIVE A SOCIAL SECURITY CARD WITH YOUR NUMBER ON IT.



IMPORTANT INFORMATION ABOUT THE SOCIAL SECURITY PROGRAM:

1. THERE IS NO AGE LIMIT FOR A SOCIAL SECURITY CARD. YOU CAN GET ONE AT YOUR NEAREST SOCIAL SECURITY OFFICE OR THE POST OFFICE. WHEREVER YOU WORK, YOU WILL KEEP THE SAME NUMBER. TAKE YOUR CARD WITH YOU WHEN APPLYING FOR A JOB.
2. WHENEVER YOU WORK A SMALL AMOUNT OF MONEY IS TAKEN OUT OF YOUR PAY CHECK FOR SOCIAL SECURITY IN JOBS COVERED BY SOCIAL SECURITY. YOUR EMPLOYER ADDS AN EQUAL AMOUNT OF MONEY AND THEN SENDS THE TOTAL TO THE FEDERAL GOVERNMENT. THIS MONEY IS PUT INTO A FUND WHICH IS PAID ON THE FOLLOWING BASIS:
 - A. WHEN YOU REACH RETIREMENT
 - B. IF YOU SHOULD BECOME TOTALLY DISABLED
 - C. IF YOU SHOULD DIE.
3. SOCIAL SECURITY RETIREMENT BENEFITS ARE PAID TO:
 - A. MEN AND WOMEN WHO HAVE REACHED THE AGE OF 62 AND OLDER AND HAVE RETIRED
 - B. A WIFE WHO HAS REACHED THE AGE OF 62 AND OLDER AND WHOSE HUSBAND IS RECEIVING SOCIAL SECURITY PAYMENTS.
 - C. A DEPENDENT HUSBAND WHEN HE IS AGE 62 AND OLDER.
4. SOCIAL SECURITY SURVIVOR'S BENEFITS ARE PAID TO:
 - A. A WIDOW AGE 60 AND OLDER
 - B. A DISABLED WIDOW WHO IS AGE 50 AND OLDER
 - C. A WIDOW REGARDLESS OF AGE WHEN CARING FOR A CHILD UNDER 18 YEARS OF AGE
 - D. CHILDREN UNDER EIGHTEEN IF THEIR FATHER DIES OR IF HE RETIRES BECAUSE OF ILL HEALTH OR DISABILITY
 - E. A DEPENDENT WIDOWER (HUSBAND) OF INSURED AT AGE 62.
5. SOCIAL SECURITY LUMP SUM BENEFITS ARE PAID TO A WORKER'S FAMILY WHEN HE DIES.
6. HEALTH INSURANCE (MEDICARE) PROTECTION IS PROVIDED BY THE SOCIAL SECURITY ACT FOR PEOPLE AGE 65 AND OLDER.

WOW #9

INQUIRY OR LETTER OF APPLICATION
FORMAT

YOUR ADDRESS
DATE

EMPLOYER'S NAME
EMPLOYER'S ADDRESS

DEAR SIR:

1ST PARAGRAPH: PURPOSE OF THE LETTER--BE SURE TO INDICATE WHAT YOU ARE APPLYING FOR AND WHERE YOU GOT THE INFORMATION OF THE JOB OPENING.

2ND PARAGRAPH: YOUR AGE, SEX, MARITAL STATUS, EDUCATION, TRAINING.

3RD PARAGRAPH: WHY DO YOU THINK YOU ARE QUALIFIED TO DO THIS JOB.

LAST PARAGRAPH: REQUEST FOR AN INTERVIEW; WHERE YOU CAN BE REACHED.

YOURS TRULY,

SIGN/WRITE YOUR FULL NAME

PRINT YOUR FULL NAME

* * * *

SOMETIMES YOUNG PEOPLE FIND WRITING LETTERS OF APPLICATION THE MOST DIFFICULT PART OF JOB HUNTING. IT'S A GOOD IDEA TO PRACTICE WRITING SUCH LETTERS BEFOREHAND. YOU WILL WANT THE EMPLOYER TO KNOW THAT YOU KNOW WHAT THE JOB IS ABOUT AND WANT TO GIVE HIM A GOOD IDEA OF YOUR TRAINING AND EXPERIENCE TO HANDLE THAT JOB.

THE APPEARANCE OF YOUR LETTER GIVES THE EMPLOYER A CLUE TO YOUR PERSONALITY AND WORK HABITS.

WHEN YOU ARE ASKED TO INCLUDE REFERENCES, YOU SHOULD REQUEST THE PERSON'S PERMISSION TO DO SO. THIS PERMISSION MAY BE OBTAINED IN PERSON, BY PHONE, OR BY WRITING AND ASKING THAT PERSON PERMISSION TO USE HIS/HER NAME FOR A RECOMMENDATION.

WOW #10

PLEASE PRINT

NAME _____ DATE _____
LAST FIRST MIDDLE

SOCIAL SECURITY NUMBER _____ U.S. CITIZEN? _____

ADDRESS _____
STREET NUMBER CITY STATE

HOW LONG HAVE YOU LIVED AT PRESENT ADDRESS? YEARS _____ MONTHS _____

BIRTHDATE _____
MONTH DAY YEAR

TELEPHONE NUMBER _____ MALE _____ FEMALE _____

FATHER'S NAME _____ MOTHER'S NAME _____
FIRST LAST FIRST MAIDEN LAST

NAME OF LAST SCHOOL ATTENDED _____ CIRCLE LAST GRADE COMPLETED
1 2 3 4 5 6 7 8 9 10 11 12

HEIGHT _____ WEIGHT _____ COLOR OF EYES _____
FT. IN.

COLOR OF HAIR _____ RIGHT OR LEFT HANDED _____

PHYSICAL CONDITION _____

EXPLAIN ANY HANDICAPS _____

TOTAL NUMBER OF DEPENDENTS _____ SALARY OR WAGES EXPECTED? _____

LAST POSITION HELD _____

EMPLOYER _____
NAME ADDRESS

REASONS FOR LEAVING _____

GIVE NAMES AND ADDRESSES OF THREE REFERENCES:

1. _____
2. _____
3. _____

HAVE YOU EVER BEEN ARRESTED? _____
IF SO, GIVE NATURE OF OFFENSE: _____

FOR WHAT POSITION ARE YOU APPLYING? _____

THE ABOVE STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE.

