Vocational Preparation: Suggestions for Teachers of the Handicapped.

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Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RD)
VOCATIONAL PREPARATION

A Cooperative Program Involving The Iowa State Department of Public Instruction and The University of Iowa
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SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED

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October 1970

Special Education Curriculum Development Center
An In-Service Training Project

VOCATIONAL PREPARATION
SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED

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The ability of a retarded or handicapped person to get and hold a job, is the measure of a successful education. In order to achieve this educational objective, the school, and its personnel have to help the student acquire the academic skills that are common to all job areas, the background of general information and skills necessary in vocational areas plus the knowledge and the techniques of getting and holding jobs which are open to him.

Since the special education program is usually one in which there has been guidance and individualization of instruction, the special education teacher is in a position to recognize the problems and abilities of each of her students and to evaluate them in relation to employability. She knows that most educable mentally retarded people can support themselves or contribute to their own support. In the past ten years the number of jobs available to the retarded has increased. It is, therefore, possible to fit the job to the student rather than urging the student to change his personality to fit the job, or encouraging him to accept a job that he dislikes.

It is necessary for the special education teacher to work with the school guidance or vocational counselor. This person has contacts with employers and information about job requirements within the community.

If the special education teacher does not have a counselor with whom she can work, it will be necessary for her to survey the community for available jobs, job information, employer contacts, and work at job placement and follow-up.

The importance of early vocational training must be stressed for the handicapped pupil. Readiness for vocational placement begins at the primary level with the development of proper attitudes, behavior, work habits and skills. At the intermediate and junior levels, the teacher and school must assume a greater role in preparing this student for the world of work. Many handicapped students, particularly those with retarded mental development, are not prepared with the necessary skills or personal qualifications needed for participation in a work-study program. This document gives particular emphasis to this situation by actually providing the teacher with concrete suggestions for using the classroom and the school as a vocational learning laboratory. In this way, pupils have classroom practice in vocation-related skills within the classroom and a chance to apply these skills in specified work areas within the physical plant of the school.

The philosophy of this document allows the teacher to view vocational preparation as a continuum of learned and developed attitudes, skills, and work habits that enhance one's employability.

The teacher who is aware of this continuum of learning can integrate this long-range goal into all school experiences.
ELEMENTARY LEVEL

VOCATIONAL READINESS
READINESS FOR VOCATIONAL PREPARATION (Primary Level)

The development of any sequential program should have its basis in the earliest teacher/pupil contact. While vocational guidance may appear to be a subject far removed from the sphere of the primary child, it is at this age that positive patterns of behavior can be most firmly established. The formation of these patterns is of greater consequence when the child is mentally retarded. With his learning difficulties it is vital that he form positive habits at the earliest level as it is here that he will develop his initial concepts of human relationships, responsibilities, attitudes and associated skills which will help him become self-sufficient. Not only does the retarded child have greater difficulty learning, he also has greater difficulty unlearning. Thus, poor patterns of behavior, once established, become more difficult to modify in the mentally retarded. A list of pre-vocational competencies that should be achieved by primary students are as follows:

- Can communicate personal data
- Is aware of his ability to contribute to classroom or home activities
- Is aware of personal limitations
- Can take care of personal sanitation; bathroom, etc.
- Uses speech to make personal needs known
- Knows the names of common household and classroom objects
- Dresses self and keeps reasonably neat
- Takes care of own belongings
- Takes care of others' belongings as he would his own
- Knows difference between his and others' belongings
- Takes care of classroom materials
- Shares and takes turn
- Participates in group activities
- Follows directions
- Listens carefully to others
- Obey school and classroom rules
- Practices common courtesies as everyday habits
- Is responsible for simple tasks
- Has pride in good workmanship
- Realizes that parents work
- Realizes that other people work

Specific Objectives

Self awareness
Relationships with other people
Acceptance of responsibility
Development of positive behavior patterns

Self Awareness

One of the key issues underlying all teaching of the mentally retarded is the need to help him develop a positive self-image. Society has a tendency to
undermine the productivity of the mentally retarded and to regard them as a burden. The mentally retarded person is aware of this, therefore it is important for the teacher to reinforce the idea that a retarded person has the ability to contribute to the world around him.

The primary child should be aware that he is an individual similar to but different from all other people. From the recognition of this concept the child should be taught how to communicate personal data to others. A game of "I Am Lost" presents a situation that some children may have actually experienced. Have the child imagine he is lost in a city and ask him what he would do. Role play asking a policeman or a passer-by for help and discuss what useful information they should be given, i.e., name, parents' name and address, whether or not parents have a telephone, etc.

Using a toy telephone or, if possible, arranging with the telephone company to use a real telephone, practice calling the operator. Have the students decide what constitutes an emergency and, again, what information the operator would need.

To help develop a realistic self-awareness such activities as a game of "I Am Me" can be used in the group situation. Have the students talk about their individual differences, i.e., names, hair color, activities that they are good at and those that they are not. Using this list the teacher can guide the group to the realization that everyone has likes and dislikes, strengths and weaknesses. (The teacher should include herself in the list by acknowledging her deficiencies in perhaps art, sewing or mathematics).

The capable primary teacher is aware of the needs of each individual child while helping him develop a positive self-image. Thus, judiciously used praise or criticism will be aimed at the individual child. Mary may be capable of accepting criticism in front of her peers but Johnny may need a quiet word for him alone. Public praise may do no more than embarrass the shy child; whereas a personal word from the teacher may encourage further effort.

**Relationships With Other People**

As soon as the educable mentally retarded child enters the classroom he is confronted with establishing relationships that differ from those he has previously encountered. He may find that behavior that is acceptable at home will cause rejection from his peers. The idea of taking turns may be as new to him as the idea that he can help others. Encourage taking turns by providing activities in which only one or two children can participate, and telling the children when it is time for them to switch activities, i.e., painting at easels, a puzzle or card game. A list of "Who is Next" will allow each child to be responsible for finding out when it is his turn and give him practice at recognizing his name.

