

STANDARD: 1

BENCHMARK: 1.1

MATERIALS: **Why People Work** sheet

ACTIVITY: Distribute sheet and discuss with students.

Why People Work

List ten reasons why people work.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Give three reasons why you want to work.

1. _____
2. _____
3. _____

Exchange papers with a classmate and rank the reasons given based on your priorities with number one being the most important to you. Compare lists and discuss with your partner what you have discovered about why people work.

STANDARD: 1

BENCHMARK: 1.2

MATERIALS: Career, Life, and Leisure Discussion Questions

- ACTIVITY:**
- Distribute discussion questions and divide students into small groups. Select a recorder and reporter for each group.
 - Give students time to discuss the questions and record answers.
 - Have each group report to the class what their group discussed.
 - Engage class as a whole noting similarities and/or discrepancies in responses.

Career, Life, and Leisure Discussion Questions

1. Define the following terms: job, career, leisure.
2. Would you rather have a job or a career? Why?
3. How can a job help you develop a career?
4. What leisure activities do you enjoy?
5. What activities do you enjoy with your family?
6. What leisure activities do you enjoy that may help you find a job?
7. What difference will a job make in your family life?
8. How will a job affect your leisure activities?

STANDARD: 1

BENCHMARK: 1.3

MATERIALS: construction paper, scissors, markers, tape

ACTIVITY: This is a fun way to conduct a self-evaluation of abilities, interests, work preferences and values.

- Before class, create a silhouette body shape for each student. Cut the shape into puzzle pieces with a head, chest area, waist area, and legs.
- Discuss with class what kinds of information about themselves would be beneficial in choosing an occupation they would be good at and would enjoy doing.
- Distribute head puzzle piece and ask students to list their abilities including specific skills and talents. Prompt with questions: Can you sew? Do you play an instrument? Can you cook or type? What subjects in school were you good at?
- Distribute chest puzzle piece and ask students to list their interests. Prompt with: What are your hobbies? Do you like science or music? Do you enjoy meeting new people? Do you like to sell things?
- Distribute waist puzzle piece and ask students to list their work preferences including job activities and the working conditions they prefer. Prompt with: Do you prefer to work alone or with other people? Would you like to be the boss? Do you like a set routine or do you prefer solving challenging problems every day? Would you rather work outdoors?
- Distribute legs puzzle piece and ask student to list the values that are important to them. Prompt with: Is a high salary or job security more important to you? Do you prefer a job where you can be creative? Do you like to be independent? Do the opinions of others matter to you?
- When all puzzle pieces have been filled out, have students assemble them to make their person. Tape pieces together and display in classroom. Point out that each of these traits is important in forming who they are in the workplace and in their interaction with others.

STANDARD: 1

BENCHMARK: 1.4

MATERIALS: Chart paper, markers

ACTIVITY: Invite a career counselor from your school or a local employment agency to speak to your class about career planning. Have students prepare for the speaker by discussing the following questions:

- What career fields are you interested in?
- What jobs in those career fields interest you?
- What training, skills, and responsibilities are required for two of the jobs in your career fields?
- What skills do you have that can be used in your career fields?
- What skills do you need?
- Where can you get training?
- Who can pay for training?
- How long will it take to get trained?
- Can you go to the training when and where it is offered?
- Can you arrange for child care and transportation so you can attend training?
- What is your starting salary goal for your career field? Is it realistic?
- Are jobs in the career fields available in your area?
- If not, are you willing to move to get the job you want?

Select sample questions that the class would like to ask the speaker and post on chart paper. As a follow-up activity, each student should write a career plan that answers each of the above questions.

STANDARD: 1

BENCHMARK: 1.5

MATERIALS: phone books, newspapers, telephone

- ACTIVITY:**
- Divide students into small groups and distribute phone books and newspapers.
 - Ask half the groups to look through the yellow pages of the phone book and select three businesses. Have students call and ask what skills and education the employer expects when he hires employees.
 - Ask the other groups to do the same using the want ads in the newspaper.
 - Have groups report their findings and discuss which skills and education requirements were most often mentioned.
 - Ask students to select two jobs they might personally be interested in; list the skills they already possess and the training or education that may be needed.

STANDARD: 1

BENCHMARK: 1.6

MATERIALS: **Career Choice Musts** and **Career Choice Evaluation** handouts

ACTIVITY:

- Ask students to think about a job they have or once had that they felt good about. Compile a list of those characteristics that made this job memorable.
- Distribute **Career Choice Musts** and ask students to evaluate how their list compares to the handout. Be sure students are clear about what makes a job worthwhile besides just the salary.
- Using the classified ads, have students select three jobs they may be interested in. Using the information in the ad or research conducted on the Internet, have students complete the **Career Choice Evaluation** sheet.
- Divide students into groups to share their findings. Alert students to the fact that rarely does any one job fulfill all the requirements for job satisfaction.
- Ask groups to share their results and discuss insights gained by students in evaluating career choices.

Career Choice Musts

A good career choice will provide you with the following:

- Adequate income
- Security
- A feeling of importance
- Some freedom on the job
- Pleasure from daily activities
- An opportunity for personal growth

Career Choice Evaluation

Select three jobs that you might be interested in.

Complete the following information and determine which job would be best for you:

Job 1 _____

Job 2 _____

Job 3 _____

Job Titles

Adequate Income

Security

A feeling of importance

Some freedom on the job

Pleasure from daily activities

An opportunity for personal growth

Appropriate education level

STANDARD: 2

BENCHMARK: 2.1

MATERIALS: Newspapers, markers, chart paper

- ACTIVITY:**
- Distribute newspapers and ask students to turn to the classified ad section.
 - On chart paper write columns for job possibilities, education, and work experience required, starting pay, benefits, hours, location, person to call, and when to call.
 - Students should select three jobs from the ads that they are interested in and fill in the appropriate information on the chart paper.
 - Ask students to answer these questions for each job listed: Do you have the education and experience required? Are the benefits listed the ones you need? Can you work during the hours listed?
 - Have students identify which job(s) meet their requirements.

STANDARD: 2

BENCHMARK: 2.2

MATERIALS: **Public vs. Private Employment Agencies** sheet, telephone directories, newspapers, chart paper, markers

ACTIVITY:

- Divide students up into small groups and distribute a copy of the **Public vs. Private Employment Agencies** sheet to each group. Allow time for discussion and any questions the groups may have about distinguishing between the two types of agencies.
- Using the phone book and newspapers, have students make a chart that includes three private employment agencies and three public agencies along with a contact name, any fees charged, address, and phone number.
- Each group should select a spokesperson to share their information with the class.

Public vs. Private Employment Agencies

There is a difference between a private employment agency and a public one. Both will help you find a job.

A private agency charges a fee. You must sign a contract that tells you the fee you must pay with a private agency. Private agencies advertise in the help wanted section of the newspaper. Look up “Employment Agencies” in the telephone directory yellow pages. Most of the agencies listed are private.

Public agencies do not charge a fee. Look up your state government office in the telephone directory. Sometimes there is a government section with all agencies on blue paper in the middle of the telephone directory. You may also look up the state name in the telephone directory white pages. When you find the state government section, look for the “Labor and Employment” heading. This list will contain the telephone numbers and addresses of the public agencies and job centers near you.

The state of Florida has job centers in all areas of the state. The centers are called “one-stop job centers.” They offer services that will help you prepare for and get a job. You do not have to pay for these services.

Many community colleges and technical centers have one-stop centers on their campuses. You can find the names and addresses for these job centers under “Schools: Industrial-Technical-Trade” in the yellow pages of the telephone directory.

The state jobs and benefits office also has information that will help you find a job. You will find job openings for your area on the JOBS Computer. They are located in the one-stop job centers, Jobs and Benefits Office, and many community colleges and technical centers. Public libraries also have many resources for career information.

You can also use the Internet to find career centers and other resources that will help you find jobs. Go to www.careermosaic.com/cm/resource and choose “career network.” This will show you career centers and other resources for job searching. Also, you can go to occ.com/ and select “career center” for other resources.

STANDARD: 2

BENCHMARK: 2.3

MATERIALS: **Documents Needed for Employment** sheet

ACTIVITY:

- Discuss with students the importance of having the required documents on hand when applying for a job. As a group, list the personal documents that may be requested. Poll students to see how many have them or at least know where they are.
- Distribute **Documents Needed for Employment** and discuss. Encourage students who may not have originals of their documents to request duplicates from the appropriate agency. It is important to have these prior to applying for a job.

