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ABSTRACT

This fourth in a series of six teaching modules on decision making/beginning competency is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

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PROJECT S.P.I.C.E.  
SPECIAL PARTNERSHIP IN CAREER EDUCATION  
DECISION MAKING/BEGINNING COMPETENCY  
A TEACHING MODULE

AUGUST, 1979

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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## INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness and exploration information to junior high aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Module:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Attitudes and Appreciations (Standard 8)
3. Career/Educational Awareness (Standards 1, 2)
4. Decision Making/Beginning Competency (Standards 4, 5)
5. Economic Awareness (Standard 3)
6. Employability Skills (Standard 6)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities of the module. The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you schedule activities.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered as guidelines and suggestions. You should feel free to alter, add, or exclude any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 6-8 Series, published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.
3. Good Work, Choosing an Occupation, and Personal Finances, three workbooks from the Employability Skills Series published by the Florida Department of Education, Division of Vocational Education, published by the Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, Florida 32304.

4. "Project GROW" - Gaining the Realities of Work through Career Education Activities. Published also by the Center for Career Development.
5. Activities adapted from Career Education Services, funded by the Office of Career Education, U. S. Office of Education, prepared by Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, Illinois, 60611.
6. Commercially produced materials, Entering The World of Work, McKnight Publishing Company, Bloomington, Illinois, 61701; Don't Get Fired!: 13 Ways To Hold Your Job and Janus Job Planner, Janus Book Publisher, 3541 Investment Blvd., Suite 5, Hayward, California, 94545; People of the Forest: A Study in Human Values published by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614; P.I.E.S. (Picture Interest Exploration Survey) published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710; Career Insight and Self Awareness Games, published by Houghton Mifflin Company, Boston, Massachusetts; Real World, a newspaper published by King Features Syndicate, Inc., 235 East 45th Street, New York, New York, 10017.

The career awareness and exploration program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum to be introduced in place of

an existing program but should be viewed as a method for infusing career awareness and exploration activities into the on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.



## OVERVIEW

### MODULE OBJECTIVE

The student will develop the ability to know where skill training may be learned and make informed decisions concerning occupations.

### STUDENT PERFORMANCE OBJECTIVES

The student will be able to:

1. List three major types of job information to collect before deciding on an occupation and give an example of each.
2. Write the titles of two printed sources of occupational information.
3. List three things that can be done besides reading about an occupation.
4. Increase use of the following sources of information in communicating about competencies needed for initial employment.

Parents	Class Discussion	Libraries
Relatives	Occupational Specialist	Guidance
Friends	On-Site Experience	Counselor
Neighbors	Community Career Consultants	Teacher
Clubs	Career Days	

5. Match a list of beginning competencies necessary for twelve occupations with a list of places where the skills may be obtained.
6. List personal skills which contribute to success in a chosen occupation.

## MODULE ORGANIZATION

This module is designed to help the student become aware of the process of obtaining information about self and occupations in order to make decisions about the world of work. Throughout this module, students will be making tentative occupational choices so that they can be assessing themselves in relation to information about these occupations. The module is comprised of two units and involves 10 learning activity pages.

Unit I: Students will explore methods and sources in the home, school and community for obtaining information about occupations.

Unit II: Students will identify beginning competencies necessary for a variety of occupations and match those competencies to their personality, traits, goals, interests, abilities and work preferences. The student will become aware of the importance of developing personal skills which contribute to success in a chosen occupation.

Unit I should be implemented throughout the program.

Unit II refers to many of the concepts found in Module 1, Self-Awareness, and may be presented in conjunction with that module.

During the course of this module, peer interaction, community career consultants and parental involvement should be used to reinforce the learning activities.

## MODULE UTILIZATION

The following activities and materials are required to implement this module:

Unit I: Math-Science, Activity Four: Occupational Outlook Handbook.

Unit II: All Subjects, Activity Two: Dictionary of Occupational Titles, or Occupational Outlook Handbook.

All Subjects, Activity Three: Community Career Consultant.

## ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: A. by evaluating the quality of each student's participation in the module and B. administering the test at the end of this module.