An experience chart on "How to Make Friends" could include discussions of positive and negative situations during the day, i.e., "Today, Mary helped Susan with her puzzle. Is this a good way to make friends? Why was Johnny crying? Because he was teased. Is this a good way to make friends?"

While the teacher will not want to force friendships among her pupils she should try to give the children a chance to work with all of their peers. An initial dislike can disappear when children are absorbed in mutual activity.
However, when there is a marked personality conflict between two children the teacher will have to decide, using her own discretion, the best course of action. An argument will often clear the air.

Concurrent with establishing relationships with other people is the acceptance of authority and of regulations. Obeying rules can be approached from the aspect of "rules are made to help us as well as to help others." Discuss why there are certain rules in the classroom, i.e., everybody helps to clean up so that one person does not have to do all the work. We cross the road on pedestrian crossways because it is safer for us and for the motorist. Have the students discuss the classroom rules and decide if they are effective. Guide them to the formation of new rules which would help the classroom to become a happier place.

The relationship between the child and the teacher will form a basis for the child’s future relationships with authority outside the family. The relationship should be a mutual one of trust and respect. Thus it is very important that the child see consistency in positive and negative reactions to behavior. (For additional discussion on this point the teacher should consult the SECD document Modifying Behavior.) Two mechanisms are involved in giving and receiving directions -- speaking and listening. The primary child needs help and practice at both. (Teachers may wish to refer to SECD documents Language Development Activities and Speech Improvement.)

To participate in discussions and conversations the student should be able to express himself in clear and understandable speech. Play a game of "What is my name and where do I live." The teacher starts with "My name is Mrs. Smith and I live at 203 West High Street. What is your name?" The pupil chosen by the teacher replies "My name is Becky Jones and I live at..." Tape recordings of the pupil’s talking will highlight the need for verbal clarity. Try to tape an excited child describing an event. Then retape the same child when he makes a conscious effort at clarity. Compare and discuss which was better.

Have a student describe another student in the class and see if the class can guess who it is. Descriptions of objects in pictures or in the playground will give additional experience. Have one child give directions to another, i.e., "Please go to the bookshelf and bring me three books." After the directions have been carried out talk about how efficient they were. Point out that asking questions can clarify directions and often save a lot of misunderstanding.

Develop listening skills by asking questions about stories that are read, i.e., "What was Johnny's dog’s name?"

Riddles and rhyming games can also be used, i.e., "I have four legs. People sit on me. I am a...?" "I am thinking of a word that rhymes with small. I bounce; I am a..."
All these activities, as well as the daily classroom routine, present an opportunity to develop the simple social courtesies of relationships with others. The teacher’s examples of “please,” “thank you,” “hello,” and “excuse me,” play an important role in reinforcing these courtesies.

**Acceptance of Responsibility**

Even the youngest of the primary children can learn to accept responsibility and there are endless small tasks around a classroom that can be assigned to him. However, the teacher should realize that the EMR child will need to be reminded of his tasks more often than the normal child and will need repeated instructions if the task involves several steps. Through the daily classroom experiences the patterns for good work habits can be firmly established. The children must be consciously aware of what responsibility is. Identification of responsibility at this level can be as simple as “What makes a good worker?” Before assigning regular classroom tasks talk about good workers. They are children who remember to do their jobs every day; they try to do them as well as possible; they finish their jobs and remember to clean up afterward. The children could be asked to make a list of classroom jobs and then decide which of these they would like to do. Explain that everyone will have a chance to try each task and display a chart of “Who is doing what?” Some type of recognition for a well completed job will encourage the children. The teacher should insure that the initial list of jobs is one that is realistic for the children. A child who shows good work habits could be given an additional responsibility, i.e., telling others how to do a certain job, being given a job that challenges him or helping others with their tasks. As the teacher feels the pupils are ready, more complicated tasks may be undertaken and initially, these could be done in pairs with each child aware that he is responsible for helping another. Reinforce such habits as keeping the working area clean, replacing tools neatly, or checking themselves when they have completed their task by encouragement and praise.

Carrying verbal messages is difficult for the mentally retarded and can be practiced in the classroom by asking a child, “Susie, please ask Johnny to come here.” Stress that even in a classroom you don’t shout, but go across to repeat the message quietly. Arrange with another teacher to exchange messages via the pupils. Write the message on the blackboard and, after the pupil returns, have him check that he remembered correctly.

**Development of Positive Behavior Patterns**

When the mentally retarded person experiences difficulty in holding a job it may often be due to his negative behavior patterns towards other people. Those slow learners who do make good occupational adjustments are those who possess the positive personality traits of getting along with their co-workers, high job interest, a desire for adequate performance, dependability and the ability to cope with criticism. By recognizing that each child has needs that influence his behavior, the teacher can attempt to fulfill these. The primary child needs to feel secure, to
belong and to be able to achieve for affection and for understanding. The teacher who cannot provide for these needs can produce an atmosphere in which poor self-concepts and insecurity lead to behavioral problems. An interest in each child will assure the child that his feelings are important and respected. No matter how unimportant or irrelevant his conversation may seem to the teacher it is important to the child and should be listened to. The personal compliment, “Why Susie, what a lovely dress!” will mean so much to the child and help show that he/she is accepted as an individual worth noticing.

**Additional Activities**

**Self-Awareness**

Have each child talk about the thing that interests him most.

Have each child pick a hobby to share with the class.

Discuss “What I do best.”

Pick the “Word that describes me best.”

Talk about “What I am poorest at.”

Allow each child an opportunity to tell about his home and family. Mark each home on a map. Plan a bus trip to visit the location of some homes.