SIGNATURE _____

WOW #11

APPLICATION FOR EMPLOYMENT WORKSHEET

INSTRUCTIONS: PLEASE PRINT PLAINLY. ALL QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY; INCOMPLETE APPLICATIONS ARE NOT CONSIDERED. IF THERE IS NO ANSWER TO A QUESTION, WRITE THE WORD NONE OR DRAW A LINE THROUGH THE SPACE.

DATE _____

PERSONAL

NAME _____ SOCIAL SECURITY No. _____
CITIZENSHIP _____
LAST FIRST MIDDLE
ADDRESS _____ TELEPHONE No. _____

PERMANENT ADDRESS _____

PREVIOUS ADDRESS _____ LIVED THERE FROM _____ TO _____

OWN HOME _____ PAYMENTS _____ RENT _____ MONTHLY RENT _____ BOARD _____ OWN A CAR _____

DATE OF BIRTH _____ SES: F M HEIGHT _____ WEIGHT _____ LBS.
MONTH DAY YEAR FT IN

COLOR OF HAIR _____ COLOR OF EYES _____ RELIGION _____ NATIONALITY _____ RACE _____

MARITAL STATUS: SINGLE _____ ENGAGED _____ MARRIED _____ SEPARATED _____ DIV. _____ DT. OF MARRIAGE _____

NUMBER OF DEPENDENTS _____ NUMBER OF CHILDREN _____ AGES _____ OTHER DEPENDENTS _____

DOES SPOUSE WORK? _____ WHERE? _____ KIND OF WORK? _____ EARNINGS \$ _____ PER WEEK.

YOUR FATHER'S NAME _____ LIVING _____ DECEASED _____
YOUR MOTHER'S NAME _____ LIVING _____ DECEASED _____
FATHER'S ADDRESS _____
MOTHER'S ADDRESS _____

NUMBER OF BROTHERS _____ SISTERS _____ HOW MANY OLDER THAN YOU _____
HOW MANY YOUNGER THAN YOU _____

HAVE YOU EVER BEEN CONVICTED OF A CRIME? IF YES, DESCRIBE IN FULL _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

POSITION(S) APPLIED FOR _____ SALARY EXPECTED \$ _____ PER WEEK.

FULL-TIME _____ PART-TIME _____ DAYS AND HOURS IF PART TIME _____

WERE YOU PREVIOUSLY EMPLOYED BY US? _____ WHEN _____

ANY FRIENDS OR RELATIVES WORKING FOR US _____
NAME RELATIONSHIP
NAME RELATIONSHIP

IN CASE OF EMERGENCY NOTIFY _____
NAME ADDRESS PHONE No.

WOW #11

APPLICATION FOR EMPLOYMENT WORKSHEET

PHYSICAL

ANY PHYSICAL DEFECTS _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

HAVE YOU HAD A MAJOR ILLNESS IN THE PAST 5 YEARS? _____ DESCRIBE _____

HAVE YOU RECEIVED COMPENSATION FOR INJURIES _____ DESCRIBE _____

LONGEST PERIOD OF COMPENSATION: _____

HOW MANY DAYS HAVE YOU BEEN ABSENT FROM WORK IN THE PAST YEAR DUE TO ILLNESS? _____

WILL YOU SUBMIT TO A PHYSICAL EXAMINATION? Yes _____ No _____ IF NO, WHY? _____

EMPLOYMENT

NAME AND ADDRESS OF COMPANY	FROM		TO		DESCRIBE THE WORK YOU DID	STARTING SALARY	LAST SALARY	REA. FOR LEAVING	SUPVR.
	Mo.	Yr.	Mo.	Yr.					

ARE YOU EMPLOYED NOW? _____ MAY WE CONTACT YOUR EMPLOYER? _____

WHY ARE YOU LOOKING FOR WORK? _____

WHICH JOB DID YOU LIKE BEST? _____ WHY? _____

WHAT KIND OF WORK ARE YOU NOW CONFIDENT YOU CAN DO SATISFACTORILY? _____

ARE YOU WILLING TO RELOCATE? _____

WHAT KIND OF WORK WOULD YOU MOST LIKE TO DO IF YOU HAD A CHANCE _____

WHAT POSITION WOULD YOU LIKE TO HAVE 10 YEARS FROM NOW? _____

IF YOU HAD YOUR CHOICE, WHERE WOULD YOU LIKE TO LIVE? _____ WHY? _____

MILITARY

SELECTIVE SERVICE CLASSIFICATION _____ BRANCH OF SERVICE _____ RANK _____

HOW LONG DID YOU SERVE? _____ ARE YOU IN THE RESERVES? _____

ACTIVE _____ INACTIVE _____ WHAT DUTIES DID YOU PERFORM IN THE MILITARY SERVICE? _____

DATE OF DISCHARGE _____ TYPE OF DISCHARGE _____

WOW #11

APPLICATION FOR EMPLOYMENT WORKSHEET

EDUCATION

SCHOOL	NAME AND ADDRESS	MAJOR	FROM	TO	YEAR COMPLETED	DATE GRADUATED	DIP. OR DEGREE
ELEMENTARY	_____				5 6 7 8		
HIGH	_____				1 2 3 4		
TRADE BUSINESS CORRES. SCHOOL	_____				1 2 3 4		
COLLEGE	_____				1 2 3 4		

ANY SPECIAL STUDY OR RESEARCH? _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

WHAT EXTRA-CURRICULAR ACTIVITIES DID YOU PARTICIPATE IN WHILE IN SCHOOL? _____

DO YOU HAVE ANY PARTICULAR QUALIFICATIONS WHICH YOU FEEL WOULD ESPECIALLY FIT YOU FOR WORK WITH THE COMPANY? _____

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

IT IS UNDERSTOOD THAT ANY AGREEMENT ENTERED INTO BETWEEN THE COMPANY AND THE UNDERSIGNED IS PREDICATED UPON THE TRUTHFULNESS OF THE STATEMENTS HEREIN CONTAINED, AND I HEREBY AUTHORIZE THE COMPANY TO VERIFY THE SAME. I UNDERSTAND THAT MY FINAL ACCEPTANCE FOR EMPLOYMENT IS DEPENDENT ON PASSING THE NECESSARY EXAMINATION AND REQUIREMENTS FOR EMPLOYMENT.