Documents Needed for Employment

Document	Where to get it	Issued by
Social Security card	Local Social Security office	U.S. Social Security Administration
Birth certificate	County health department where you were born	County health department or state vital records dept.
Driver's license	Local driver's license office	Florida Dept. of Highway Safety and Motor Vehicles
High school diploma	School board office in county where you graduated	High schools or adult education programs
Training certificate	School board office in county where training completed	Local school or vocational program
Occupational license	State licensing board office	State licensing board
Student I. D.	School Guidance Office	Local high school
Selective Service card	U.S. Post Office	U.S. Selective Service Administration

STANDARD: 2

BENCHMARK: 2.4

MATERIALS: phone book, newspaper

ACTIVITY: Students are often overwhelmed with the prospect of where and how to start looking for a job. Here are four simple ways to get students started:

- List three people, not in your immediate family, that you want to tell you are looking for job. Think of people who have contact with lots of other people. List their names, addresses, and the type of work they do.
- List three businesses or companies where you might like to work. Give names and addresses for each.
- If you have worked before, write the name and addresses of any former employers who might help you find a job.
- Using a recent copy of your newspaper circle two want ads that are jobs you might be interested in.

STANDARD: 2

BENCHMARK: 2.5

MATERIALS: **Portfolio Information** sheet
Career plan from activity 1.4
Job lists from activity 2.1
Career center and employment agency lists from activity 2.2
Documents from activity 2.3
Network lists from activity 2.4
File folders
Computer discs
Divider sheets
Sheet protectors
File labels
Pen or pencil
Paper

ACTIVITY: Use the information developed in the previous activities to construct a portfolio which includes the following:

- career plan from activity 1.4
- job lists from activity 2.1
- career center and employment agency lists from activity 2.2
- all of the documents located from activity 2.3
- networking lists from activity 2.4

Label and use folders for the following categories:

- Career plan
- Job lists
- Personal identification
- Education and training
- Personal references
- Employer references
- Community activities
- Networking lists
- Career Center and Employment Agency lists
- Job card file

Portfolio Information

When job information is collected and put in folders it is often called a portfolio. Your career portfolio is a collection of information about you. It includes documents that show your skills, work experience, and knowledge. Your portfolio will include your work history, personal identification, transcripts or report cards, diplomas, and information about your education and training. You should also have character and work references, employer recommendations, work related certificates, and awards in your portfolio. Copies of newspaper clippings or certificates for service in your community should be in your portfolio also.

Your career portfolio should be organized into categories. This will make it easier for you to find information you need when talking with an employer on the telephone or during an interview. For example, if the employer asks if you can drive a vehicle, you can tell him or her “yes” and quickly give them a copy of your driver’s license. Everything in your career portfolio should be neat, clean, and easy to find.

STANDARD: 2

BENCHMARK: 2.6

MATERIALS: **Sample Job Card Entries** sheet
3x5 index cards

ACTIVITY: A job card file is a great way to record specific job leads, requirements, employer names, interview information, and personal notes.

- Discuss with students information they may like to record after being interviewed for a job.
- Share sample entries below.
- Distribute index cards and allow students time to record information from a recent job interview.
- Ask students to share and provide helpful comments as needed.
- Encourage students to use a job card file and periodically update activity as students apply and interview for jobs.

Sample Job Card Entries

Today is October 21, 2000. Yesterday I spoke with the manager of Harvey's Dairy Company. She seems really nice. Her name was Mrs. Shirley DuBose. She told me to call her back in a week to check on the status of my application. I am interested in the job. She described how I would have to be there at 4:00 a.m. every morning to milk the cows and feed them. For three hours of work each day I am going to get \$30! I am really interested in this job.

Today is Tuesday, November 15, 2000. Last Friday I met with Dr. Robert Palmer who was interviewing for an office receptionist. The pay is \$350 a week for eight hours a day, five days a week. It was a good interview. We discussed the office duties that include answering the telephone, making appointments, taking payments, and keeping up with patient files. Dr. Palmer said that he would call me back later in the week. If I don't hear from him, I will call back the following Tuesday.

Today is December 12, 2000. I just finished interviewing with the principal of the school for a teacher aide position. The pay is \$325 per week for seven hours of work per day. The hours would be from 7:30 a.m. – 2:30 p.m. That's not bad money! We talked for over an hour about my possible duties that include helping the teacher grade papers, helping the students do their work, and making bulletin boards. It sounds exciting because with children things are always busy. The principal will call me next Monday.

STANDARD: 2

BENCHMARK : 2.7

MATERIALS: **Telephone Etiquette** sheet, telephones

ACTIVITY: This is a fun and informative way to acquaint students with the correct procedure when calling for information regarding a job opening.

- Distribute **Telephone Etiquette** sheet and discuss with students.
- Bring in telephones and have students practice a phone conversation paying attention to the correct telephone etiquette.
- Divide the class into two groups and develop skits that exhibit proper phone etiquette and skits that do not.
- Discuss why using the proper phone etiquette makes a better first impression.

Telephone Etiquette

What impressions have you gotten from people over the phone? Was the person rude? Can you tell how someone feels over the phone even though you can not see them? What impressions do you get when someone on the phone is rude, uses slang, or chews gum?

Helpful hints:

- Prepare before calling. On paper write down what you will say and what you need to ask. Practice saying it until you feel comfortable. Leave space so you can write an answer next to your questions.
- Do not chew gum.
- Call from a quiet place so that you will be able to hear everything. If there is a lot of background noise, the person on the other end of the phone will be able to hear it too.
- Have a paper and pencil ready so you can write down important information.
- Ask for the person who can truly help you. Don't waste time giving information to the receptionist. Instead, say, "I am interested in the job position you are advertising. Can you direct me to the correct person?"
- Introduce yourself to the person, state your reason for calling, and give the name of anyone who may have referred you.
- Get the name of the person you finally end up speaking with and write it down. Ask for the correct spelling if you are not sure.
- Ask to set up an appointment for an interview.
- Review all the information given to you. Make sure it is correct.
- Be sure to leave your name and telephone number.
- Thank the person for their time and use their name.

STANDARD: 3

BENCHMARK: 3.1

MATERIALS: **Interview Questions**, video camera, video tapes

ACTIVITY: Anxiety about an upcoming interview can be somewhat relieved by being prepared.

- Ask students to brainstorm a list of questions that have actually been asked or may be asked during an interview.
- Distribute **Interview Questions** and discuss with students. Pair students with each other and role play an interview situation using the prepared questions and those developed by the students.
- Reverse roles so that each student has the opportunity to be interviewed. When students are confident, videotape them so they can critique their answers and behaviors for possible improvements.

Interview Questions

1. Tell me about yourself.
Ask if they want personal or work information and be brief with your response.
2. What would your job references say about you?
Have letters of recommendation with you and be positive.
3. May we check your references?
The answer is always yes. If you have not told your present employer that you are job hunting, tell the interviewer.
4. Tell me what you know about our company?
Be sure to research the company before the interview and be prepared to give and ask for information.
5. How do you feel about your present or last employer?
Always say something nice, but have a good reason for why you want to leave.
6. What did you like or not like about your last job?
Do not be negative but be specific with your answers.
7. What are your qualifications?
Sell yourself and tell about any relevant training or equipment knowledge you have.
8. Why are you interested in working here?
Let the interviewer know that you have a personal interest in the company.
9. How long do you intend to stay here if you are hired?
Say that you are interested in staying with this job and that you plan to learn and grow with the company.
10. Can you work under pressure?
The answer is yes.
11. What is your best quality?
Give one or two qualities that are related to the job such as taking instruction well and the ability to work well with others.
12. Do you have a problem working with people of different backgrounds?
The answer is no.
13. Can you take criticism without getting upset?
The answer is yes.
14. Do you mind working weekends or overtime?
Be flexible, but be honest about your other obligations.
15. Do you have any questions?
Ask about the chances of moving up in the company and when a hiring decision will be made.

STANDARD: 3

BENCHMARK: 3.2

MATERIALS: **Interview Tips** sheet, video camera, video tapes

ACTIVITY: First impressions are important especially in an interview situation. Most people are nervous but knowing specific tips can create a more comfortable atmosphere and help you present your best side.

- Distribute **Interview Tips** and discuss with students.
- Divide students into small groups. Ask half the groups to develop and practice an interview demonstrating appropriate behaviors. Ask the other groups to develop and simulate an interview demonstrating the wrong behaviors.
- Videotape groups as they perform. Replay the tape noting specific behaviors and the importance of positive first impressions.

Interview Tips

1. Listen carefully. It shows that you are interested.
2. Answer questions with complete sentences.
3. Show respect by using “Yes, Ma’am”; “No, Ma’am”; “Yes, Sir”; and “No, Sir.”
4. Always address the interviewer as Mr. or Ms. unless told otherwise.
5. Do not use words or sounds such as “and, uh, um, or you know” to fill in between sentences.
6. Answer all questions. If you refuse to answer it will appear that you have something to hide.
7. Answer the question right away. If you pause too long it will appear that you are making something up or have a problem reacting quickly. A short pause to collect your thoughts before answering is fine.
8. Speak clearly and do not mumble.
9. Do not argue with the interviewer.
10. Do not talk about family problems unless asked and even then do not give all the details.
11. Do not use any inappropriate language.
12. Do not speak badly of your past employer or co-workers.
13. Be sure to say “please” and “thank you” as appropriate.
14. The tone of your voice should indicate an interest in the job.
15. Bring a pen, pencil, and paper for taking notes or completing forms.
16. Never bring anyone with you. If someone must come with you, have them wait outside.
17. Never ask to use the phone. It will appear that you have personal or transportation problems.
18. Tell the truth, always.