Discuss what they can do for themselves at home, i.e., get dressed, put away their toys or clothes, brush their teeth.

Have the children evaluate their daily behavior. Discuss how they can improve it.

Talk about physical limitations, i.e., a five-foot tall boy will not be a professional basketball player.

Encourage children with glasses or hearing aids to wear them and talk about why they are useful and necessary.

Recognize and encourage talent by supplying the media for its development, i.e., art materials, books, building tools, puzzles.

Draw pictures of “my family.” Play a guessing game to pick the artist.

**Relationships with Other People**

Collect pictures of happy and sad expressions. Have the children give reasons for the expressions.

Read stories about making friends.
Talk about "What a friend is," i.e., it can be a dog or a doll, a blanket or even a teacher.

Discuss what makes a good friend and ask each child to evaluate himself as a friend.

Present numerous activities for sharing the planning of activities, i.e., have the children plan their own activities for a play period.

Talk about the problem of not getting along. Discuss some possible solutions.

Practice giving and receiving directions with "Simon Says."

Play "I went to London and I took ______." Every participant adds something while remembering the previous articles, i.e., suitcase, coat, bus. (This should be kept to the small group situation.)

Question students about a story read the day before.

Practice being introduced to adults and introducing someone to a mother, a teacher, or a friend.

Play records that require participation by the students.

Practice the correct way to answer the telephone.

Practice giving information over the telephone.

Have a "pick and tell" box where the pupil chooses something and describes it to the class.

Acceptance of Responsibility

Give the pupils an opportunity to be responsible for:

- cleaning blackboards
- watering plants
- feeding fish
- caring for classroom pets
- setting out materials
- planning special events
- cleaning up activities
- carrying messages
- helping classmates
- making a chart when they have completed an activity
- helping with bulletin boards
- marking the days on a calendar
Development of Positive Behavioral Patterns

Read stories concerning behavior such as honesty, trust, kindness and respect.

Discuss acceptable behavior in certain situations, i.e., on a field trip, in the classroom, or at home.

Talk about negative feelings such as anger, jealousy, fear, etc. Explain that everyone, even adults, experience these feelings.

Allow all the students to talk at the same time and ask “Who heard what?”

Have all the children try to get through a door at the same time. Discuss what happens.

Don’t tidy up the classroom at the end of the day. When the students come in the next morning ask questions such as “Does the room look different this morning? How is it different? How do you feel about the way it looks? Would you rather have cleaned it up last night or this morning?” “What would happen if we didn’t clean up for a week?”

Encourage recognition of nice things their peers do.

Always commend good behavior and set and expect high standards of performance within the range of each child.
LESSON 1

UNDERSTANDING OURSELVES AND OUR RELATIONSHIPS WITH OTHERS

The self-concept is an important aspect in determining the success or failure of social relationships. If students are to assume worthwhile roles in the world of work, it is necessary that they first perceive themselves as worthwhile individuals. In order to achieve this goal, it is vital that pupils have a realistic understanding of their own uniqueness, abilities, and limitations. In this way, they can accept and respect themselves. Self-respect is the necessary quality that gives us respect for and understanding of others.

To promote through discussion and activities, self-awareness as a vehicle for understanding and developing social relationships with others.

1. Students shall list and discuss some people who have influenced their self-concept, both positively and negatively.

2. Pupils shall name some roles they assume, depending upon the people with whom they interact.

3. Students shall participate in activities that promote self-identity, i.e., writing a brief autobiography, filling out personal data forms.

4. Students shall learn three ways of making social contacts through school, work, recreational activities.

- Ask pupils to think about and discuss some people who have influenced the way they feel about themselves. The list should include such people as:
  - parents
  - brothers and sisters
  - friends
  - extended family (aunts, uncles, cousins)
  - teachers

Allow students to discuss some specific ways in which these people have influenced their self-concept. An example might be:

Mary: My mother doesn’t think I can do anything on my own. She treats me like a baby and when I’m with her I feel babyish.

Ted: My little brother really looks up to me and thinks I’m “big stuff.” I feel pretty important when I’m with him and sometimes show off for his sake.

Alice: My best friend Janit is really pretty. Most of the time I’m pretty happy with my looks but, when I’m with Janet, the boys give her all the attention and I feel pretty mousey.
Once the pupils have done this, ask them to reverse the process and tell some ways in which they feel they have influenced another person’s self-concept, i.e.:

**Mike:** I’m really good in sports. I’m kind of tall and muscular and like most sports games. My father was the same way when he was in school. My brother Mark is a puny little kid. He gets better grades in school than I ever did but he feels pretty bad because he’s not good in any sport. My dad always compares us and tells Mark it’s too bad he isn’t big and strong like me.

- Talk about the various roles people play in daily life and how this role changes depending upon the people or situation with which they must deal, such as:

  - mother
  - wife
  - sister
  - cousin
  - P.T.A. member
  - secretary

  Have each pupil list the various roles he might assume:

  - boy
  - Boy Scout
  - paper boy
  - son
  - cousin
  - Methodist
  - nephew
  - brother
  - neighbor
  - grandson
  - pupil
  - 4-H member

  They might want to draw some pictures of themselves assuming one or more of these roles.

- To help students better understand themselves, ask the pupils to write a brief autobiography about themselves “Up to Now.” This autobiography should include such things as:

  - name
  - family members
  - place and date of birth
  - hobbies
  - address
  - favorite subjects
  - personal description
  - likes and dislikes

To end this assignment, ask the students to write five goals they might want to achieve within the next ten years. This activity would be a good device for discussing realistic and unrealistic goals and expectations.