DATE: _____ SIGNATURE: _____

TELEPHONE INTERVIEWS

MAKING TELEPHONE CALLS:

1. TO SAVE TIME AND EMBARRASSMENT, BE SURE OF YOUR NUMBER. KEEP A RECORD OF THE NUMBERS THAT YOU USE OFTEN NEAR THE TELEPHONE.
2. ALLOW TIME--AT LEAST A MINUTE--FOR THE ONE CALLED TO REACH THE TELEPHONE.
3. GIVE YOUR NAME WHEN THE CALL IS ANSWERED AND WITH WHOM YOU WISH TO SPEAK. IN CASE OF BUSINESS IT MAY BE A DEPARTMENT.
4. ASK THE PERSON WHOM YOU CALL WHETHER IT IS CONVENIENT FOR HIM TO TALK.
5. IF YOU FIND THAT THE CALL DOES NOT COME AT A CONVENIENT TIME, STATE THE PURPOSE OF YOUR CALL QUICKLY, OR OFFER TO CALL LATER.
6. LIMIT YOUR CALL TO A REASONABLE LENGTH.
7. TRY TO SEE THE OTHER PERSON AS YOU SPEAK. PLACE A MIRROR ON THE TELEPHONE STAND AND WATCH YOUR OWN FACIAL EXPRESSIONS.
8. WHEN YOU MAKE A CALL, YOU ARE THE ONE TO BRING IT TO A CLOSE. IN DOING SO USE THE PERSON'S NAME AND BE SURE TO SAY GOOD-BYE.

WHEN CALLING A BUSINESS CONCERNING A JOB, REMEMBER THAT THIS IS THE FIRST IMPRESSION THE PERSON WILL HAVE OF YOU. IT WILL BE IMPORTANT THAT YOU DO THE FOLLOWING:

1. BE SURE THAT YOU SPEAK CLEARLY AND DIRECTLY INTO THE MOUTHPIECE.
2. HAVE ANY NECESSARY INFORMATION BESIDE YOU:
 - A. A LIST OF YOUR QUALIFICATIONS
 - B. A LIST OF YOUR WORK EXPERIENCES
 - C. NAMES OF REFERENCES, INCLUDING ADDRESS (THREE IF POSSIBLE)
 - D. A PENCIL AND PAD TO TAKE NOTES
3. BE COURTEOUS AND FRIENDLY. OFFER ANSWERS PROMPTLY AND KNOWINGLY.
4. IF YOU DO NOT KNOW AN ANSWER, BE HONEST AND OFFER TO GET THE ANSWER AND RELAY IT TO THE PERSON.
5. ASK QUESTIONS INTELLIGENTLY AND TACTFULLY.

REMEMBER THAT A TELEPHONE CALL IS ONLY THE FIRST STEP IN LANDING YOUR JOB. IF YOU ARE TO HAVE AN INTERVIEW IN PERSON, YOU MUST BE CAREFUL TO PUT YOUR BEST FOOT FORWARD.

MAKE USE OF THE TELETRAINER--PORTABLE UNIT CONSISTING OF AMPLIFIER, SPEAKER, AND TWO TELEPHONES. CONTROLS SIMULATE DIAL TONE, BUSY SIGNALS, RINGING OF EITHER TELEPHONE, ETC. GOOD FOR IMPROVING USE OF THE TELEPHONE.

WOW #13

PERSONAL INTERVIEW

SUGGESTED QUESTIONS YOU MIGHT ASK: (IF THE EMPLOYER DOES NOT BRING THEM UP.) REMEMBER, YOU HAVE JUST AS MUCH RIGHT TO ASK QUESTIONS DURING THE PERSONAL INTERVIEW AS DOES THE EMPLOYER.

1. WHAT FUTURE IS THERE FOR ME HERE?
2. DOES THE COMPANY HAVE ANY SORT OF TRAINING PROGRAM?
3. IS MY JOB LIKELY TO BE ALL-YEAR ROUND OR SEASONAL?
4. WILL THERE BE AN OPPORTUNITY FOR ME TO LEARN THE TRADE OR BUSINESS?
5. HOW MANY PEOPLE WILL BE GIVING ME WORK TO DO?
6. DOES THE COMPANY HAVE A SALARY SCHEDULE?

TIPS:

1. GO ALONE: LEAVE YOUR MOTHER, GIRL FRIENDS, BOY FRIENDS, AND EVERYONE ELSE AT HOME. NOTHING WILL WEAKEN YOUR CASE SO MUCH AS HAVING PEOPLE ALONG WITH YOU.
2. ARRIVE A FEW MINUTES BEFORE THE APPOINTMENT. THIS WILL GIVE YOU A CHANCE TO SIT DOWN AND GET INTO A RELAXED MOOD.
3. NEVER ENTER AN OFFICE CHEWING GUM OR SMOKING. IT IS ALL RIGHT TO SMOKE DURING THE INTERVIEW, IF THE EMPLOYER OFFERS YOU A CIGARETTE.
4. BE SEATED ONLY WHEN TOLD TO DO SO. (SOMETIMES AN EMPLOYER WILL NOT ASK AN APPLICANT TO BE SEATED SINCE IT TENDS TO PROLONG THE INTERVIEW.)
5. BE SURE TO REMOVE YOUR HAT. GIRLS MAY KEEP THEIRS ON.
6. BE CHEERFUL AND PLEASANT BUT AVOID FORCED GIGGLING AND LAUGHING.
7. BE CONSERVATIVE, BUT CONFIDENT, IN ESTIMATING YOUR ABILITIES. IT IS ALWAYS WISE TO PROMISE A LITTLE LESS AND THEN PRODUCE A LOT MORE.
8. DON'T BEG OR PLEAD FOR THE JOB BECAUSE YOU HAVE A LOT OF POOR OR SICK RELATIVES TO SUPPORT OR BILLS TO PAY. SO DOES EVERYONE ELSE. YOU SHOULD BE RELAXED AND GET THE JOB ON YOUR OWN MERITS.
9. LOOK INTO THE INTERVIEWER'S FACE WHEN YOU SPEAK.
10. BE ACCURATE AND SPECIFIC IN ANSWERING QUESTIONS. IF YOU WILL BE 18 YEARS OF AGE TWO MONTHS FROM NOW, YOU ARE NOT 18 NOW.
11. DON'T TALK TOO MUCH. IF YOU DON'T GRADUATE FROM HIGH SCHOOL, YOU DON'T. NO NEED TO SPEND HALF AN HOUR TELLING WHY. DON'T COMPLAIN TOO MUCH ABOUT PREVIOUS EMPLOYERS OR OTHER PEOPLE. DON'T BE AFRAID TO ADMIT THAT YOU HAVE SOME FAULTS TOO.
12. DON'T PLACE TOO MUCH EMPHASIS ON SALARY, INCREASES, OVERTIME PAY, PENSIONS, SICK LEAVES, PAID HOLIDAYS, BONUSES, AND VACATIONS.
14. BE PREPARED TO TAKE AN INTELLIGENCE OR APTITUDE TEST. THIS IS NOW A STANDARD PART OF THE HIRING PROCEDURE WITH MANY COMPANIES.
15. WHEN THE EMPLOYER WANTS YOU TO LEAVE, HE WILL DROP SOME GENTLE HINT OR SUGGESTION WHICH YOU WILL EASILY RECOGNIZE.
16. THERE'S NO NEED TO BE OVERLY-OVER POLITE. NO NEED TO BE SAYING "YES" AND "NO, SIR" OR "THANK YOU" ALL THE TIME. TOO MUCH OF THAT GETS TO SOUND AWFULLY INSINCERE AFTER A WHILE.

WOW #14

PLANNING YOUR INTERVIEW

1. OPEN YOUR TALK BY TELLING THE EMPLOYER THAT YOU ARE INTERESTED IN THE COMPANY AND ITS PROGRESS. THAT NOT ONLY GETS HIS ATTENTION BUT SHOWS HIM YOU ARE AWARE OF THE PURPOSE OF BUSINESS AND ARE THINKING (PRIMARILY) OF HIS WELFARE, TOO. AN ANSWER SUCH AS, "I WANT TO EARN MONEY THIS SUMMER," IS NOT A GOOD ANSWER TO WHY YOU WANT TO BE EMPLOYED. SUCH AN ANSWER ONLY INDICATES THAT YOU ARE THINKING OF YOURSELF. YOU MUST OFFER SOMETHING TO THE EMPLOYER. YOU MUST SELL YOURSELF!
2. IF POSSIBLE, SHOW THE EMPLOYER HOW YOU CAN BE OF HELP TO THE ORGANIZATION.
3. TELL THE EMPLOYER WHAT YOU CAN DO FOR HIM. YOU CAN GET IDEAS BY DROPPING INTO HIS PLACE OF BUSINESS ONCE OR TWICE AND LOOKING ABOUT TO SEE WHAT TYPE OF WORK YOU COULD DO, WHAT NEEDS TO BE DONE, AND HOW YOU MIGHT HELP. USE YOUR IMAGINATION. YOU MAY SEE WAYS OF HELPING THAT ARE NOT APPARENT TO HIM. DON'T BE AFRAID TO MAKE SUGGESTIONS PROVIDED YOU DO IT IN A TACTFUL MANNER. IT WILL SHOW YOU HAVE ORIGINALITY AND INTEREST.
4. OFFER YOUR SERVICES FOR NOTHING FOR A DAY OR TWO. YOU HAVE NOTHING TO LOSE AND HE WILL APPRECIATE YOUR GESTURE.
5. IF BUSINESS INTERRUPTS WHILE YOU ARE TALKING, BE PREPARED TO TELL THE EMPLOYER THAT YOU WILL WAIT. THEN STEP BACK OUT OF THE WAY.
6. FINISH YOUR TALK BY ASKING FOR THE JOB. THAT'S WHY YOU CAME. ASK IN A POSITIVE MANNER AS THOUGH YOU EXPECTED TO BE HIRED.

HAVE IN MIND THE FOLLOWING:

WHAT SALARY YOU EXPECT.

WHAT HOURS YOU EXPECT TO WORK--CAN YOU WORK OTHER HOURS, OVERTIME?

WHAT BENEFITS DO YOU EXPECT--INSURANCE, LUNCH HOUR, ETC.

CHECK YOUR PERSONAL APPEARANCE.

HOW WOULD YOU DRESS FOR THE JOB?

WOW #14

INTERVIEW QUESTIONS

YOUR INTERVIEW MAY BE LONG OR SHORT, SEARCHING OR SUPERFICIAL, DEPENDING ON THE TYPE OF JOB YOU ARE SEEKING AND THE TECHNIQUES USED BY THE INTERVIEWER. THE DIRECT QUESTIONS LISTED BELOW ARE THE SORT YOU MAY BE ASKED AND ARE DESIGNED TO EVALUATE YOUR SKILLS, BACKGROUND, EDUCATION AND WORK EXPERIENCE. AT THE SAME TIME, THE INTERVIEWER WILL BE ASKING SILENT QUESTIONS ABOUT YOUR WILLINGNESS TO WORK, YOUR ABILITY TO GET ALONG WITH YOUR SUPERVISORS AND FELLOW WORKERS AND YOUR FUTURE WORTH TO THE COMPANY. THE SILENT QUESTIONS ARE LISTED TO THE RIGHT OF THE DIRECT QUESTIONS.