A. Students participate in a variety of learning activities, all of which are intended to help students achieve the objectives. Performance criteria can be established to evaluate student achievement based on participation in the learning activities.

B. Student attainment of the objectives may be measured by the following instruments which are included at the back of this module:

1. Employability Skills Series, Choosing An Occupation developed by the State of Florida, Department of Education. This instrument can be found on page 14 of the workbook and will need to be reproduced.

2. Sections M-2 and M-6 of the Educational Progress In Careers (EPIC) Instrument. The E.P.I.C. instruments have been revised for use with the educably mentally handicapped students and are administered orally during individual sessions.
3. The Source of Training Instrument requires the student to match beginning competencies to an occupation. This test must also be administered orally individually to the educable mentally handicapped student.
4. The Educational and Skill Requirement Instrument requires students to choose an occupation and list the skills they feel they are capable of performing for that occupation.

Directions for the administration and scoring of these instruments are included in the back of the module.

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# LEARNING ACTIVITY

## Unit I

### Gathering Job Information Before Deciding

#### Student Performance Objective:

The student will be able to:

1. List three major types of job information to collect before deciding on an occupation and give an example of each.
2. Write the titles of two printed sources of occupational information.
3. List three things that can be done besides reading about jobs, to get information about an occupation.
4. Increase use of the following sources of information in communicating about competencies needed for initial employment:

Parents	Class Discussion	Libraries
Relatives	Occupational Specialist	Guidance
Friends	On-Site Experiences	Counselor
Neighbors	Community Career Consultant	Teacher
Clubs	Career Days	

#### Subject Area(s) - Language Arts/Social Studies

#### Activity One - Saturday I Will . . .

Write on the chalkboard the following phrase, "Saturday I will. . ." Direct students to use that phrase to write statements concerning what they will do on Saturday. Upon completion of the activity discuss the ways in which students decided how their time would be spent. List on the chalkboard each comment made by the students.

#### Activity Two - How Are Decisions Made?

- A. Discuss the fact that students make decisions every day; what to wear to school, what to eat for lunch, what they are going to do after school and so on. Explain that most of the decisions they make today are based on immediate wants and needs. Students should become familiar with decision-making skills necessary to plan

for the future to achieve success in whatever trade or profession they choose to enter.

- B. Explain that the most important step in learning decision-making skills is to identify and understand values, interests, and abilities. (See Self-Awareness Module for activities.) Discuss that a person usually decides on one course of action in order to bring about the results desired and to avoid the results not wanted. Once students have begun to identify personal values, interests and abilities they can set goals that will result in decisions in terms of personal preferences.
- C. Present the five steps to follow in order to make the best possible decision.
1. Think about the decision. What do you want, or what end results are desired?
  2. Get the facts. What do I need to know?
  3. List the ways to make your decision. What choices do you have?
  4. Look at the choices for making your decision. What good or bad thing could happen for each choice?
  5. Which choice is best for you?  
Give the students the opportunity to practice decision-making skills. Assign students the task of completing Activity Sheet "My Decision." (see page DB-1) Upon completion of the activity sheet, list on the chalkboard several decisions made by the students for each situation. Discuss with the entire class the good or bad consequences of each decision.

### Activity Three - What Shall I Be?

In learning how to make decisions, students are becoming aware of the need for getting as much information as possible about a situation before making a decision. Introduce this activity to students by asking them to list five jobs that are potential sources of employment for them. After students have completed the list, ask the following questions:

1. Student's Name \_\_\_\_\_, name a place of business in our town that would hire you as a name of job on student's list \_\_\_\_\_?

2. Student's name \_\_\_\_\_, will you be working inside or outside if you are a name of job on student's list ?
3. Student's name \_\_\_\_\_, will you learn job as a name of job on student's list while in high school?
4. Name \_\_\_\_\_, what skills are necessary to perform the duties as a name of job on student's list .
5. Name \_\_\_\_\_, will your job as a name of a job on student's list be available ten years from now?

Continue this line of questioning to emphasize the point that the students need more information about jobs before they can make a decision.

#### Activity Four - What Do I Need to Know?

- A. Students are exploring the many different careers that are available to them. They are also learning information about themselves. Introduce this activity by discussing what three kinds of information they should get about a variety of occupations before making a decision. (Review Activity One, Unit One, Language Arts/Social Studies, Career/Educational Module.)