  - getting a job
  - buying a home
  - having children
  - joining the Armed Forces

- Give the students practice in filling out forms that require knowledge of personal information. This helps the pupils establish self-identity as well as familiarizing them with some common forms they might be required to fill out for future employment:

  - Social Security applications
  - health forms
  - driver training forms
  - working paper applications
Suggest that each student make and use a personal data form. The student can use this as a reference until he is familiar enough with the information to do without it. The following should be included:

- full name
- birthdate (month, day, year)
- telephone number
- physical information: (height, weight, color of eyes and hair)
- sex
- birthplace
- address
- parent (guardian): full name, including mother's maiden name
- religious preference

Discuss with pupils the fact that understanding ourselves helps in our understanding of others. People need other people and this is why people group themselves into families or communities. By forming friendships, we learn more about ourselves and our relationships with others.

Have the students make a list of some of the qualities they would like in a friend such as:

- honesty
- interesting hobbies or ideas
- sense of humor
- similar interests, etc.

Once the pupils do this, have them check off some qualities they think they themselves possess.

Making friends is not as easy and natural for the handicapped student as it is for others. The handicapped should be given special help in knowing ways of and places to make friends:

- neighborhood
- school
- club membership
- common hobby groups
- participation in extracurricular activities
- work (grocery checkout, mowing lawns, baby sitting)
- organization membership (YMCA, Boy Scouts, 4-H)

Bring in resource people from the community to tell the students how they can join clubs or organizations and possibly sign them up for membership.

Role play situations involving people meeting friends in various places and in different situations.

Give practice in making social and telephone conversations with friends.

Have the students explain their character and personality traits.

A Device for Self-Appraisal is taken from Guides to Special Education in North Dakota, Department of Public Instruction, 1965. Use the sections separately. It would be too confusing to use all at once.
A DEVICE FOR SELF-APPRAISAL

Cooperation

1. Do I respect the wishes of members in my family?  
2. Do I respect the wishes of others with whom I work and play?  
3. Do I control my actions when I can't have my way?  
4. Do I do my share of work to be done?  
5. Do I help others whenever I can?  
6. Do I respect the property of others?  
7. Do I respect the guidance of parents, teachers, and friends in trying to improve myself?  

Responsibility

1. Do I keep myself clean and neat?  
2. Do I care how I look as to posture and grooming?  
3. Do I practice cleanliness and neatness in my work?  
4. Do I accept responsibility for finishing my work?  
5. Do I value the importance of being on time?  
6. Do I use my spare time in the right way?  
7. Do I try to help myself as much as possible?  

Courtesy

1. Am I polite?  
2. Am I thoughtful and considerate of others?  
3. Am I willing to take my turn in group situations?  
4. Am I cheerful and happy in my work and recreation?  
5. Am I a good loser?  
6. Do I show consideration for others when standing in line, or in entering buildings, halls, trains, or buses?  

Safety

1. Do I control my actions in recreation so as to protect others as well as myself?  
2. Can I read and interpret safety signs?  
3. Do I obey safety signs and rules in:  
   a. Crossing streets?  
   b. Riding bicycles?  
   c. Walking on highways?  
   d. Public places, halls, buildings, stairs?  
4. Do I understand the function of the police and fire department?  

*Each student should have a copy of his city's ordinance regarding bicycle, automobile, and pedestrian traffic.
A Device for Self-Appraisal (continued)

Trustworthiness
1. Am I honest in word and action? ( )
2. Do I accept the blame when I am at fault? ( )
3. Do I keep my promises? ( )
4. Do I recognize the importance of being dependable in what I do? ( )
5. Do I feel the enjoyment that comes from doing a job well? ( )

Patriotism
1. Do I appreciate government as an organization that is a necessary part of society? ( )
2. Do I vote for that which I believe is right for the good of everyone? ( )
3. Am I learning all that I can now to prepare me for the future? ( )

Dare, B. F. & Wolfe, E. J. Accent/Personality series. 1966.
Jay, E. S. A book about me. 1952.
Trinkle, C. You. 1966.
Turner, R. H. The friends you make. 1962.

The person you are. 1962.
The town you live in. 1962.

*Detailed resources in Bibliography

Films:
Eye Gate, Inc.

Getting along with yourself. 78D
Getting along with friends. 78F
LESSON 2

THE HOME AS PREPARATION FOR VOCATION

Membership in a family is not unlike membership in a vocational organization. A child who has had experiences with rights and responsibilities within the home is better prepared to accept rights and responsibilities in a job situation. Students should be aware of the various roles assumed by different members of the family and where they fit into this pattern.

To enable students to see how home experiences serve as a preparation for future job experiences.

1. The students shall list and discuss specific roles and responsibilities of family members.
2. Students shall list three skills they might learn at home that would be useful in a vocation.
3. Each pupil shall discuss and role play one common family problem and give constructive suggestions for helping things run smoothly.
4. Pupils shall compile a list of five responsibilities they might assume at home.

- Have students discuss and compile a list of some responsibilities parents might assume:
  - holding down a job
  - buying or renting, furnishing home
  - providing food (purchase, preparation)
  - making decisions (scheduling, activities, vacations)
  - disciplining
  - providing emotional security, guidance

Discuss whether or not pupils think they can handle some of these responsibilities or whether they have some suggestions that might improve the handling of these and make their parents' job easier and their own lives more pleasant.