STANDARD: 3

BENCHMARK: 3.3

MATERIALS: cassette tape recorder and blank cassette tape OR video camera and blank video

- ACTIVITY:**
- Discuss with students the importance of a job interview and the need to feel as comfortable as possible in the situation. Brainstorm ideas or personal experiences students may have had that resulted in a positive interview experience.
 - Schedule a mock interview day where students will be videotaped (or audiotaped) with feedback provided from classmates. Reinforce that practice makes perfect!
 - Use the following checklist to evaluate each interview:
 1. The interviewer seemed to like my: talents, experience, attitude.
 2. Some things I said or did that did not seem to impress the interviewer:
 3. What I liked about the company was
 4. What I did not like about the company was
 5. During this interview I learned not to
 6. During this interview I learned that I should
 7. Specific things I will do to make my next interview better
 8. My grooming for this interview was
 9. My clothing for this interview was

STANDARD: 3

BENCHMARK: 3.4

MATERIALS: Phone book

ACTIVITY: Help students prepare for filling out job applications by developing a personal fact sheet first. This saves time and gives students all the information they may need when applying for a job. Students may want to type their personal fact sheet and print several copies.

Major headings and information should include:

Personal Information

Name, address, phone number, date of birth, social security number, height, weight.

Education and Training

Name of last high school attended and the address; dates you attended. Name of vocational or training school attended, address, and dates of attendance. Include the name of a specific program of study and list classes that enhanced your skills.

Work History

List all jobs including full and part-time. List job titles, employer's name and address, telephone number, and dates you started work and left. Include reasons for leaving any jobs.

Interests and Activities

List any hobbies and activities you enjoy.

References

List name, occupation, address, and phone number of people you have known for at least one year who will speak well of you. Do not use relatives and be sure to ask the person's permission before using their name. Good references would be a teacher, counselor, minister, doctor, or friend of your parents.

STANDARD: 3

BENCHMARK: 3.5

MATERIALS: **Tip Sheet for Completing an Application**, applications from local businesses.

ACTIVITY: An application is the first contact an employer has with a future employee. With hundreds of applications to read, it is important that yours doesn't get tossed without being looked at. Help students be aware of basic tips for completing a job application. The very first impression is made with the application.

Distribute **Tip Sheet for Completing an Application**.

Discuss with students each tip and how it is important in giving a good first impression.

Collect application forms from local businesses. Have students complete an application paying attention to the tips discussed with the class.

Ask students to exchange applications and using the tip sheet as a guide, review the application. Share feedback pointing out specific directions that may not have been followed when completing the applications.

Select samples of "good" applications and share them with students noting the areas that make these particular applications stand out.

Tip Sheet for Completing an Application

The employer's first contact with you is through your application. It is important to make a good first impression by:

- **Writing neatly**
Use the information on your personal fact sheet to fill in the required information. Print neatly so that the employer can easily read your application.
- **Making minimal corrections**
To correct a mistake, draw one or two lines through the error; do not scratch through or rip holes in the paper.
- **Keeping the application clean**
Be careful not to smear ink or leave stains on the form from food or dirty hands.
- **Following instructions**
Do exactly what the directions tell you to do. Use a ✓ or X to mark selections if that is what the directions say.
- **Using complete words**
Avoid abbreviations and be sure to state your full name, not a nickname.
- **Filling in all information**
Answer all questions and do not leave any blanks.
- **Being positive**
Keep your responses positive but be honest. Don't complain about your former boss or co-workers if asked why you left a job. Respond instead that you were unhappy and looking for a more challenging opportunity.
- **Being accurate**
Be sure all information you give is correct. Employment dates, addresses, and reference contacts must be accurate because they will be checked. Again, having a personal fact sheet to use when filling out the application will make it easier and less stressful for you.

STANDARD: 3

BENCHMARK: 3.6

MATERIALS: **Sample Chronological Résumé; Sample Functional Résumé**

ACTIVITY: Distribute both sample résumés and discuss the differences between the two. Ask students when it would be more beneficial to use one or the other.

Using the sample résumés as a guide, have students develop their own résumés, type résumés on the computer, and exchange with another student.

Ask students to critique each other's résumés to make constructive suggestions when needed.

Sample Chronological Résumé

Judith James
115 South Hawthorne Avenue
Tampa, Florida 33601

Home: (101) 555-9217
Message: (101) 555-7608

Position Desired

Seeking position requiring clerical skills in an office environment. Position could require a variety of tasks including word processing and customer contact.

Education and Training

Acme Vocational School, Temple Terrace, Florida. Completed one-year program in Secretarial and Office Management. Courses: word processing, time management, customer rights, and others.

John Adams Adult High School, Tampa, Florida. Graduated with emphasis on workforce skills and academic classes.

Experience

- 1998-1999 Enrolled in vocational school to learn new skills. Learned to operate word processing equipment and gained knowledge of computers.
- 1997-1998 Assistant Manager, Claire's Boutique, Orlando, Florida. Managed sales, inventory, and related tasks. Closed store on weekends.
- 1996-1998 Various part-time and summer jobs. Learned to meet customers and other skills.

Special Skills and Abilities

100 words per minute on word processor; can operate office equipment. Able to accept supervision. Good social skills. Excellent attendance record.

Personal

I have excellent references, learn quickly, and am willing to accept responsibility.

Sample Functional Résumé

Juan Garcia
806 West Colorado St.
Tallahassee, FL 32311
(904) 893-6735

Career Objective

Seeking a management trainee position for an energetic, honest, and responsible individual.

Supervisor Office Management

2 years experience maintaining inventory, night deposits, and supervision of 1 employee for a retail outlet.

Business Equipment Operation

Capable operation of a word processor, electric typewriter, adding machine, and electronic calculator.

Planning and Organization

Responsible for planning training schedule for new employee. Organized and assisted manager in daily duties.

Interpersonal Personal Skills

Friendly relationship with customers and co-workers. Volunteered with church mentor group spending time with youth group.

Academic Achievement

Currently enrolled in adult education program completing studies toward high school diploma. Received certificate of recognition and worker's certification card upon completion of Workforce Readiness Skills Course.

Personal Characteristics

Strong work ethic, career-focused. Reliable, hard worker, loyal to company.

STANDARD: 3

BENCHMARK: 3.7

MATERIALS: pen or pencil, paper

ACTIVITY: Discuss with students the benefits of writing a thank-you letter after an interview.

- The purpose for the thank-you letter is to let the interviewer know that you appreciate the time he or she spent with you.
- To let the interviewer know that you are still interested in the job and that you believe that you would be a benefit to the company.
- The thank-you letter should be sent the same day or the next day after an interview and should be hand-written.
- Handwriting should be neat and readable.
- Spelling and grammar should be correct.

The letter should include the following:

- The date
- The formal salutation (with a colon after the name)
- A statement of thanks
- Comment about your impression of the company
- Comment about your experience that would benefit the company
- A statement about your desire to work with the company
- A statement that if he or she needs more information to contact you
- A statement that you look forward to hearing from him or her
- Close with “sincerely,” and your signature.

Have students write a thank-you letter and share with a classmate for feedback and input. Display sample thank-you letters as a reference for students who may be having trouble writing their own.

Benchmarks: 4.1; 4.4; 4.6

STANDARD: 4

BENCHMARKS: 4.1, 4.4, 4.6

MATERIALS: **Wages, Deductions, Benefits, and Taxes** sheet

ACTIVITY:

- Distribute sheet and ask students to select a partner to work with.
- Allow time for students to discuss and complete the worksheet.
- Go over answers and discuss any questions students may have.

Wages, Deductions, Benefits, and Taxes

1. _____ paid a specific amount of money for each hour they work
 2. _____ paid a set amount each pay period
 3. _____ paid according to how much money they make for a company
 4. _____ people hired for a special project who are not regular employees
 5. _____ employee's withholding allowance certificate
 6. _____ advanced earned income credit
 7. _____ employment eligibility verification
 8. _____ federal income tax
 9. _____ government regulated retirement plan
 10. _____ health insurance program regulated by a federal agency
 11. _____ state income taxes
 12. _____ worker's compensation insurance
 13. _____ city or county taxes
 14. _____ optional deduction for medical, dental, and/or life insurance
 15. _____ optional deduction for 401K
- A. commission employees
 - B. federal withholding
 - C. hourly employees
 - D. I-9
 - E. independent contractors
 - F. insurance
 - G. local taxes
 - H. medicare
 - I. retirement plan
 - J. salary employees
 - K. social security
 - L. state disability
 - M. state withholding
 - N. W-4
 - O. W-5

STANDARD: 4

BENCHMARK: 4.2

MATERIALS: **Timekeeping Practices** sheet

- ACTIVITY:**
- Distribute **Timekeeping Practices** sheet and discuss with students.
 - Divide students into small groups and have them complete the timekeeping exercise.
 - Have each group report their results.