INTERVIEW QUESTIONS

SILENT QUESTIONS

JOB QUALIFICATIONS

WHY DO YOU WANT TO BE A _____?
WHAT ARE THE DUTIES OF A _____?
WHAT JOBS HAVE YOU HELD IN THE PAST?
WHY DID YOU SELECT OUR COMPANY _____?
WHAT SKILLS, TRAINING OR EXPERIENCE
DO YOU HAVE THAT WILL HELP YOU
DO THIS JOB?
DESCRIBE YOUR WORK AT _____.
FOR HOW LONG?
DID YOU RECEIVE RAISES--PROMOTIONS?
WHY DID YOU LEAVE?
DID YOU LIKE YOUR WORK, BOSS,
FELLOW WORKERS?

IS THIS PERSON REALLY INTERESTED IN THIS KIND OF WORK OR JUST SHOPPING?
DOES HE KNOW ABOUT OUR COMPANY, PRODUCTS, ETC.
IS HE A JOB HOPPER?
HAS HE PROGRESSED ON HIS PREVIOUS JOBS?
IS HE REALISTIC IN SELECTING THE KINDS OF JOBS HE CAN DO?
DOES HE HAVE A MATURE VIEW ABOUT THE WORLD OF WORK?
DOES HE GET ALONG WELL WITH HIS SUPERVISORS AND FELLOW WORKERS?
DOES HE SEEM TO HAVE ENOUGH DRIVE TO SUCCEED? LEADERSHIP POTENTIAL? WILL HE BE A VALUABLE EMPLOYEE? MAKE MONEY FOR THE BUSINESS? DOES HE REALLY HAVE THE NECESSARY SKILLS AND TRAINING?

EDUCATIONAL BACKGROUND

WHAT HIGH SCHOOL DID YOU ATTEND?
GRADUATE?
WHAT SUBJECTS DID YOU LIKE-DISLIKE
WHAT WERE YOUR GRADES? ATTENDANCE?
DID YOU GET ALONG WELL WITH YOUR TEACHERS, COUNSELORS, ADMINISTRATORS.
WHAT ACTIVITIES DID YOU ENJOY? CLUBS, SCHOOL OFFICES?
WHAT WERE YOUR DIFFICULTIES IN SCHOOL?

HAS THIS PERSON SHOWN ENOUGH DRIVE TO GET HIS DIPLOMA?
DO HIS GRADES SHOW A SERIOUS ATTITUDE?
HAS HE BEEN ON TIME AND ATTENDED REGULARLY?
DOES HE GET ALONG WELL WITH PEOPLE IN AUTHORITY
DOES HE GET ALONG WELL WITH OTHERS?
IS HE SOCIABLE OR A LONER?
DOES HE HAVE LEADERSHIP POTENTIAL?
HAS HE SUCCEEDED DESPITE DIFFICULTIES?
DOES HE HAVE NECESSARY EDUCATIONAL BACKGROUND TO LEARN JOB--PROFIT BY IN-SERVICE TRAINING?

WOW 14

INTERVIEW QUESTIONS CONT'D.

SILENT QUESTIONS

PERSONAL

DO YOU LIVE WITH YOUR FAMILY?

DO YOU SUPPORT OR HELP YOUR FAMILY FINANCIALLY?

WHAT KIND OF WORK DO YOUR PARENTS, SPOUSE DO?

HOW LONG AT PRESENT ADDRESS IN CITY?

DO YOU GET ALONG WITH MEMBERS OF YOUR FAMILY

DO YOU HAVE WORKING FRIENDS?

DO YOU HAVE DEPENDENTS?

DO YOU BELONG TO CLUBS, COMMUNITY GROUPS?

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME - HOBBIES?

HOW WELL DO YOU KNOW YOUR PERSONAL REFERENCES?

WHAT KIND OF WORK DO THEY DO?

HAS THIS PERSON ACCEPTED HIS HOME RESPONSIBILITIES?

WILL HE FIT INTO OUR ORGANIZATION SOCIALLY AND EMOTIONALLY?

IS HE MATURE?

DOES HE GET ALONG WELL WITH OTHERS?

IS HE ESTABLISHED IN THE COMMUNITY OR A TRANSIENT?

DO HIS ACTIVITIES INDICATE LEADERSHIP POTENTIAL?

HEALTH

ARE YOU IN GOOD PHYSICAL CONDITION?

DO YOU HAVE ANY PROBLEMS THAT WILL KEEP YOU FROM DOING CERTAIN KINDS OF JOBS?

ARE YOU FREQUENTLY ILL?

WILL YOU TAKE A PHYSICAL EXAMINATION?

IS HE IN GOOD HEALTH?

IS HE PHYSICALLY ABLE TO DO THE JOB?

IS THERE ANY INDICATION OF EMOTIONAL PROBLEMS?

WILL HE BE FREQUENTLY ABSENT/

DOES HE HAVE PHYSICAL HANDICAPS?

FINANCIAL

DO YOU CONTRIBUTE TO YOUR FAMILY FINANCIALLY?

DO YOU HAVE PERSONAL DEBTS? PAY BILLS?

HOW MUCH DO YOU EXPECT TO EARN?

DOES HE HAVE A MATURE ATTITUDE ABOUT FINANCES?

WILL HE BE LIKELY TO HAVE FINANCIAL DIFFICULTIES - ATTACHEMENTS?

IS HE REALISTIC IN TERMS OF EXPECTED SALARY - BENEFITS?

FUTURE PLANS

WHAT DO YOU WANT TO BE 10 YEARS FROM NOW?

ARE YOU PLANNING ANY FUTURE EDUCATION?

ARE YOU WILLING TO TAKE PART IN OUR EDUCATION PROGRAM?

IS HE WILLING AND ABLE TO PROFIT BY FUTURE TRAINING?

DOES HE HAVE REALISTIC CAREER GOALS?

IS HE PURSUING THEM?

DURING THE INTERVIEW, LET THE INTERVIEWER LEAD THE WAY. HAVE THE INFORMATION ABOUT YOURSELF WELL IN MIND SO THAT YOU CAN ANSWER HIS QUESTIONS ACCURATELY AND FORTHRIGHTLY.