- Have pupils list and discuss specific skills that they can learn and practice at home. Relate these to how they might prove useful on a job:
  - recognition of tools
  - use and repair of tools
  - use and repair of machinery (lawnmower, T.V., appliances, radio, washer & dryer)
  - general cleaning (dusting, waxing, vacuuming and polishing)
  - laundering
  - ironing
  - bed making
  - food preparation and cleanup
  - sewing
  - general measurement
  - general repair (defective cords, leaky faucets)
After discussing and listing specific skills, go on to discuss general habits that might carry over from home to a vocation, such as:

- Learn to do your share of the work
- Take personal pride in a job well done
- Try to complete one job before starting another
- Practice caring for own room (work or play area and possessions)
- Learn to conserve on materials
- Learn to return things to a special place once you’re through with them
- Practice rules of safety in work and play
- Try to share responsibilities and get along with others

- Ask the pupils how they get along with various members of their family (parents, brothers, sisters). Handling family conflicts in a constructive manner can serve as a background of experience for handling conflicts that might arise on the job. It is important for the student to understand that social relationships with his family serve as a basis for all future social relationships. Encourage the students to discuss common conflicts that might be of general concern to them, i.e.,
  - sibling rivalries
  - lack of communication between parents and children
  - allowance
  - smoking and drinking
  - school
  - home responsibilities
  - outside activities
  - dating and curfew
  - privacy

  Have the pupils role play conflict situations involving these areas. Discuss various methods and alternatives for problem solving at home.

- Discuss problems that might occur on the job and use role playing to show the problems and their various solutions.
  - One employee taking advantage of another in regard to salary, work load, working shifts
  - Handling prejudice or discrimination (sex, race, religion) on a job
  - Working with someone whom you personally dislike
  - Giving or taking criticism

- Invite an employer from a local business or factory to discuss some common social conflicts that occur in employment as well as methods of handling them. Emphasis must be given to the fact that poor social adjustment is the major contributing factor to job failure for the handicapped.

- Work jointly with students compiling a code of social conduct that will help interpersonal relationships both at home or on a job:
  - Recognize that all people have disagreements and misunderstandings from time to time.
  - Respect the privacy of others.
  - Ask permission before using possessions belonging to others.
  - Share financial responsibilities, i.e., earn money for buying own clothes, pay carpool expenses, conserve on family materials.
  - Accept criticism constructively.
THE SCHOOL - a LABORATORY in VOCATIONAL PREPARATION
Have each student choose one area or room in the home (preferably the pupil's own room), and have him assume complete responsibility for his particular area, much the same as a worker assumes all responsibilities for his particular job. Have the pupils list all the jobs they will have to assume. The teacher should help the students compile their lists and participate in joint evaluation with the pupils on a weekly basis for about a month:

*Sample evaluation questions:*
- Could you complete all your tasks?
- How much time (daily, weekly) did you spend on your home job?
- Did you feel a sense of pride or accomplishment when you finished your work?
- How did your sharing responsibility help the family?

*Alternate home responsibility area:*

**Yard Work**
- mowing/watering lawn
- planting and caring for flowers, bulbs, grass
- caring for tools and equipment
- trimming hedges
- making simple repairs on tools and equipment
- starting cuttings from leaves or stems
- making yard ornaments

Make a booklet with illustrations noting some common home responsibilities that serve as vocational preparation, i.e.,

- Personal grooming and cleanliness
- Choosing an appropriate wardrobe
- Conserving materials
- Keeping things in a definite place
- Disposing of nonessential materials
- Learning to share and get along with others
- General sanitation (bathroom habits, food handling and preparation)
- Practicing common courtesies (keeping television or radio at a reasonable level, sharing telephone privileges, etc.)
- Helping care for sick family members
- Babysitting
- Assuming some responsibilities for caring for the house upkeep and welfare of siblings
- Telephoning procedures (courteous conversation, emergency procedures)
- Practicing simple first aid procedures

*Getting along with parents. n.d.*

*Homemaking and family living in the parental home.* 1965-66


*The adolescent in the family.* 1968.

Turner, R. H. *The family you belong to.* 1962.

*Detailed resources in Bibliography*
The school as preparation for vocation

The school plant like the vocational plant depends upon the services and cooperation of many people in order to operate smoothly. The students can play an active role in contributing to the effectiveness of this school organization. By assuming certain rights and responsibilities within the school situation the students learn to bridge the gap between the school and the independent world of work.

To enable students to learn and participate in school activities that can serve as readiness for their vocational life.

1. Students shall evaluate themselves on five qualities of behavior necessary for school and job adjustment.

2. Pupils shall learn specific skills that are necessary both at school and on a job.

3. Class members shall participate in some school related jobs that simulate working conditions.

4. Students shall practice filling out task evaluation forms on their own job performance or the performance of others.

Discuss with students the type of personal qualities needed to get and keep a job. Have the pupils make a list of these qualities stating how they can be practiced at school and then utilized on the job.

<table>
<thead>
<tr>
<th>PERSONAL QUALITY</th>
<th>PRACTICED AT SCHOOL</th>
<th>USED ON THE JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness</td>
<td>Personal appearance</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Washing before meals/after bathroom</td>
<td>Meeting sanitation requirements (food preparation)</td>
</tr>
<tr>
<td></td>
<td>Keeping materials in order</td>
<td>Working more efficiently</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Making friends</td>
<td>Making friends</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Establish good relationships with teachers, custodians, cafeteria workers</td>
<td>Establish good relationships with employer, fellow employees, service people</td>
</tr>
</tbody>
</table>