The three types of job information are:

1. Job requirements - those things that you must have in order to get a job, such as a certain amount of education or training, special abilities (skills), work experience, or special licensing.
2. Job description - what the duties are, how much it pays, and what the working conditions are like.
3. Job future - the employment outlook and the chances for advancement within the occupation. The employment outlook tells whether the career will still need employees when the student has finished education and training. The chances for advancement are the opportunities for moving up in the job.

(This information was taken from "Choosing An Occupation", Employability Skills Series, developed by the Career Education Center, Florida State University.)

- B. Present activity sheet "Job Information". This activity page will assist students in recognizing examples of the three categories of job information. (See page DB-2)
- C. Present activity page "Reading Want Ads". This activity page will aid students in reading want ads and identifying the types of information contained within each ad. You may wish to use your local newspapers classified ad section to make your own activity sheet. This activity can also be a career exploration or learning experience for the students. (See pages DB-3 & 4)



## Unit I

### Getting Job Information Before Deciding

#### Subject Area(s) - Math/Science

#### Activity One - Obtaining Information about Occupations

Through the study of science students are learning that many kinds of information must be collected and tested before a conclusion or decision can be made. Relate this process to obtaining information about careers. Explain that they must utilize many sources in their fact finding adventure into the world of work.

Plan several lessons on the Wright Brothers inventing the airplane. Emphasize the need for a variety of information before the brothers could actually build and fly the plane.

Relate this learning to the students' search for an occupation. Discuss the importance of utilizing several methods to obtain career information. The methods may include the following:

1. Talk with people who work in a particular occupation.
2. Ask the guidance counselor or occupational specialist for information about occupations.
3. Observe workers on the job.
4. Think about your own work experience.
5. Interview employers who hire workers in the occupations that interest you.
6. Read about occupations.
7. Talk to members and officers of different trade unions.
8. Write to professional groups for information about particular occupations.

Explain that by using a variety of sources to obtain information students will get a more complete idea about occupations in order to make a realistic career decision.

## Activity Two - Thinking About Your Work Experiences

- A. As a junior high student, previous work experience may be limited. Discuss what kinds of responsibilities students have had at home, in school and the community. Explain that these responsibilities may be similar to those found in several occupations in the world of work. Talk about skills and work habits that they are developing in your math class. Compare these skills and work habits with the job of cashier, carpet installer, nursery worker, veterinarian's helper and so on.

It may be necessary at this time for the students to identify their job interests rather than actual work experience. Present activity sheet "Job Interest Inventory." (See page DB-5) Explain that they will be reading the statement and deciding whether or not they might like a job involving a particular kind of work. As the students complete the check sheet, discuss the items that would be directly involved in a math-related job. Brainstorm math-related careers and list them on the chalkboard.

- B. From the list of careers discuss the types of businesses that may offer this kind of employment (include names of businesses in your area.) Assign students the task of interviewing at least two persons in math-related careers. (See procedures for contacting consultants and interviewing in Career/Educational Module, All Subject Areas, Unit I.)

In talking with the employees, students not only learn information about the job but also some reasons why the employee took that job. Assign students to complete activity sheet "Workers Tell Why" at the conclusion of the interview. (See page DB-6) As students are learning how to make their own career decisions, it may be helpful to hear other people's reasons for career decisions.

This activity may be assigned as a small group project. (See Career/Educational Module, All Subject Areas, Unit I.) At the conclusion of the assigned activity, have students report their findings to the entire class. Discuss "Workers Tell Why" and the ways in which their decisions might influence students' career decisions.

## Activity Three - Talking With Others

Decisions are made on-the-job every day. Assign students to interview parents, relatives, friends, and neighbors about

their jobs. (See Unit I, Activity I, Career/Educational Module.) During the interview ask students to complete activity sheet, "Five Decisions." (See page DB-7) Explain that students should ask the persons to name five decisions they made at work yesterday that involved a math-related problem. Discuss the similarities in the process of making a decision on-the-job and making a decision about a possible job choice.