Timekeeping Practices

Companies who pay employees by the number of hours they work must provide a way for employees to record their hours. These documents are called timecards or timesheets. There are many ways for a company to use them.

Some companies use a timecard machine. Employees are given a new timecard at the beginning of each pay period or pay schedule. Every day when the employee comes to work he or she inserts the timecard into the timecard machine. The machine stamps the date and time of day onto the card. This is often called “clocking in.” When the employee takes a break or goes to lunch, he or she inserts the timecard into the timecard machine. The date and time of day are stamped onto the card again. This is often called “clocking out.” This process is repeated every day. Employees are only paid for the period of time between “clocking in” and “clocking out.” This is a way employers keep up with how many hours to pay an employee.

Another way to keep track of how much time an employee works is by using time sheets. Timesheets are usually forms placed in a central location. Each employee has his or her own timesheet. The employee writes the time of day on the timesheet when he or she comes to work. Whenever the employee leaves the work area (for a break, lunch, or at the end of the day), he or she writes down the time. Employers will pay the employee for the time spent on the job.

It is against the law for an employer to pay employees by the hour and not have a way to keep track of the hours they work. It is also against the law to write down (or clock in) hours that have not actually been worked. Timekeeping is a very serious process. Employers must pay worker’s compensation and other insurance and taxes based on the number of hours employees have worked. It is important that you record your hours worked or clock in correctly every day. Employees who constantly “forget” to clock out or sign out have often been fired from their jobs.

Timekeeping Exercise

Using the examples below, figure out the number of hours an employee would have worked. Employees are paid for each complete quarter hour they work starting at 8:00 a.m.

- On Monday you got to work at 7:58 and went to lunch at 12:02; you came back from lunch at 1:10 and left for the day at 4:15.

How many hours did you work? _____

- On Tuesday you got to work at 7:57 and went to lunch at 12:00; you came back from lunch at 12:55 and left for the day at 4:00.

How many hours did you work? _____

- On Wednesday you got to work at 8:02 and went to lunch at 12:05; you came back from lunch at 1:05 and left for the day at 4:18.

How many hours did you work? _____

- On Thursday you got to work at 7:50 and went to lunch at 12:10; you came back from lunch at 12:59 and left for the day at 4:01.

How many hours did you work? _____

- On Friday you got to work at 7:58 and went to lunch at 12:01; you came back from lunch at 12:56 and left for the day at 4:00.

How many hours did you work? _____

- On Saturday you got to work at 7:56 and left for the day at 12:03.

How many hours did you work? _____

- **How many hours did you work this week?** _____

STANDARD: 4

BENCHMARK: 4.3

MATERIALS: pen or pencil, paper

- ACTIVITY:**
- Discuss with class the options employers have for paying employees including weekly, bi-weekly, monthly, bi-monthly.
 - Have students generate a list of benefits and concerns associated with each option in terms of the impact it may have on their spending and paying of personal bills.
 - Have them decide which pay schedule is best for them.
 - Remind students that this is important information to keep in mind when they look for jobs and interview with employers.

STANDARD: 4

BENCHMARK: 4.5

MATERIALS:

ACTIVITY: Discuss with students the following questions:
Solicit information from students who may belong to a union.

- Why do employees join a union?
- What have unions done to improve the working conditions of employees?
- Why can't a union member work in a non-union company?
- Why do union workers get paid overtime when they work more than 8 hours in one day?
- What does it mean for a union to go on strike?
- What have unions done to increase workers' benefits?

Ask students to talk with people they know who are members of unions and answer the above questions. Follow up the next day and compare results.

STANDARD: 5

BENCHMARK: 5.1

MATERIALS: **Common Workplace Signs**

ACTIVITY:

- Distribute **Common Workplace Signs** sheet
- Discuss what the signs mean and where they are often found.
- Ask students to give examples of why these signs are important for workplace safety.

Common Workplace Signs

1. Emergency exit
2. Hard hat area
3. No smoking
4. Slippery when wet
5. Keep out
6. Danger
7. Caution – Watch your step
8. Beware of dog
9. Wash hands before returning to work
10. Flammable
11. Fire escape
12. High voltage
13. Poison

STANDARD: 5

BENCHMARK 5.2

MATERIALS: **Worker Safety** sheet, chart paper, markers

- ACTIVITY:**
- Distribute **Worker Safety** sheet.
 - Divide class into small groups.
 - Ask students to discuss and complete sheet.
 - Have groups share their answers.
 - Chart responses and discuss similarities.
 - Note how many “workers” appear more than once.

Worker Safety

Based on the safety information given below, decide what job fits the description:

1. Wears protective clothing while mixing and applying pesticides.

2. Turns off computers before making repairs.

3. Never mixes cleaning materials that contain chlorine and ammonia.

4. Checks water temperature before washing a customer's hair.

5. Never jacks up or lowers a car while someone is working underneath.

6. Doesn't drive after taking medication that may cause drowsiness.

7. Washes hands with soap and water after using the restroom.

8. Makes sure car engine is turned off before pumping gas.

9. Doesn't use the top step of a ladder as a step.

10. Checks all tools and equipment to be sure they are in good working condition.

11. Wears a bulletproof vest to work every day.

12. Wears safety goggles and gloves when working with chemicals.

13. Uses fall protection when working high above the ground.

STANDARD: 5

BENCHMARK: 5.3

MATERIALS: **Personal Protective Equipment** sheet

ACTIVITY:

- Distribute **Personal Protective Equipment** sheet.
- Discuss list of protective clothing.
- Ask students to provide examples of when they have had to use this equipment for a job.

Personal Protective Equipment

Match the personal protective equipment listed with the situations below to ensure worker safety on the job.

- | | |
|-------------------------|--|
| 1. Ear plugs | a. _____ danger of flying particles |
| 2. Gloves | b. _____ exposure to blood and body fluids |
| 3. Aprons | c. _____ danger of cuts |
| 4. Shields | d. _____ danger of corrosive materials |
| 5. Hard hat | e. _____ prolonged or excessive noise |
| 6. Goggles | f. _____ danger of falling from a high place |
| 7. Face shield | g. _____ danger of falling objects |
| 8. Steel-toed shoes | h. _____ danger of eye injuries |
| 9. Safety glasses | i. _____ danger of foot injuries |
| 10. Protective clothing | j. _____ prolonged work with equipment or machines |
| 11. Latex gloves | |
| 12. Fall protection | |

STANDARD: 5

BENCHMARK: 5.4

MATERIALS: **Safety Tips** sheet

ACTIVITY: Safety is an important work habit. Employers want employees who are safety conscious. Unsafe work habits cost the employer time and money. The employee who is injured also loses time away from work which can mean a loss of pay. Most injuries can be avoided.

New workers need to learn the safety rules and special hazards that are associated with their job. Most companies provide safety training sessions for new employees.

Distribute **Safety Tips** to students. Divide class into small groups for discussion. Ask them to provide an example of a situation illustrating how each safety tip might be used. Ask each group to select a spokesperson who will share their examples with the class.

As situations are being given, reinforce the importance of safety awareness and each person's responsibility to maintain safe working conditions.

Safety Tips

An alert worker is aware of unsafe work conditions and tries to prevent accidents by:

- **Trying to correct the unsafe situation**
Pick up broken glass or wipe up a spill. This is the best and fastest way to prevent an accident.
- **Warning others**
Sometimes you cannot correct an unsafe situation immediately. You may have to get someone else to help or go for supplies. Write a large sign pointing out the danger or let another worker in the area know that there is the potential for an accident.
- **Telling your supervisor**
It is important to report safety hazards to your supervisor. A reminder may need to be posted for workers to be more safety conscious or changes may need to be made to a work area.
- **Pointing out the safety violation to the person responsible**
Fellow workers may not be aware that they are violating a safety rule. You will prevent possible accidents by reminding them when you see a violation.
- **Reporting safety hazards to maintenance staff**
Some safety hazards will require specialized repairs that you may not be able to handle. Report any electrical or equipment problems to the appropriate staff.

STANDARD: 5

BENCHMARK: 5.5

MATERIALS: pen, paper

ACTIVITY: Have each student answer the following questions:

- How does your health affect your job performance?
- Describe your usual eating pattern/habit.
- Describe your current exercise program.
- What activities do you need to begin (or end) that are affecting your health and work performance?
- What is the first thing you will change to improve your health?

Have students select a partner and discuss their answers.

STANDARD: 6

BENCHMARK: 6.1

MATERIALS: **Career Goals** sheet

ACTIVITY: Distribute **Career Goals** sheet and have students complete.

Career Goals

Make a list of each of the following:

- your personal strengths
- your interests
- your personality traits
- your skills
- your training

Make a list of careers that match who you are, what you can do, and that you would enjoy doing.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Review and discuss your list with a partner.