Scope

Objectives

Teaching Suggestions
<table>
<thead>
<tr>
<th>PERSONAL QUALITY</th>
<th>PRACTICED AT SCHOOL</th>
<th>USED ON THE JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleasant speaking voice</td>
<td>Asking questions, directions Making a favorable telephone impression Meeting and greeting guests, resource personnel</td>
<td>Asking questions, directions Making a favorable telephone impression Meeting and greeting guests, customers, fellow workers</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Learning to get along with others Learning to work in groups Taking directions, criticism with a proper attitude Joint projects, plays</td>
<td>Learning to get along with others Learning to work in groups Taking directions, criticism with a proper attitude Assembly line techniques</td>
</tr>
<tr>
<td>Industry</td>
<td>Completing assignments Working independently Being willing to do more than required work</td>
<td>Completing job Working independently Working full day or overtime on special projects</td>
</tr>
<tr>
<td>Honesty</td>
<td>Doing own work Working within the rules</td>
<td>Being responsible for own task and work area Complying with rules regulating sick leave, vacation, use of lounge, coffee break, etc.</td>
</tr>
<tr>
<td>Self-control</td>
<td>Keeping voice within reasonable limits Listening when others are speaking Not monopolizing conversation Walking instead of running Abiding by school and safety rules/regulations</td>
<td>Controlling temper Not taking advantage of facilities (lounge) Abiding by organization rules and regulations</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Getting to school and classes on time Being on time for school bus or ride</td>
<td>Getting to work on time Getting to bus, train, car pool on time Complying with time rules regarding lunch, coffee breaks Keeping appointments and meeting with customers on time</td>
</tr>
</tbody>
</table>
Have the pupils make an evaluation chart of personal qualities and behaviors needed to get and keep a job. Pupils should evaluate themselves weekly and rate themselves according to improvement, effort, etc.

Pupils should learn certain specific skills in school that are necessary or useful in a job situation. These skills should be made an integral part of the curriculum and reinforced on a daily basis.

- Independently writing name, address, phone number, date of birth, parents' names (including maiden name), etc.

- Filling out common personal data material, such as:
  - job forms
  - application blanks
  - license permits
  - questionnaires

- Telling time to within five minutes

- Knowing where to locate and how to identify specific locations in:
  - School, cafeteria, library, rest room, main office, classrooms
  - Office building or factory, elevator or stairways, fire exits, cafeteria, restrooms, private offices
  - Knowing how to ask and find own way around buildings, town, using someone's verbal directions
  - Knowing how to use some common directories, school, telephone, store (located near elevators), emergency numbers
  - Knowing materials that will be needed to perform a particular job
  - Being aware of various routes and alternate means of transportation in case of an emergency
Knowing proper procedures to follow if you are going to be late, absent:

calling in
whom to call
filling out proper forms requesting absence or upon return
salary adjustments regarding absence with/without pay

- Have the pupils relate this list of general knowledge and skills to practical application in both school and job situations.

  - Give practice sheets for writing down personal data information
  - Have students practice time-telling skills through class change bells, lunch bells, arrival and dismissal bells, etc.
  - Role play telephone situations utilizing telephone directories
  - Make a class directory and an emergency number directory
  - Make periodic tours around school, public buildings, town, etc.

- Invite resource people or past pupils to come in and discuss their jobs with the class. Encourage this person to discuss: how he got the job, what duties must be performed, how social relationships affect job performance. This person could talk about specific ways in which school can or should prepare them for a vocation.

- Give pupils chances to evaluate themselves in terms of employability. They should be familiar with the qualities that employers regard as important as well as some common records used to evaluate these qualities.

  **EXAMPLE 1.** Have students examine various school records.
  
  - report cards
  - attendance records
  - health records
  - written excuses for absence
  - punctuality records

  **EXAMPLE 2.** Work Records
  
  - part-time jobs
  - after school jobs
  - summer jobs

  **EXAMPLE 3.** Analysis of reputation in community
  
  - relation to shopkeepers
  - relation to clergy
  - relation to service workers (gas station attendants, movie personnel)
EXAMPLE 4. Discuss personal assets and needs for employability with regard to:

Physical development and health
posture
motor coordination

Social development
appearance
manners
keeping voice at pleasant level

Emotional stability
ability to complete job
ability to practice self-control when confronted with irritating professional or interpersonal relations
ability to receive criticism constructively

Pupils should be able to examine some of their own records in order to evaluate their own employability.

Discuss with pupils the many types of jobs or duties they can perform within a school setting. Employ the help of school administration and personnel to place pupils in some of these jobs:

**CUSTODIAL CHORES:**
- sweeping halls
- dusting
- emptying wastebaskets
- washing windows
- stockroom work
- setting up before/after assembly

**YARD WORK:**
- picking up litter
- trimming hedges, bushes
- snow removal
- cleaning up grass after mowing
- raking leaves

**CAFETERIA FOOD SERVICE:**
- dispensing food
- stocking shelves
- clearing and scraping trays
- cleaning tables and floors
- unloading food trucks/supplies
- putting out milk, collecting cartons
- removing trash for disposal
- collecting money and making change

**OFFICE WORK:**
- bringing attendance to office
- opening boxes, packages to assist principal or secretaries
- answering telephone
- and taking messages
- going on general errands
- dispensing materials to teachers
- stamping and enveloping correspondence
| TEACHERS' AID: | helping lower grade children with wraps, lunch, snack time, playground chores | helping organize recess games monitoring washroom, halls, entrance ways, bus patrol, etc. |
| STOCKROOM WORK: | stacking boxes, supplies | taking inventory of needed supplies |
| LIBRARY: | pasting labels in books dusting shelves typing cards for book file | stamping books coming in or going out shelving new books, reshelving those returned |
| AUDIO-VISUAL SERVICES: | taking films, projector, screen to designated room operating lights | setting up and taking down equipment assisting a person in charge of running the equipment |
| RECREATION SERVICES: | keeping all equipment stored properly making sure locker room is clean | keeping all equipment ready for use (balls filled with air, etc.) |

Pupils should receive some recognition or financial reimbursement for their work, i.e.:

- service points
- free admission to school functions
- complimentary lunches
- special privileges (unrestricted library passes, a free period for use in student lounge, off-campus permit for lunch or free periods)

If a pupil has been working on an in-service training job, have the supervisor of the student's job fill out a weekly evaluation form to go over with the student. The student should be encouraged to evaluate his own performance along with the evaluation of his supervisor.