#### Activity Four - Reading About Occupations

Students often do not realize the multitude of jobs which require science knowledge. Assign students the task of using the Occupational Outlook Handbook or Dictionary of Occupational Titles to find at least five science-related jobs. Present each student with an "Exploring Occupations" worksheet to complete for each job. (See page DB-8)

This activity may be assigned to small groups of students for completion. Students can brainstorm possible job titles. As the students read about the jobs they will determine whether it is a science-related job. By using one of the printed sources published by the U. S. Department of Labor, the students will become familiar with the vast number of job possibilities. They will also become familiar with how to obtain more information about jobs so that they can make more informed career decisions.

# LEARNING ACTIVITY

## Unit II

### Learning About Skills

#### Student Performance Objective:

The students will be able to:

1. Match a list of beginning competencies necessary for twelve occupations with a list of places where the skills may be obtained.
2. List personal skills which contribute to success in a chosen occupation.

#### Subject Area(s) - All Subjects

#### Activity One - Identifying Skills

Introduce this activity by discussing the meaning of the word "skill." Have students look up the word in the dictionary and read its meaning.

The students have learned that a skill is an applied ability or knowledge. Assign students the task of looking up ten words in the dictionary and write one meaning for each of the words (ten words may be new vocabulary, spelling words, etc.). At the completion of the assignment, ask students to name the skills that were necessary in using the dictionary.

Ask students to name various occupations that require the skills necessary in using a dictionary. For each occupation named, discuss the other skills that are necessary for that job. Emphasize that each job requires many skills.

#### Activity Two - Where Do I Learn Job Skills?

Re-read Activity Seven, Unit I, All Subject Areas, to assist students in becoming familiar with ways in which skills are learned for use on the job.

Assign student activity sheet "Training for Work." (See pages DB-9 & 10) Student must also use the Dictionary of Occupational Titles or Occupational Outlook Handbook to complete the activity sheet. Discuss activity page when completed.

### Activity Three - Observing and Talking With Workers

Utilizing on-site career-oriented experiences can be an effective method of observing skill performance on the job. Students can have a clearer perception of what skills are necessary, what tools are needed for the performance of those skills and where the skills can be learned.

With prior approval from the community career consultant, students may be allowed to shadow a worker for a short period of time. Through this shadowing experience the student can participate in the performance of skills required for that job. As students observe and experience hands-on activities on-site, they can begin to make realistic decisions about future occupations.

### Activity Four - My Job Preference

As students are learning about careers and themselves in order to make a decision about their future, provide each student with activity sheet "My Job Preference." (See page DB-11) This activity sheet will assist students in matching their skills to those necessary for an occupation in which they show an interest. Also, it will assist students in determining the possibilities of their obtaining the job in relationship to the source of educational training required for a particular job.

Students should fill in required information on the activity sheet as new occupations are presented to them throughout the year.

## ASSESSMENT INSTRUMENTS

## CHOOSING AN OCCUPATION

Name \_\_\_\_\_

Instructions - For each statement underline the correct answers.

1) Underline three major types of information to collect before deciding on an occupation.

- (a) Job requirements
- (b) Job description
- (c) Employment outlook
- (d) Occupational classification
- (e) Business indicators

2) Underline the ways you can learn about an occupation besides reading.

- (a) Watch television
- (b) Look at magazine ads
- (c) Observe a worker on the job
- (d) Interview employees
- (e) Drive around your town
- (f) Write to a professional organization

3) Underline two main sources of printed information about occupations.

- (a) Dictionary of Occupational Titles
- (b) Reader's Digest
- (c) Occupational Outlook Handbook
- (d) Dictionary

SOURCE OF TRAINING

Student's Name \_\_\_\_\_

Instructions - Indicate the most likely source of training for the skills listed below:

PRIVATE LESSONS

HIGH SCHOOL

COLLEGE

GRADUATE SCHOOL

APPRENTICESHIP PROGRAM

ON-THE-JOB TRAINING

1) Bank Teller - bookkeeping						
2) Electrician - wire installation						
3) Accountant - auditing a financial statement						
4) Plumber - installation of water pipe						
5) Telephone Operator - operate a switchboard						
6) Musician - play a musical instrument						
7) Auto Painter - operate a spray gun						
8) Florist - create a floral display						
9) Architect - make a preliminary drawing						
10) Interior Designer - Select appropriate furniture						
11) Photographer - use camera						
12) Surveyor - Select reference point						



STUDENT WORKSHEETS

## Unit I

## Language Arts/Social Studies

## Activity Two C

## 'MY DECISION' Worksheet

Read each story below. Write what you would do.