Write career goals. Use the following questions to help you get started:

- What career field(s) is best for you?
- What kind of jobs in the career field are you most interested in doing?
- What job would you like to be doing next year?
- What job could you be doing in three years?
- What job could you be doing in five years?

STANDARD: 6

BENCHMARK: 6.2

MATERIALS: **Job Situations** sheet

- ACTIVITY:**
- Distribute the **Job Situations** sheet. Have students select a partner to work with.
 - Ask students to choose one of the scenarios and discuss how they would deal with feelings of fear, uncertainty, excitement, and wanting to do well at work.
 - Address positive and negative ways to express those feelings.

Job Situations

You have only been on your new job for one week. You have been asked to do something that you know how to do. When you do the task you make a large mistake. The mistake will cost your employer money to fix. Your employer does not know that you are the one who made the mistake. You don't know if the other workers know that it was you or not.

Your job is to deal with customers every day. You enjoy working with people. One day a man comes in who is angry. He begins yelling at you about how stupid your company is. He says that he will never do business with your company again. Your supervisor is out to lunch, and everyone else is busy with other customers.

This is your second week on the job. This morning your alarm clock did not go off on time. You didn't have a clean uniform for work. You got stuck in traffic behind an automobile accident. You got to work 30 minutes late. The first person you saw when you walked in the door was your employer.

You have been in your job for one month. At the monthly staff meeting your employer called you to the front of the room. She announced that several customers had reported to her how helpful and friendly you have been to them. She tells the other employees that you are an example of what the company wants all employees to be.

You do not understand one of the tasks you must perform to do your job. The person who was told to train you does not give you very much information. He isn't mean. He just assumes that you know how to do the job. You have a question about a piece of equipment that you use to do your job. You don't want to look stupid, but you don't understand how the equipment is supposed to work.

Last week you saw another employee doing something that was not safe. No one else saw the employee. She has been working for the company for seven years. You just started two months ago.

STANDARD: 6

BENCHMARK: 6.3

MATERIALS: **Promotion Factors** sheet

ACTIVITY: Distribute the **Promotion Factors** sheet and discuss with students. Divide class into small groups and ask them to complete the following:

- Make a checklist based on the five things employers consider when deciding to promote employees. Rate yourself on all of the items listed.
- Talk with at least three people who have gotten promotions or major raises in the last year. Find out from them what things helped them get the promotion.

Promotion Factors

Many people make the mistake of thinking that if they do a good job, are always on time, and do not cause problems at work then they will get promoted. That is not always true. There are many things that make a difference when an employer is considering promoting an employee.

Factors that employers consider when promoting an employee include:

- **How long the person has been working.**
Many times employers will watch for several months or even years before deciding to promote an employee. That is because there are some situations that do not happen all the time and the employer wants to see how you will handle them. Do not be impatient. Only in movies do people get hired and promoted in a few months.
- **How willing the person is to learn new things**
If you only learn the job you are in and never try to learn more about the company, you will probably stay in that job. Employers look for people who want to learn and who learn on their own.
- **How well the person solves problems.**
A successful business is one that solves problems. The problems of the customers and the problems of the employees are important. Employers want to know that you will do everything you can to solve the problems of a customer. They do not want to know that you always tell customers “that’s not my job” instead of trying to solve the problem yourself.
- **How well the person works with the other employees**
Everyone wants to be recognized for being a good employee. However, when you are too busy trying to show how good you are and don’t pay attention to the skills and strengths of the other employees you are not being a “team player.” Employers want to know that the team or the company is more important than individual glory or success.
- **Whether or not the person asks for a promotion**
If you never ask for a promotion or raise, you probably won’t get one. You must place a high, yet realistic value on your worth. Before you schedule an appointment to ask for a promotion or raise, make a list of the real benefits you give the company. It is not enough to say that you have been a good employee. Be able to show how you have made improvements, brought in new business, or increased net profit for the company.

STANDARD: 6

BENCHMARK: 6.4

MATERIALS: **Work-Related Vocabulary** sheet, dictionaries

- ACTIVITY:**
- Distribute **Work-Related Vocabulary** sheet.
 - Ask students to select a partner to complete the sheet.
 - Review definitions with class.

Work-Related Vocabulary

Using your dictionary, look up each of the following terms:

- clock in _____

- clock out _____

- break _____

- benefits _____

- data _____

- cost analysis _____

- production rate _____

- absenteeism _____

- net profit _____

- gross profit _____

- profit margin _____

- product liability _____

- warranty _____

- discount _____

- rebate _____

- bonus _____

- tax rate _____

- growth rate _____

- profit/loss statement _____

- hourly rate _____

STANDARD: 6

BENCHMARK: 6.5

MATERIALS:

ACTIVITY:

- Discuss with students the concept of transferable skills. These are skills that are learned for one job that can be used in another job. The more transferable skills a person has, the better a job candidate they are.
- Ask each student to identify a career field they are interested in and make a list of the skills that are used in that career.
- Using this list, have them identify the skills they already have. These are transferable skills and should be included in a portfolio as strengths.
- Ask students to identify the skills they do not have for this particular career.
- Discuss ways in which the student can obtain these skills.

STANDARD: 6

BENCHMARK: 6.6

MATERIALS: chart paper, markers

- ACTIVITY:**
- Divide students into small groups and ask them to give examples of job-related signs, charts, forms, and procedures based on their own work experience or those they may be familiar with.
 - Each group should select a spokesperson to report to the class.

STANDARD: 6

BENCHMARK: 6.7

MATERIALS: pen or pencil, paper

- ACTIVITY:**
- Ask students to make a list of their computer or keyboarding skills.
 - Have them list the word processing software programs they know how to use.
 - Include any spread sheet or database management software programs they have used.
 - Include any other software programs they have used on computers.
 - Add these skills to their career portfolio.

STANDARD: 6

BENCHMARK: 6.8

MATERIALS: **Sample Jobs** sheet

ACTIVITY:

- Distribute **Sample Jobs** sheet and complete as a class.

Sample Jobs

Using the following list of jobs, write a short description of the responsibilities that are related to each job:

- restaurant server _____

- table busser _____

- telemarketer _____

- sales representative _____

- cashier _____

- yard service worker _____

- custodian _____

- administrative assistant _____

Make a list of people you know in these jobs. Ask them to describe their responsibilities. Compare what they tell you to your own description.

STANDARD: 6

BENCHMARK: 6.9

MATERIALS: pen, paper

- ACTIVITY:**
- Discuss the difference between a business letter and a memo with students.
 - The business letter is usually more formal and has all of the information the reader needs in the body of the letter. A memo is usually more informal and is usually sent with other documents.
 - Create a sample memo and business letter for students to use as a guide.
 - Have students write or type a business letter to a company asking for an appointment for a job interview.
 - Have students write or type a memo from a supervisor asking all employees to come to a staff meeting to discuss a new attendance policy.
 - Ask students to exchange their letter and memo with a classmate to check for spelling, punctuation, grammar, and sentence structure.

STANDARD: 6

BENCHMARK: 6.10

MATERIALS: Constructive Criticism Scenarios

ACTIVITY: Discuss the following scenarios and allow students to respond appropriately:

- Your employer comes to you and says that she has noticed that you have been late to work a few times in the last week. She asks if there is a problem. How do you respond?
- Your employer tells you that he just read a letter you typed for him. He noticed several mistakes and asks you to retype the letter with his corrections. How do you respond?
- Your employer finds you doing a task that is part of your job. She begins to tell you about a new way of doing the task that she has just learned. How do you respond?
- Your employer asks you to come into her office for a talk. She begins by saying that you are a valuable employee and that the company is glad to have you. She goes on to say that she has noticed that your work performance has not been as detailed as it was a few months ago. She tells you that the performance is not acceptable and wants to discuss what the two of you can do to improve your work performance. How do you respond?

STANDARD: 6

BENCHMARK: 6.11

MATERIALS:

ACTIVITY: Discuss with students possible reasons that people decide to change jobs. Review the following list of questions to consider before changing jobs:

- Will a new job offer the same or better benefits?
- Will you need more training to do the new job?
- Will the new job pay you the same amount or more money?
- Will you have to move to get a new job?
- Will you work the same hours?
- Is there opportunity for promotion in the new job?
- Is the company currently hiring people with your background and skills?
- What other questions should you ask yourself when you are deciding to change jobs?

STANDARD: 6

BENCHMARK: 6.12

MATERIALS: **Workplace Scenarios** sheet

ACTIVITY: Distribute **Workplace Scenarios**.
Ask students to select a partner and discuss the scenarios.

Compare responses and discuss the importance of analyzing a situation first before responding without thinking.....which may cost you your job!

Workplace Scenarios

What should you do in the following situations?