**SUPERVISORS:**
- Building and Grounds - Custodian
- Cafeteria/Food Services - Head Cook
- Office Services - School Secretary
- Teacher Aids - Teacher
- Stockroom Services - Custodian
- Visual Aids Services - Media personnel or Head of A-V Club or Department
- Library Services - Librarian
**SAMPLE EVALUATION SHEET**

For the student weekly report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Bill Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Hoover Jr. High</td>
</tr>
<tr>
<td>School Employer:</td>
<td>Mr. Barclay</td>
</tr>
<tr>
<td>Teacher Director:</td>
<td>Mrs. Simpson</td>
</tr>
<tr>
<td>Training Area:</td>
<td>Cafeteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jobs Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distributed milk cartons</td>
</tr>
<tr>
<td>2. Cleared off tables</td>
</tr>
<tr>
<td>3. Cleaned tables and floor</td>
</tr>
<tr>
<td>4. Received money and made change</td>
</tr>
<tr>
<td>5. Stacked and put away clean dishes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Rated</th>
<th>E</th>
<th>G</th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promptness</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politeness</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Materials Used: mop, cash register, electric washing and drying equipment

Remarks: Bill is a good and dependable worker. He seems to enjoy most the jobs that allow him to actually work with the money.

E = excellent
G = good
S = satisfactory
P = poor

Date Dec. 1, 1970

Carson, E. O. *Campus work experience for pre-occupational education*. 1962.

Doglin, Y. *Teen-agers at work*. 1968.

Piltch, B. *Eddie in school*. 1968.

*Detailed resources in Bibliography.*

Filmstrip:

*The school cafeteria workers*, Eye Gate, Inc.
Students have already learned that people are alike in many ways and different in many ways. Personal appearance, beliefs, abilities, and limitations are all aspects of one's individualism. This personal individualism should be respected and preserved. Students must consider their own personality, likes, dislikes when deciding upon future employment possibilities. It is sometimes necessary for the person to fit himself to the job, but work becomes more satisfying and fulfilling if the job itself also suits the person.

To have pupils relate their own personality and abilities to future employment possibilities,

1. Students shall show they are aware of some of their likes and dislikes as they relate to job selection, by matching or showing a mismatch of these preferences to five jobs.

2. Students shall show they are aware of some of their abilities and limitations as they relate to job selection by listing five jobs they are not qualified to hold and five jobs for which they are qualified.

3. Students shall list some qualifications necessary for five occupations.

Give pupils a list of questions about themselves which can be answered with a yes or no.

Are you a person who:

1. Likes to be with people?
2. Likes to help others?
3. Works well alone?
4. Works quickly?
5. Works carefully?
6. Talks a lot?
7. Likes to move around a lot?
8. Is willing to work hard?
9. Is always on time?
10. Can follow instructions carefully?
11. Is dependable?
12. Is willing to learn?
13. Pays close attention to detail?
14. Has a cheerful disposition?
15. Is willing to do more than is actually expected?

Discuss some of their answers and show how their answers might affect future job selection, i.e., if a pupil's answer to no. 7 is no would this person be happy as a traveling salesman, a truck driver or in the armed forces?

Discuss also the fact that a person's personality and needs are not static but undergo changes with maturity and altering situations. What might be suitable for a man at 20 might be unsuitable for the same man at 40.

Students might enjoy taking and computing the results of a Kuder Preference Test to see what type of work this test indicates they might prefer. Make sure that students can distinguish between the type of job they might prefer and the type of job they can perform most efficiently. Help them to be realistic in choices.
Have pupils scan the want-ad columns of the local newspaper. Ask them about some of the qualifications necessary for specific jobs. Encourage them to also consider personality factors which might influence performance of this job.

Give students a list of common jobs. Have them work in groups of 2 or 3 choosing some important personal qualifications that might be involved in performing this job.

Examples:

waitress
moving van loader
delivery man
candy packer
brick layer's helper
gas station attendant
nurse's aid
powder room attendant
messenger
gift wrapper
car washer
maid
stock boy
sales clerk
linen checker
dish washer
elevator operator
baby sitter
car hop
janitor's helper
baker's helper
sacker
newspaper vendor
Give pupils personal check list so they can evaluate their own readiness for employment.

ARE YOU READY FOR A JOB?

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or No (N). Make a check mark in the proper column.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Usually</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Am I serious enough to hold a job?</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2. Am I trustworthy?</td>
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<tr>
<td>3. Am I a good listener?</td>
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<tr>
<td>4. Am I able to get along with others?</td>
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<tr>
<td>5. Am I punctual (on time)?</td>
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</tr>
<tr>
<td>6. Do I get to school every day?</td>
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<td></td>
</tr>
<tr>
<td>7. Do I complete assignments on time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Am I usually cheerful?</td>
<td></td>
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</tr>
<tr>
<td>9. Am I willing to do more than my share?</td>
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<tr>
<td>10. Am I willing to take advice?</td>
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<tr>
<td>11. Am I eager to learn?</td>
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<td></td>
</tr>
<tr>
<td>12. Am I able to follow directions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Am I willing to help others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Do I have a sense of humor?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. Can I take criticism?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Can I take responsibility?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>17. If I owned a business, would I be willing to hire a person like me?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Is the job itself important to me?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Am I willing to keep on learning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Am I willing to give up some personal pleasures in order to improve myself for my job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better paying job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Do I have respect for people, no matter what kind of job they have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Do I really believe that ALL jobs are important?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Do I really want to work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Do I plan to finish high school before thinking about anything but a part-time job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Encourage the students to develop their strengths and try to improve on areas where they are weak. Some jobs take physical strength, others finger dexterity, ability to do a certain operation over and over, etc. Some provision for preparation could be made in the classroom for these skills. Have gimmicks, i.e., nuts, bolts, buttons, where it is necessary to put things together.