1. You need a summer job to earn money for a moped. One job has good hours and low pay, but you must cut your hair. On the other job you must do hard physical work at night and the pay is very good. You must decide which job to take.

My decision is \_\_\_\_\_

2. The place you work is strict about being on time. A friend asks you to punch his/her time card since you are always on time. You must decide what to do.

My decision is \_\_\_\_\_

3. You are short on cash and get an extra \$5.00 on this week's paycheck. You are not sure if it is a bonus or an error in the books. If you report it and it is an error, your friend Roy who keeps the books will get in trouble and you'll lose the five dollars. You must decide what to do.

My decision is \_\_\_\_\_

4. Your interview for a job with a very good company was for 8:00 a.m., but you overslept. You must decide what to do.

My decision is \_\_\_\_\_

Unit I  
Language Arts/Social Studies  
Activity Four B  
JOB INFORMATION

Read each of the following examples of job information.  
Write the type of information it is - job requirement,  
job description, or job future.

<u>Type of Job Information</u>	<u>Example</u>
_____	able to type 35 words per minute
_____	advance to manager in two years
_____	work outdoors
_____	high school diploma necessary
_____	earn \$9,700-\$11,500 a year
_____	need for workers in this career will decrease
_____	health certificate mandatory
_____	must have sales experience
_____	receive one week paid vacation
_____	work some nights and weekends
_____	regular promotions

Unit I  
Language Arts/Social Studies  
Activity Four C  
READING THE WANT ADS

**BURGER KING**  
\$2.90/Hr.  
ORMOND BCH (So. A1A)  
VOLUSIA Ave at K-MART  
NOVA RD at MASON Ave  
Part-time, full-time, Day & night. Apply in person, 9:30-10:30 AM & 7-9 PM. No phone calls.

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First class persons with credentials needed at once to service late model GM & AMC cars. You must have total mechanical experience on all systems of modern automobiles. Others need not apply! Best pay plan & benefits in this area. Come in person & apply to Bob Bashore at Ferguson Pontiac, Inc. 333 Volusia Ave., Daytona Beach.

**FURNITURE SALES**  
Now interviewing for experienced Furniture Salesperson. Apply, Personnel Office, IVEY, Volusia Mall

We are looking for a Math responsible person. Must good with numbers and a bit than average typical. Some punch experience helpful. G working conditions, sal based on skills. Mail return P.O. Box 4192, Daytona Beach, Fla. 32222.

**Secretary/Receptionist**  
Successful applicant must:  
1- Type 40 wpm error-free  
2- Have dictaphone experience.  
3- Have prior customer service experience.  
4- Have a stable work record.  
For details contact Ken Hamlin, Daytona Moving and Storage, 253-1636.

**\* NURSES \***  
3 TO 11  
RNs & LPNs  
Competitive salary, 3 weeks paid vacation, life & health insurance. Full time. Apply in person 170 N. Kings Rd., Ormond Beach

**BUSBOY**  
Immediate opening for person to bus tables, daytime hours. Must have local work ref. Apply in person Mon-Fri., 9-4pm Daytona Hilton, 2637 S. Atlantic. No phone calls please!