- A co-worker always asks you to do his work for him. When the supervisor comes around, the co-worker acts as though he has done the work. What should you do?
- Your employer does not take time to answer your questions. She says that you have already been trained and should know how to do the job. What should you do?
- You are working as part of a team. The entire team gets pay raises and bonuses based on the performance of the team. One of your team members never does her share of the work. What should you do?
- You have attended a training class about workplace safety. You now know that there are several things in the workplace that are unsafe. Some may even be against the law. You talk to a co-worker and learn that “it’s always been that way.” What should you do?

STANDARD: 6

BENCHMARK: 6.13

MATERIALS: **Clothing/Job Match and Personal Hygiene** sheet

ACTIVITIES: Divide the class into small groups and ask them to complete the following **Clothing/Job Match and Personal Hygiene** sheet. Let students know that clothing items and personal hygiene habits may be used more than once, and some clothing items and personal hygiene habits may not be used at all. Have each group compare their answers. Discuss any discrepancies.

Clothing Job Match and Personal Hygiene

Which items of clothing would be appropriate for the jobs listed below?

- | | |
|------------------|----------------------------------|
| A. blue jeans | _____ telemarketer |
| B. uniform | _____ sales representative |
| C. dress or suit | _____ cashier |
| D. tee-shirt | _____ yard service worker |
| E. sandals | _____ custodian |
| F. tennis shoes | _____ administrative assistant |
| G. heels | _____ hotel desk clerk |
| H. sundress | _____ children's day care worker |
| I. workboots | _____ hospital aide |
| | _____ delivery person |
| | _____ road construction |
| | _____ restaurant server |
| | _____ table busser |

Which personal hygiene habits would be appropriate for the jobs listed below?

- | | |
|------------------------------|----------------------------------|
| A. long, loose hair | _____ telemarketer |
| B. hair in hairnet | _____ sales representative |
| C. heavy makeup | _____ cashier |
| D. long fingernails, painted | _____ yard service worker |
| E. chewing gum | _____ custodian |
| F. hair in ponytail | _____ administrative assistant |
| G. tattoos | _____ hotel desk clerk |
| H. chewing tobacco | _____ children's day care worker |
| I. pierced nose | _____ hospital aide |
| J. body odor | _____ delivery person |
| | _____ road construction |
| | _____ restaurant server |
| | _____ table busser |

STANDARD: 6

BENCHMARK: 6.14

MATERIALS: **Stress Factor** sheet

ACTIVITY: Distribute **Stress Factor** sheet. Discuss with students the following stress factors related to specific jobs.

Stress Factors

Which stress factors can make the following jobs more difficult to perform?

Stress Factors

- fast paced work
- demanding customers
- critical supervisor
- not enough help
- bad weather conditions
- dangerous animals
- unpleasant co-workers
- boring work
- crying children
- night shift work
- short meal breaks

Jobs

- restaurant server
- table busser
- telemarketer
- sales representative
- cashier
- yard service worker
- custodian
- administrative assistant
- hotel desk clerk
- children's day care worker
- hospital aide
- delivery person
- road construction

How can you deal with the stress factors of jobs in your career field?

STANDARD: 7

BENCHMARK: 7.1

MATERIALS: chart paper, markers

ACTIVITY:

- Ask students to brainstorm a list of jobs they have had.
- Make a list of the tools, equipment, machines, or materials that are used for each job.

STANDARD: 7

BENCHMARK: 7.2

MATERIALS: computer or typewriter

ACTIVITY: Ask students to demonstrate keyboarding skills by typing a letter to a prospective employer listing the qualities that make them an excellent choice for a job opening.

STANDARD: 7

BENCHMARK 7.3

MATERIALS:

ACTIVITY: Discuss the following concepts with students:

- The most important thing to remember about filing is this: if you are the only person who can find a document that you have filed, the system does not work.
- Too many people think that filing is simply putting documents in an alphabetical order. That is not true. Filing is a process for putting documents in a safe place so that anyone can find them again when they are needed. You may file documents in an office that will not be needed until after you have already gone to another job or position. Someone will need to be able to find the documents you have filed.
- Businesses and other organizations file according to numbers, names, clients, projects, date, year, and so on. It is important for you to know how to use and understand the filing system wherever you work.

If feasible, tour a nearby office and ask personnel to explain and demonstrate the filing system used in that office. Encourage students to ask questions and brainstorm reasons why a filing system is important for maintaining records.

STANDARD: 7

BENCHMARK: 7.4

MATERIALS:

ACTIVITY:

- Arrange for a visit to a nearby office.
- Have students make a list of the office equipment employees are using.
- Encourage them to ask questions about any equipment they are not familiar with.

STANDARD: 7

BENCHMARK: 7.5

MATERIALS: computer

- ACTIVITY:**
- Go to <http://www.microsoft.com/office/products.htm> for information about Microsoft software programs. You can learn how to use any of the programs by selecting the “using” links.
 - Go to <http://www.corel.com/products/index.htm> for information about WordPerfect software programs. You can see features and uses for the software programs by selecting the links.
 - Type a letter using a word processing software program.
 - Create a spreadsheet that will calculate your checkbook register.
 - Create a database that will hold at least 10 names, addresses, and phone numbers.

STANDARD: 7

BENCHMARK: 7.6

MATERIALS: tape recorder, cassette tapes

ACTIVITY:

- Give students the following scenario to practice with a partner:

You are a receptionist in a dental office. A patient named Ms. Smith has called to ask for an appointment. You do not have one for her. Later that morning, Mr. Jones calls to cancel his appointment for Friday October 12, at 1:00 p.m. You call Ms. Smith to tell her about the opening. She is not home. What message will you leave on Ms. Smith's answering machine?

- Remind students of the following tips when making a phone call:
 - Sit up straight, breathe deeply, and smile before dialing.
 - Have a pad and pen before you dial the phone.
 - Don't eat, drink, or talk to others while on the phone.
 - Don't use slang words. Use correct grammar.
 - Speak clearly and slowly.
 - Identify yourself and give your full name. (Hello, this is _____, from _____.)
 - Leave a phone number where you can be reached.
 - Give the date and time of your call.
 - Explain the reason you are calling.
 - Give all the information that is needed.
 - End the call positively.
- When they feel comfortable, have students record a message using the tape recorder.

STANDARD: 7

BENCHMARK: 7.7

MATERIALS: Tape recorder, **Scenarios** sheet

ACTIVITY: Distribute the **Scenarios** sheet. Ask students to select a partner to complete the role plays and record when they are ready.

Scenarios

You work at Johnson-Page Paper Company. The phone rings.

What will you say?

You: _____

Caller: Hello, I need to talk to someone about my paper order.

You: _____

Caller: My order was supposed to be here today and it's not.
Bob Jones was helping me.

You: _____

You are working at a local restaurant. Someone calls and asks to speak to one of your coworkers. He is not at work yet and will not be there until 5:00 p.m. Record your part of the conversation.

You work on a construction site. You have a two-way radio that is also a phone. You are told that your supervisor wants to talk with you. Record your part of this conversation.

You: _____

Foreman: We have a problem with part of the job you did at
this other site.

You: _____

Foreman: I need you to come over here tomorrow morning before
you report there. You need to re-do this job.

You: _____

Foreman: Let me talk to the crew chief.

Listen to your tape recording.

Did you follow these guidelines?

- Be courteous, friendly, and professional.
- Immediately reach for a pad and pen when you answer the phone.
- Make every effort to answer the phone by the third ring.
- Identify yourself immediately (department and your name).
- Pay attention - don't eat or drink or talk to others.

- Give the caller the correct extension before you transfer a call.
- Get permission from the caller to transfer them first.
- Ask callers, “What can I do for you?”
- When you do not understand what the caller wants say, “Excuse me, I want to make sure I understand,” and then say what you think they need in your own words.
- Don’t give out personal information when answering calls for someone else. Say, “Yes, she’s in. May I tell her who’s calling please?” “She’s away from the phone right now. May I take your name and number and ask her to return your call?”

STANDARD: 7

BENCHMARK: 7.8

MATERIALS :

ACTIVITY: Ask students to write a one page report about the benefits of word processing and computer skills in today's work place. Have them explain how computers have made some jobs easier and how computers will be used in the jobs they are seeking.

STANDARD: 8

BENCHMARK: 8.1

MATERIALS: **Styles of Resolving Conflicts** sheet

ACTIVITY: Stress on the job can lead to conflict among employees. It is beneficial to know how we individually respond to conflict and stress. This activity gives students the opportunity to assess their method for handling conflict and determine why they react the way they do to certain people.

Distribute **Styles of Resolving Conflicts** sheet and discuss with students. Ask students to decide which style most accurately describes them. Discuss a common situation and how different people may react. Expand the discussion to include interactions among people facing the same problem.

Tally the class responses to their individual styles and graph the results. Point out obvious consistencies as well as differences in personal styles as situations arise in the classroom.