NEAR THE END OF THE INTERVIEW IS THE BEST TIME TO ASK ABOUT SALARY, BENEFITS, UNION, AND REQUIRED TOOLS AND CLOTHING. TO DO SO EARLIER CREATES THE IMPRESSION THAT YOUR MAIN INTEREST IS IN MONEY AND NOT IN THE JOB ITSELF.

THE INTERVIEWER WILL GIVE YOU A HINT WHEN HE DESIRES TO END THE INTERVIEW. DON'T PROLONG THINGS AFTER THAT POINT. IT IS IN ORDER TO ASK ABOUT FUTURE OPENINGS. BE SURE TO THANK THE INTERVIEWER FOR HIS TIME.

WOW #15

REPRINT FROM POWELL TRIBUNE, TUESDAY, MAY 2, 1972

MINOR EMPLOYEES NEED WORK PERMITS

WYOMING DEPARTMENT OF LABOR AND POWELL HIGH SCHOOL PRINCIPAL SHERB BLAKE, ISSUING OFFICER, WILL ONCE AGAIN EMBARK UPON ITS SUMMER CHILD LABOR PROGRAM.

TO THOSE EMPLOYERS WHO WILL HIRE MINOR EMPLOYEES BETWEEN THE AGES OF 14 TO 19, IT CANNOT BE STRESSED STRONGLY ENOUGH THE IMPORTANCE OF HAVING A WORK PERMIT OR CERTIFICATE OF AGE AT THE PLACE WHERE THE MINOR IS WORKING. THIS IS REQUIRED BY LAW!

THE EMPLOYER MUST FIRST COMPLETE AND SIGN THE OFFER OF EMPLOYMENT FOR EACH MINOR HE INTENDS TO HIRE.

THE MINOR WILL TAKE THE COMPLETED OFFER OF EMPLOYMENT FORM, WITH LEGAL PROOF OF AGE, TO THE ISSUING OFFICER IN HIS AREA.

BEFORE THE ISSUING OFFICER, DESIGNATED BY THE CHILD LABOR COMMISSION, WILL ISSUE WORK DOCUMENTS, HE MUST FIRST EXAMINE THE OFFER OF EMPLOYMENT TO DETERMINE WHETHER THE JOB IS PROPER FOR THE MINOR IN HIS AGE GROUP.

THE DEPARTMENT OF LABOR URGES EMPLOYERS TO HIRE THESE TEENAGERS. HOWEVER, PROPER WORK DOCUMENTS ARE REQUIRED BY THE STATE AND FEDERAL REGULATIONS IN ORDER TO PROTECT THE EMPLOYER AND THE EMPLOYEE AGAINST POSSIBLE VIOLATION OF LAWS.

WORKERS IN THE FOLLOWING OCCUPATIONS ARE EXEMPT, AND NEED NOT APPLY FOR A PERMIT: DOMESTIC WORK, BABY SITTERS, NEWSPAPER BOY, AND AGRICULTURAL WORKERS OVER 16.

YOUTH EMPLOYMENT OPPORTUNITIES (SUMMER AND WEEKEND JOBS)

- I. OBJECTIVE: TO LEARN PROCEDURES IN INVESTIGATING SUMMER AND WEEKEND JOBS.
- II. ACTIVITIES:
 - A. INVESTIGATE SUMMER AND WEEKEND JOB OPPORTUNITIES IN THE AREA.
 - B. SET UP QUESTIONS RELATING TO CHILD LABOR LAWS FOR STUDENTS TO UNDERSTAND.
 - C. DISTINGUISH BETWEEN TWO PREEMPLOYMENT FORMS:
 1. "PERMIT TO EMPLOY"
 2. "PERMIT TO SEEK EMPLOYMENT" (WOW 15--NEXT PAGE)
- III. REFERENCES:
 - A. "A GUIDE TO CHILD-LABOR PROVISIONS," UNITED STATES DEPARTMENT OF LABOR, WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS. THIS "CHILD-LABOR BULLETIN #101 IS FOR SALE BY THE SUPT. OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, DC 20402.
 - B. CHECK WITH YOUR HIGH SCHOOL GUIDANCE COUNSELOR FOR LOCAL INFORMATION.

WYOMING DEPARTMENT OF LABOR AND STATISTICS
304 STATE CAPITOL BUILDING -- CHEYENNE, WYOMING

CERTIFICATE OF AGE (MINORS 16-18 YEARS OF AGE) WORK PERMIT (MINORS 14-16 YEARS OF AGE)

DATE OF ISSUE _____

CITY OF _____ COUNTY OF _____

NAME OF MINOR? _____ AGE _____

DATE OF BIRTH _____ SEX _____

ADDRESS OF MINOR _____

NAME OF PARENT OR GUARDIAN _____

ADDRESS OF PARENT OF GUARDIAN _____

EVIDENCE OF AGE ACCEPTED _____ (SPECIFY)

NAME OF EMPLOYER _____

EMPLOYER'S ADDRESS _____

TYPE OF BUSINESS _____

OCCUPATION _____

RATE OF PAY: PER HOUR _____ PER WEEK _____

HOURS PER DAY _____ PER WEEK _____ STARTING TIME _____ QUITTING TIME _____

NUMBER OF DAYS PER WEEK _____ ENROLLED IN SCHOOL _____ (NAME)

SIGNATURE OF MINOR _____

SIGNATURE OF ISSUING OFFICER _____

ADDRESS OF ISSUING OFFICER _____

WYOMING DEPARTMENT OF LABOR AND STATISTICS
OFFER OF EMPLOYMENT

MUST BE COMPLETED PRIOR TO EMPLOYING ANY MINOR 14 TO 19 YEARS OF AGE

DATE _____ 19__.