Well established construction firm with diversified state wide business has immediate opening for full-charge bookkeeper. Must be experienced in job cost accounting & all phases of bookkeeping thru general ledger. We offer attractive salary opportunities & liberal fringe benefits, including retirement plan. Submit resume to McWahen Construction Co., Inc. PO Box 987, Deland, FL 32720 or call 904-734-1071

National Lifeguard Service looking for sales oriented past between 18 and 30 years old sell Hawaiian Tropic Sun t products on resort motel or decks. Applicants must have sales experience and a desire meet the public. 253-0810 for interview

11

12

13

14

Put the number of the ad(s) in the blank space to answer the following questions:

- 1) Which help-wanted ad(s) tells you about the salary you will earn? \_\_\_\_\_
- 2) Which ad(s) gives you a good job description? \_\_\_\_\_
- 3) Which ad(s) tells you about job requirements? \_\_\_\_\_
- 4) Which ad(s) gives you information about the future outlook for the occupation? \_\_\_\_\_
- 5) Which ad(s) tells you about the fringe benefits you will receive? \_\_\_\_\_
- 6) Which ad(s) requires that you must have work experience? \_\_\_\_\_
- 7) Which ad(s) tells about on-the-job training? \_\_\_\_\_

- 8) Which ad(s) lists the value of honesty as a job requirement. \_\_\_\_\_
- 9) Which ad(s) requires references? \_\_\_\_\_
- 10) Which ad(s) states that they are an Equal Opportunity Employer? \_\_\_\_\_

## Unit I

## Math/Science

## Activity Two

## JOE INTEREST INVENTORY

Read each of the following statements. Place a check (✓) by each item that is of interest to you.

"I would like a job in which I could. . ."

1. try new things or ideas.
2. work with people.
3. make things that are useful and pleasing to people.
4. work with processes, machines, or techniques.
5. do business with people.
6. work with things or objects rather than people.
7. help people.
8. make or do work that is scientific or technical.
9. have people think highly of me and admire me.
10. think about and create new ideas or objects.
11. do the same task over and over.
12. do a variety of tasks.
13. work by myself.
14. work with others.
15. give directions.
16. take directions.
17. make decisions for myself.
18. have others make decisions for me.
19. be accurate and precise in what I do
20. influence how other people think or behave.

Unit I  
Math/Science  
Activity Two B  
"WORKERS TELL WHY" Worksheet

During your talk with workers ask them to tell you the reason why they decided on their present job. Write the worker's title and the reasons.

<u>WORKER'S TITLE</u>	<u>REASONS(S) FOR DECISION</u>
1.	<hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/>

Unit I  
Math/Science  
Activity Three  
FIVE DECISIONS

Record the five decisions that the person made on the job which used math.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



Activity Four

EXPLORING OCCUPATIONS

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Title of occupation to be explored \_\_\_\_\_

List the names of books or other materials used, or persons interviewed

Job Requirements

What education and/or training is needed? \_\_\_\_\_

List any special abilities needed (verbal, numerical, mechanical, etc.)

Do you need a license or special certificate to do this work?

List any other requirements for this occupation \_\_\_\_\_

Job Description

What are the duties? \_\_\_\_\_

Check  the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

- Artistic
- Clerical
- Computational
- Mechanical
- Literary
- Musical
- Outdoor
- Scientific
- Persuasive
- Social Service

Check  any special working conditions associated with this occupation.

- routine, unchanging work
- work that changes a lot
- work under supervision
- work without supervision
- work mostly with others
- work mostly alone
- very little movement
- heavy physical work
- dangerous work
- night or weekend work
- extreme heat or cold
- dirty or greasy work
- high pressure work
- much travel
- all inside work
- loud noise

Does the occupation have any other special working conditions? Describe them.

What is the pay or pay range for this occupation? \_\_\_\_\_

Job Future

What are the chances for advancement within this occupation?

What are the chances for staying employed in this occupation (employment outlook)?

In your opinion. . .

What are the major advantages of this occupation. \_\_\_\_\_

What are the major disadvantages of this occupation? \_\_\_\_\_

## Unit II

## Language Arts/Social Studies

## Activity Two

## TRAINING FOR WORK

Look up each occupation. Write the skills that are needed for the job and the education/training needed to learn those skills.

Name of Job	Skills	Education/Training
1. Printer		
2. Telephone Operator		
3. Sales Clerk		
4. Childcare Worker		
5. Animal Trainer		

## TRAINING FOR WORK (cont.)

Name of Job	Skills	Education/Training
6. News Reporter		
7. Tour Guide		
8. Forest Ranger		
9. Author		
10. Plumber		

Unit II

All Subjects

Activity Four

MY JOB PREFERENCE

Name of Occupation	Skills Required	My Skills	Source of Education/Training