Styles of Resolving Conflicts

SOURCE: Leon County Schools Adult & Community Education, *Career Education Guide*

- 1. The Turtle (Withdrawing)**—Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.
- 2. The Shark (Forcing)**—Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of other people. They do not care if other people like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating other people.
- 3. The Teddy Bear (Smoothing)**—To Teddy Bears, the relationship is of great importance, while their own goals are of little importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favor of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy Bears say, “I’ll give up my goals, and let you have what you want, in order for you to like me.” Teddy Bears try to smooth over the conflict in fear of harming the relationship.
- 4. The Fox (Compromising)**—Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek compromise. They give up part of their goals and persuade the other person in a conflict to give up part of his/her goals. They seek a solution to conflicts where both sides gain something—the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.
- 5. The Owl (Confronting)**—Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. Owls see conflicts as improving relationships by reducing the tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person’s goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

STANDARD: 8

BENCHMARK: 8.2

MATERIALS: **The Way I Communicate, I-Messages, Sending I-Messages** sheets

ACTIVITY: Distribute **The Way I Communicate** and ask students to respond appropriately to their self-assessment of sending and listening skills.

Distribute **I-Messages** and discuss with students the differences between I-messages and you-messages. Ask students for specific examples of each related to the world of work.

Divide students into small groups or pair them with each other to complete **Sending I-Messages**. When finished, have groups share their responses. Note similarities in answers or unique examples of sending an I-message.

Ask students to transfer this learning to their home and/or work situation. Ask them to be alert to the opportunities for sending I-messages. In a day or two, ask students for specific instances they may have encountered with family, friends, or co-workers where they were able to utilize this skill.

The Way I Communicate

SOURCE: *Family Literacy Kit*, Leon County Schools Adult & Community Education

According to Merriam Webster, communication is the exchange of information between people. It is hard to develop relationships without good communication. How effective is your ability to communicate? Think about the way you communicate by reading the statements below and indicating whether your response to each statement would be never (N), sometimes (S), or always (A).

N S A Sending skills

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I feel at ease beginning a conversation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can tell a story well. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I boast or exaggerate when I tell a story about myself. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can talk on subjects other than myself and my problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I speak well in front of a group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I look people in the eye when speaking to them. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I use facial expressions and gestures to contribute to the meaning of what I say. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I know how to include others in the conversation when I talk. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can talk with anyone regardless of that person's age or background. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I use words such as "like" and "you know" in my speech. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I use phrases such as "watchama-call-it" or "thingama-jig" to substitute for the proper words. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am asked to speak louder or more clearly. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I speak overly loud to get attention or make a point. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I express my feelings easily. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have trouble expressing myself when I'm emotional. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When I'm angry, I speak with actions more than words. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can discuss controversial subjects without getting angry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I avoid saying things I might regret later. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I use the silent treatment when I'm upset. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I criticize others to make myself look good. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I discuss my problems instead of blaming others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I try to avoid preaching or lecturing in my messages. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I find it difficult to talk with people in authority. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I try to send messages that are clear and specific. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I use polite phrases when making requests. |

Listening skills

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I try to concentrate on what is being said. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I try to be aware of the other person's position. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I look at people when they speak. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I listen without interrupting. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I "tune-out" (stop listening) when I feel I know what is being said. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am distracted by sights and sounds when others are speaking to me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am quick to discover the interests of other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I ask questions that require more than a "yes" or "no" answer. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I feel angry and frustrated when someone tells me about my faults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I find it easy to remember names. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I tend to judge others by how they talk. |

I-Messages

SOURCE: Leon County Adult & Community Education, *Career Education Guide*

“**I – messages**” tell how a person feels. They are honest statements that are less likely to cause the other person to get angry or defensive.

Examples:

I get distracted from my work when I hear you talking with friends.
I need some time to myself.
I am allergic to perfume.
I have trouble working when it is so cold in here.
I can't work when there is so much out on the work space.
I get swamped with work when you aren't here.
I get behind when I'm all alone opening up in the morning.
I find it hard to work when it isn't quiet.
I need to tell you something important.
I get frustrated when I can't tell you about something important to me.
I think it's important that our appearance look professional.
I feel left out when everyone goes off to lunch without me.
I see you are in an outrageous mood.

“**You – message**” blame and accuse others.

Examples:

You make too many personal phone calls.
You drive me crazy.
You wear too much perfume.
You keep the thermostat too cold.
You keep the work space too cluttered.
You take too many breaks.
You are always late.
You talk constantly.
Your singing is driving me crazy.
You listen to me.
You never listen to me.
You look terrible.
You never pay attention to me.
Your colors don't match.

Sending I-Messages

SOURCE: Leon County Schools Adult & Community Education, *Career Education Guide*

Write an I-message for each situation given below:

Your co-worker has left all his/her materials spread out on the workspace you both share.

The boss was really impressed with the report your office mate handed in.

Your secretary is late...again.

Your friend calls to chat at work.

Your co-worker hasn't returned your stapler that he/she borrowed yesterday.

You need some help finishing a report the boss wants soon.

The boss just gave you a raise.

A friend seems upset about something.

Your office mate just came back from another break.

The person at the desk next to you has their radio turned up too loud.

STANDARD: 8

BENCHMARK: 8.3

MATERIALS: **Customer Service** sheet

ACTIVITY:

- Distribute **Customer Service** sheet and discuss with students.
- Have students select a partner to role play the following scenarios.

You work in the deli section of a large grocery store. A customer wants to order some platters for a party. She doesn't know what she wants on the platters. How will you help her?

You work in a shoe store. A customer comes in with a pair of shoes he bought yesterday. He says they are too tight and he wants a refund. He has lost his receipt for the shoes. Your store has a "no refunds with no receipt" policy. What will you do?

Customer Service

Dealing with unhappy customers is one of the most difficult things to do. There are some things that will help you deal with difficult customers and not lose your cool or their business.

First, recognize that the difficult behavior may result from fear that someone may be taking an unfair advantage of the customer. The fear on the inside may be expressed as anger, frustration, or impatience on the outside. Tune into the person's feeling and show acceptance of the needs.

Express empathy through your words, your tone of voice and your body language. It's important to keep a customer-friendly attitude even under these circumstances. As the saying goes, "It's not what you say, it's how you say it that counts." One way to do that is to lower your voice slightly. This seems to have a calming effect on both you and your customer.

Firm and friendly, or cool, calm, and collected are the words to repeat to yourself to keep your own voice relaxed. If your customer is upset, see if you can agree with him or her, in part. For example, if your customer says, "I have to fill out another form? Don't you people keep records around here?" Answer with, "It does seem like there's a lot of repetition, doesn't it?" Or give them what they want in a wish, "Yes, I wish there were fewer forms to complete."

After you've agreed in part or in a wish, tell the person what you **can** do for them, rather than what you can't do. For example, say, "After you complete the first form, I'll make a copy so that you will have one for your records."

You may not be able to change the situation but you can accept the person's feeling about the situation and work to solve the problem. "It is very frustrating not to be able to see the doctor this afternoon. I can make an appointment for you tomorrow at 9." Remember, they don't care how much you know until they know how much you care.

An open stance shows you're open to their needs: such as uncrossed arms, open palms. Give the person your full attention by leaning forward, nodding when the person talks, and looking the person in the eye. If the person is upset, start to lead the person to a calmer state by relaxing your shoulders and jaw. They will feel rapport with you and follow your lead.

STANDARD: 8

BENCHMARK: 8.4

MATERIALS: **Presenting a Positive Image** sheet

ACTIVITY: Discuss with students the meaning of the term “body language.” Ask them to demonstrate appropriate body language for the following situations:

- listening to a guest speaker
- watching a movie
- interviewing for a job
- discussing a pay raise with their boss

Distribute **Presenting a Positive Image**. Discuss each suggestion and give examples as needed.

Divide class into two groups. Ask one group to come up with a skit where appropriate body language is demonstrated.

Ask the other group to come up with a skit that demonstrates the opposite.

Discuss specifics after each presentation highlighting how important appropriate body language is in any situation.

Presenting a Positive Image

SOURCE: Leon County Schools Adult & Community Education, *Career Education Guide*

- Keep your shoulders back.
- Keep your head erect.
- Avoid folding your arms across your chest.
- Avoid sitting or standing with arms or legs far apart or what could be described as an “open” position.
- Use gestures that enhance your verbal message.
- Nod your head affirmatively at appropriate times—but do not overdo it.
- Project your voice loudly enough to be heard by the interviewer.
- Articulate clearly—do not mumble.
- Use pauses for emphasis.
- Watch your pace—avoid talking too fast or too slow. Many people talk fast when they are nervous.
- Know yourself and try to regulate your pace accordingly.

STANDARD: 8

BENCHMARK: 8.5

MATERIALS: **Sexual Harassment** sheet, **Sexual Harassment Survey**

ACTIVITY: Distribute **Sexual Harassment** sheet and **Sexual Harassment Survey**.
Discuss and complete with class.