THE UNDERSIGNED INTENDS TO EMPLOY _____ NAME OF MINOR

_____ IN THE OCCUPATION OF _____ SPECIFY

FOR _____, _____ WHICH IS ENGAGES
FIRM NAME ADDRESS

IN _____ FOR _____ DAYS PER WEEK, AND _____ HOURS PER DAY, BEGINNING
_____ A.M./P.M. AND ENDING _____ P.M. AT THE FOLLOWING RATE OF PAY: \$ _____ PER HOUR AND/OR

\$ _____ PER WEEK, UPON RECEIPT OF A WORK PERMIT OR CERTIFICATE OF AGE, AND SUCH EMPLOY-
MENT TO BE COMPLIANCE WITH THE LABOR LAWS OF THE STATE OF WYOMING.

AFTER COMPLETION, EACH MINOR EMPLOYEE MUST TAKE
THIS FORM WITH PROOF OF AGE (DRIVER'S LICENSE,
BIRTH CERTIFICATE OR BAPTISMAL RECORD) TO AN
ISSUING OFFICER IN THE AREA WHO WILL ISSUE

SIGNATURE OF EMPLOYER OR AUTHORIZED AGENT

GENERAL INSTRUCTIONS FOR YOUR CAREER REPORT

OBJECTIVE: TO BECOME FAMILIAR WITH CAREER SELECTION AND ASSIST YOU IN YOUR HIGH SCHOOL PREPARATION.

ACTIVITY: WRITE A "STUDY OF AN OCCUPATION" REPORT USING THE OUTLINE GIVEN BELOW. YOUR PAPER MUST BE FROM FOUR (4) TO SIX (6) PAGES IN LENGTH, WITH WRITING ON ONE SIDE ONLY. YOU MAY USE PEN OR PENCIL BUT REMEMBER NEATNESS COUNTS.

YOU MUST INCLUDE A MINIMUM OF FIVE (5) DIFFERENT SOURCES WHEN RESEARCHING YOUR CHOSEN OCCUPATIONS. THE SOURCES ARE: PAMPHLETS, SRA KIT, WYOMING OCCUPATIONAL RESOURCE KIT (W.O.R.K.), CAREER BRIEFINGS, PERSONAL INTERVIEWS, BOOKS, TAPES, FILMSTRIPS, SOUND FILMSTRIPS, DESK-TOP CAREER KIT, FILMLOOPS, AND ANY OTHER MATERIALS THAT YOU GET APPROVED BY THE INSTRUCTORS.

ARRANGEMENT OF REPORT: YOU MUST ARRANGE YOUR PAPERS AND TOPICS IN THE FOLLOWING ORDER USING ROMAN NUMERALS (I, II, III, ETC.) TO INTRODUCE EACH TOPIC. THIS WILL FACILITATE QUICKER EVALUATION OF YOUR REPORT.

- I. NATURE: IN BRIEF WHAT DOES THE WORKER DO? IS THE WORK DONE INSIDE, OUTSIDE, OR BOTH? WORKING CONDITIONS--HOT, DRY, NOISY, CRAMPEO. IS WORK DONE ALONE, WITH OTHERS.
- II. PERSONAL QUALIFICATIONS: AGE LIMITS, SEX, HEIGHT AND WEIGHT RESTRICTIONS, VISIONS, STRENGTH, SPECIAL SKILLS, ETC.
- III. EDUCATION AND TRAINING: HIGH SCHOOL COURSES REQUIRED OR HELPFUL, COLLEGE DEGREE REQUIRED--WHAT COURSES NEEDED, TRADE SCHOOL OR SPECIAL TECHNICAL COLLEGE, ETC.
- IV. JOB OPPORTUNITIES: ARE WORKERS IN DEMAND TODAY? IS EMPLOYMENT EXPECTED TO INCREASE OR DECREASE? WHY? OPPORTUNITIES FOR ADVANCEMENT TO WHAT? AFTER HOW LONG, ETC.,
- V. SALARY: STARTING SALARY, AVERAGE EARNINGS, MAXIMUM POSSIBLE.
- VI. ADVANTAGES AND DISADVANTAGES: WHAT DO WORKERS SAY THEY LIKE BEST OR DISLIKE MOST ABOUT THE JOB; WHAT ABOUT HOURS OF WORK. IS EMPLOYMENT STEADY, SEASONAL, OR IRREGULAR, ARE SKILLS ACQUIRED TRANSFERABLE TO OTHER OCCUPATIONS? WHICH? IS WORK HAZARDOUS.
- VII. GEOGRAPHY/LOCALE: WHERE WILL YOU HAVE TO LIVE, WORKERS EVENLY DISTRIBUTED OVER U.S. OR MORE CONCENTRATED IN CERTAIN AREAS. WILL YOU HAVE TO MOVE FREQUENTLY?
- VIII. FRINGE BENEFITS: SUCH AS VACATIONS, SICK LEAVE, RETIREMENT, MEDICAL INSURANCE, AND INVESTMENT PROGRAM.
- IX. BIBLIOGRAPHY: ON SEPARATE SHEET, IN ADDITION TO ABOVE REQUIRED LENGTH OF REPORT, LIST IN ALPHABETICAL ORDER ACCORDING TO SOURCE.

- | | | |
|--------------|---|-------------------------------|
| 1. FILMSTRIP | - | SO YOU WANT TO BE A POLICEMAN |
| 2. PAMPHLET | | #214 POLICEMAN |
| 3. W.O.R.K. | | #620 POLICEMAN |

WOW #17

SOCIAL STUDIES 8

NAME _____

CAREER REPORT # _____

WORLD OF WORK RESEARCH REPORT EVALUATION

	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>
I: NATURE	_____	_____
II: PERSONAL QUALIFICATIONS	_____	_____
III: EDUCATION AND TRAINING	_____	_____
IV: JOB OPPORTUNITIES	_____	_____
V: SALARY	_____	_____
VI: ADVANTAGES AND DISADVANTAGES	_____	_____
VII: GEOGRAPHY/LOCALE	_____	_____
VIII: FRINGE BENEFITS	_____	_____
IX: BIBLIOGRAPHY	_____	_____
X. PROCEDURE/ARRANGEMENT	_____	_____
XI: LENGTH	_____	_____
XII: NEATNESS	_____	_____
XIII: CONTENT	_____	_____
XIV: HANDED IN ON TIME	_____	_____
(# OF SCHOOL DAYS LATE _____)		