Sexual Harassment

Sexual Harassment is one of the most misunderstood workplace issues. The following are some guidelines that will help you understand what sexual harassment is:

- There must be verbal or physical conduct of a sexual nature.
- The verbal or physical sexual conduct is unwelcome.
- Acceptance or rejection of the sexual advances or requests becomes the basis of a decision affecting the person's employment.
- Verbal or physical conduct of a sexual nature interferes with a person's performance.
- An employee receives an employment advantage.
- A non-employee of the organization, sexually harasses a company employee with the company's knowledge, and they do not take remedial action.

The US Merit Systems Protection Board published this list of Sexual Harassment Offender Demographics:

- Male, older, married, same ethnic background, often not immediate supervisor, acting alone, repeat offender, opposite-sex environment, considered unattractive.
- Offenders usually use the following excuses for their behavior:
 - We don't have a problem.
 - It doesn't hurt anyone.
 - Others do worse stuff.
 - Why me ...?
 - It's just all in fun.
 - Targets really enjoy it.
 - I'm just one of the guys.
 - It alleviates boredom.
 - I was angry.

One important way to determine if an act or statement may be considered sexual harassment is the following list of questions:

- Would you say it in front of your mate or child?
- Would you say it if the quotation was going to appear on the front page of the newspaper?
- Would you say it to a member of the same sex in exactly the same way?
- Why does it need to be said? What business of the company is furthered?

Sexual Harassment Survey

1. Check (✓) the statements you agree with.

- Whenever men and women work together, the man's role is to be dominant.
- Women have a higher turnover rate than men.
- Sexual harassment never really occurs.
- Women are less capable than men.
- Women are overly sensitive to harmless male activities.
- Working mothers always need time off when children are sick.
- Women actually want men to be sexually aggressive toward them and that makes it all right if it is not intended to be offensive.
- Women will not devote as many hours to a career as men.
- Women have been intimidated by men for years and it should stop.
- Women don't want responsibility.
- To insure a work environment that is free from sexual harassment is the job of the supervisor.
- Women don't need as much salary as men.
- Women are too emotional to make good decisions.

2. Place a check (✓) in front of the situations you feel would constitute sexual harassment?

- A person has been made to feel that he/she must submit to, or accept sexual overtures as a condition of employment.
- A male allows his eyes to wander to a female's anatomy while having a conversation with her.
- Sexual conduct is intended to, or could possibly interfere with, the individual's work performance.
- Unwanted compliments with sexual overtones are repeated.
- A male, making a friendly gesture, pats a female in a place that makes her uncomfortable.
- When you enter the store where you work, your boss looks at you and says, "My, you look pretty this morning."
- When you come to work, your boss comes up behind you, puts his hands on your shoulder, and whispers into your ear, "My, you look pretty this morning."
- At lunch time, a co-worker sitting near you in the cafeteria starts telling a crude, sexual joke. You feel embarrassed but don't say anything.
- A co-worker begins telling you a crude, sexual joke. You cover your ears and say you don't want to hear it, but she continues the joke in a very loud voice.

STANDARD: 8

BENCHMARK: 8.6

MATERIALS: **Multicultural Workforce** sheet

ACTIVITY: Discuss the following terms:

- diversity
- multicultural
- stereotype
- ethnic
- gender
- perception

- Distribute and discuss the **Multicultural Workforce** sheet.
- Divide students into small groups to discuss the following scenarios:
 - You work in a business where there are several immigrants from other countries. How should you deal with them?
 - You work in a business where most of the workers are of the same gender. A new person of the opposite gender comes to work. What do you do?
 - A person of another race comes to work in your shop. Some of your co-workers begin making racist comments. What's the best thing to do?

Multicultural Workforce

Workforce diversity has grown during the last decade. Today, women, people of color, and immigrants hold more than half the jobs in the United States. In order to compete in this increasingly diverse and global economy, we must all learn to change our belief and value structures.

For years we took pride in saying, “There’s no difference, I treat all people the same.” We now realize that rather than ignore or try to subdue the differences in people, we should understand, accept, and learn about those differences.

Perceptions are learned, natural, and usually negative; they are seldom logical, they limit our choices, and they are always two way. The other person has just as many perceptions about you as you have about them. Here are some questions to help you overcome perceptions:

- What are the other person’s values?
- Where do values come from?
- How do values affect the way we feel about ourselves?
- What are the positive side of others’ values?
- How can you match up your values with theirs?
- What do you fear about their values?

Here are some facts about diversity:

- Since 1970, the percentage of women in the work force has doubled.
- By 2010 white males will account for less than 40 percent of the American work force.
- Yesterday’s “melting pot” is becoming today’s “salad bowl.”
- Only 9.4 percent of the population is in the 18 to 24 age group.
- 85% of our work force is immigrant, non-white, and female.
- Since 1970, the percentage of women in the work force has doubled.
- By 2050 one-half of the United States population will be African American, Hispanic American, Native American, and Asian American.
- People of color (Black, Hispanic, Asian) now constitute 25 percent of the American workforce.
- According to the 1990 census figures, 10% of white, 35 % of non-white families with children under the age of 18 live below the poverty level (\$13,359).
- By 2010, the Hispanic American population may become the second largest group in the United States.

STANDARD: 8

BENCHMARK: 8.7

MATERIALS: **Time Management** sheet

ACTIVITY:

- Distribute **Time Management** sheet and allow students time to complete the questions individually.
- Ask students to select a partner and compare their answers.

STANDARD: 9

BENCHMARK: 9.1

MATERIALS: pen or pencil, paper, dictionary or computer manual

ACTIVITY: Post the following list of computer terms and have students define using dictionaries or computer manuals:

- operating system
- hardware
- software
- crash
- mouse or mouse pad
- keyboard
- boot
- install
- diagnostics
- back-up

Go to <http://coverage.cnet.com/Resources/Info/Glossary> for an index that includes hundreds of computer terms. Select a letter of the alphabet and a list of computer terms that begin with that letter will be given.

STANDARD: 9

BENCHMARK: 9.2

MATERIALS: computer

ACTIVITY: Have students identify the following parts of a computer:

- monitor
- CPU
- mouse or mouse pad
- keyboard
- power switch

Go to <http://www.kidsandcomputers.com/kids/lessons/starter.htm>. Select lesson one to learn about the parts of a computer.

STANDARD: 9

BENCHMARK: 9.3

MATERIALS: computer

- ACTIVITY:**
- Make a list of the hardware parts on your computer.
 - Go to <http://coverage.cnet.com/Resources/Info/Glossary> for the definition and use of specific hardware.

STANDARD: 9

BENCHMARK: 9.4

MATERIALS: computer

- ACTIVITY:**
- Go to <http://www.microsoft.com/office/products.htm> or <http://www.corel.com/products/index.htm> for a list of software products. Select three that you might use on a job.
 - Go to <http://www.yooz.com/home.htm> for terminology and explanations for using the Internet.

STANDARD: 9

BENCHMARK: 9.5

MATERIALS: paper, pencil, **Computer Care** sheet

- ACTIVITY:**
- Distribute copies of **Computer Care** sheet to students.
 - Have students discuss the following:
 1. Develop a computer care plan that you can follow on a monthly basis.
 2. What things should you clean? How should you clean them?
 3. Make a list of products that are safe to use when cleaning your computer.
 4. Make a list of the software on your computer that does not have a back-up copy.

Computer Care

It is a good practice not to eat or drink when working with computers. Even a small amount of liquid or food particles can damage internal parts. It is also a wise practice to use specially made products to dust and clean your computer on a regular basis. Do not use common cleaning products. The chemicals can damage your computer.

It is also a good idea to have a disk or CD copy of all software that is installed on your computer. That way, if something happens to the software that is installed, you have a back-up copy that can be installed.

STANDARD: 9

BENCHMARK: 9.6

MATERIALS: computer

ACTIVITY:

- Go to <http://www.kidsandcomputers.com/kids/lessons/starter.htm> and review the lesson on operating systems.

STANDARD: 9

BENCHMARK: 9.7

MATERIALS: computer

ACTIVITY:

- Go to <http://www.kidsandcomputers.com/kids/lessons/starter.htm>
Complete Lessons 3, 4, and 5 on computer files.

STANDARD: 9

BENCHMARK: 9.8

MATERIALS: computer

- ACTIVITY:**
- Go to <http://www.kidsandcomputers.com/kids/lessons/starter.htm>
Complete Lesson 1 on what computer parts do.
 - Go to <http://coverage.cnet.com/Resources/Info/Glossary>
Look up any computer components you do not understand.

STANDARD: 9

BENCHMARK: 9.9

MATERIALS:

ACTIVITY:

- Think about the jobs you are interested in. What kind of software programs would you be likely to use? Why?
- Go to **<http://www.yooz.com/home.htm>** for terminology and explanations for using the Internet.

STANDARD: 9

BENCHMARK: 9.10

MATERIALS:

- ACTIVITY:**
- Go to <http://www.kidsandcomputers.com/kids/lessons/starter.htm>
Complete the introduction lesson on computers.
 - List three advantages of using computers to do your job.
 - List three disadvantages of using computers to do your job.
 - Describe what your everyday life would be like without computers.