0 - 3 x's IN UNACCEPTABLE COLUMN = SUCCESSFUL COMPLETION _____

4-14 x's IN UNACCEPTABLE COLUMN = UNSUCCESSFUL COMPLETION _____

REMARKS:

EDUCATIONAL PLANNING SHEET

NAME _____

SOCIAL STUDIES 8 _____

1. MY EDUCATIONAL GOALS ARE: _____

2. WHAT TYPE OF HIGH SCHOOL PROGRAM AM I AIMING FOR?

- | | | |
|--|---|---|
| <input type="checkbox"/> BUSINESS EDUCATION | <input type="checkbox"/> WOODWORKING | <input type="checkbox"/> POWER MACHINES |
| <input type="checkbox"/> COLLEGE PREPARATION | <input type="checkbox"/> GRAPHIC/COMM. ARTS | <input type="checkbox"/> MECHANICS |
| <input type="checkbox"/> DATA PROCESSING | <input type="checkbox"/> HEALTH OCCUPATION | |
| <input type="checkbox"/> ELECTRO-ELECTRONICS | <input type="checkbox"/> HOME ECONOMICS | |
| <input type="checkbox"/> FOOD PREPARATION | <input type="checkbox"/> METALS/MACHINES | _____ OTHER - STATE |

3. BASED ON YOUR PRESENT KNOWLEDGE AND THE CAREER THAT YOU HAVE TENTATIVELY SELECTED, IDENTIFY THE COURSES YOU INTEND TO TAKE IN EACH OF YOUR SENIOR HIGH SCHOOL YEARS. REQUIRED COURSES ARE LISTED.

NINTH GRADE

TENTH GRADE

ENGLISH 9

Eng. 10

CONTEMPORARY PROBLEMS

PHYSICAL EDUCATION

PHYSICAL EDUCATION

ELEVENTH GRADE

TWELFTH GRADE

ENGLISH 11

ENGLISH 12 (ONE SEMESTER)

AMERICAN HISTORY

AMERICAN GOVERNMENT

- * TWO YEARS SCIENCE WILL BE REQUIRED.
- ** TWO YEARS MATH REQUIRED FOR PRE-PROFESSIONAL PROGRAM.
ONE YEAR MATH REQUIRED FOR PROGRAMS OTHER THAN PRE-PROFESSIONAL.
- *** CONSIDER STUDY HALLS AS VITALLY IMPORTANT TO YOUR PROGRAM.

WOW #19

WHICH MATHEMATICS CLASS SHOULD I REGISTER FOR NEXT YEAR?

TO HELP YOU WITH THE ABOVE DECISION, THE FOLLOWING SUGGESTIONS ARE OFFERED:

1. IDENTIFY YOUR MATHEMATICS ACHIEVEMENT TEST SCORE (THE LATEST AVAILABLE) AND PLACE YOURSELF INTO EITHER GROUP I OR GROUP II ACCORDING TO THE FOLLOWING DEFINITIONS:

GROUP I -- ALL STUDENTS WHO ARE AT OR ABOVE THEIR GRADE LEVEL

GROUP II -- ALL STUDENTS WHO ARE BELOW GRADE LEVEL

2. IDENTIFY YOUR MATHEMATICS GRADE AVERAGE FOR THE FIRST THREE NINE WEEK GRADING PERIOD OF THIS SCHOOL YEAR.
3. USING YOUR ACHIEVEMENT TEST SCORES AND YOUR GRADE AVERAGE, YOU SHOULD CONSIDER THE FOLLOWING

GROUP I

- GRADE AVERAGE OF A 3 OR BETTER → ALGEBRA I
- GRADE AVERAGE OF LOWER THAN A 3 → FUNDAMENTALS OF ALGEBRA

GROUP II

- GRADE AVERAGE OF A 3 OR BETTER → FUNDAMENTALS OF ALGEBRA
- GRADE AVERAGE OF LOWER THAN A 3 → GENERAL MATHEMATICS

4. SHOULD YOU DESIRE ADDITIONAL INFORMATION OR DISCUSSION, PLEASE CONTACT MRS. JOHNSTONE OR YOUR 8TH GRADE MATHEMATICS TEACHER.

NAME _____

SOCIAL STUDIES _____

WORLD OF WORK EVALUATION SHEET

<u>REQUIRED</u>	<u>VALUE</u>	<u>PASS</u>	<u>FAIL</u>	<u>EARNED VALUE</u>
"WHO AM I" WOW #2	5%	_____	_____	_____
INTEREST SURVEY	5%	_____	_____	_____
FILMSTRIP, CHOOSING A CAREER	5%	_____	_____	_____
PERSONALITY INVENTORY SURVEY	5%	_____	_____	_____
PERSONAL DATA FORM WOW #7	5%	_____	_____	_____
FILMSTRIP, "WHAT YOU SHOULD.."	5%	_____	_____	_____
LETTER OF APPLICATION/WANT-AD	5%	_____	_____	_____
APPLICATION FORM	5%	_____	_____	_____
EDUCATIONAL PLANNING SHEET 9	5%	_____	_____	_____
CAREER POSTER	5%	_____	_____	_____
CAREER REPORT #1	15%	_____	_____	_____
CAREER REPORT #2	15%	_____	_____	_____
CAREER REPORT #3	15%	_____	_____	_____
PROJECT ATTITUDE/COOPERATION	<u>5%</u> 100%	_____	_____	_____

PLUS

<u>EXTRA CREDIT</u>	<u>VALUE</u>
_____	_____
_____	_____
_____	_____

TOTAL PROJECT GRADE _____

REMARKS:

THE FOLLOWING IS THE TABLE OF CONTENTS FROM THE MATERIALS CATALOG WHICH MAY BE USED IN THIS UNIT. THIS CATALOG IS LOCATED IN THE JUNIOR HIGH IMC AND CAREER EDUCATION OFFICE.

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