*Detailed resources in Bibliography.
LESSON NO. 5: Understanding Why People Work

UNDERSTANDING WHY PEOPLE WORK

Many students, particularly the mentally retarded, regard work as something that is done after they finish school. The most obvious reason for working is to earn money. Money is necessary to provide people with some essentials of life, i.e., food, clothing, housing, medical care. Yet, there are many other reasons why people feel that working is important for them, i.e., interest, self-respect, etc. The students should be aware of needs fulfilled by working beyond making money for basic survival.

To introduce students to the numerous ways in which working can benefit them as individuals, allowing them to examine the personal values involved in finding employment.

To give pupils an opportunity to discuss possible unemployment and welfare.

1. Students shall list and discuss five ways in which job earnings improve their lives.
2. Students shall be aware of and able to discuss three social and emotional needs that can be met through working.
3. Students shall be able to list five reasons for unemployment.

Have pupils discuss the various uses of the money they would earn by working. They can relate this to their own experiences by listing the uses money has for their parents, such as:

- supporting a family
- becoming self-supporting and independent
- purchasing basic needs (food, clothing, shelter)
- meeting emergency situations (illness, hospitalization, fire/life insurance, loss of work)

Have the students tell about some of the things they would like to do with the money they earn or expect to earn. Emphasize realism in their expectations. Plan a monthly personal budget for students to use in evaluating their own use of money. On the following page is a sample budget.
<table>
<thead>
<tr>
<th>Category</th>
<th>1st Week</th>
<th>2nd Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allowance</td>
<td>$0.50</td>
<td></td>
</tr>
<tr>
<td>paper route</td>
<td>$1.50</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$2.00</td>
<td></td>
</tr>
<tr>
<td>GIFTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kite</td>
<td>$0.15</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.15</td>
<td></td>
</tr>
<tr>
<td>SCHOOL SUPPLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pen</td>
<td>$0.15</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.15</td>
<td></td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus fare</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>COFFEE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>FOOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>candy bar</td>
<td>$0.05</td>
<td></td>
</tr>
<tr>
<td>gum</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>ice cream</td>
<td>$0.20</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.35</td>
<td></td>
</tr>
<tr>
<td>SCHOOL SUPPLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>notebook</td>
<td>$1.50</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1.50</td>
<td></td>
</tr>
<tr>
<td>TRANS-PORTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus fare</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$0.10</td>
<td></td>
</tr>
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<td>CLOTHING</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAVINGS</td>
<td>$1.80</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1.80</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$4.45</td>
<td></td>
</tr>
</tbody>
</table>

Monthly Total: $4.45
Discuss ways that parents use the money they earn:
- rent or house payment
- food
- clothing
- doctor bills
- savings for special need for home
- savings for retirement
- recreation
- travel and vacation
- taxes

Decide how often their parents spend money for these items (daily, weekly, monthly, yearly) including:
- rent
- food
- clothing
- income tax
- recreation
- insurance

Encourage discussion of benefits of working other than money. Have the students relate the things they enjoyed on jobs or projects for which they were not paid, such as:
- enjoying contact with other people
- feeling useful and productive
- improving in a certain skill
- gaining work experience

Make a duplication of the following nine occupational values (Cohen & Rusalem, 1963), to determine how pupils rate their own occupational values. This list can be distributed to the students with the following verbal directions:

_Decide which one of these things is most important to you as I read the list to you. Place a 1 beside the one you think is most important to you . . . I will read the list again, leaving out the item you picked. Now tell me which thing is the most important to you? Continue doing this until all items have been ranked._

1. A chance to get ahead (Advancement)
2. Job I can enjoy (Interesting work)
3. Steady work; sure of a job (Security)
4. Vacations, social security, retirement plans (Benefits)
5. Good hours; pleasant surroundings (Working conditions)
6. Highly paid job (Salary)
7. Work with people I like (Relations with others)
8. Job highly respected; looked up to (Prestige)
9. Be my own boss, work on my own (Independence)

Other values can be added to this list to enable you to evaluate the values your students place on occupations.

Ask students to define the term unemployed and to relate what they have seen or heard concerning unemployment. Ask them to discuss some common reasons for a person’s being unemployed, such as:
- lack of affordable child care
- lack of education
- being laid off
- strikes within company
- physical disability
- inability to do the job
- inability to get along with co-workers
- lengthy illness
- lack of jobs in a community

Carson, E. O.  *Teenagers prepare for work in the community.* 1968.


Turner, R. H.  *The money you spend.* 1962.

*The job you get.* 1962.

*Detailed resources in Bibliography.*
UNDERSTANDING ABOUT JOBS

It is necessary for students to be familiar with all aspects involved in job selection: types of work schedules, payment procedures, job qualifications and requirements, necessary skills, pay and fringe benefits. In this way pupils are aware of some of the options and alternatives open to them in job selection, and are better able to select a job area that is compatible with their own qualifications and preferences.

To enable students to learn about the following options available to them in job selection:

- working schedules
- salary policies
- qualifications
- requirements
- skills
- fringe benefits

1. Pupils shall analyze two specific jobs in regard to the areas mentioned in the scope.
2. Pupils shall choose five elements that they like or dislike about specific aspects of two jobs.

- Have the pupils discuss their families’ or friends’ jobs. Discuss such aspects as working schedules, salary, what is actually done on the job, vacation schedules, etc. Encourage pupils to choose some things they would like or dislike about the jobs with which they are familiar. For instance, a student might contribute:
  
  I would like to work in a service station. Sometimes the pay is poor and some of the shifts are bad, but I like to work outdoors and tinker with cars.

- Have students tell about the alternate time schedules that are possible with employment. Ask them to contribute the names of some specific jobs they know about that operate within these time schedules:

  **Full time:**
  - work every day - 6 hours or more
  - work 40 hours per week

  **Part time:**
  - work few hours a day
  - work regular days

  **Permanent:**
  - same job held for a long period of time

  **Temporary:**
  - work for a limited time only

  **Full time temporary:**
  - work regular hours but know the job will not last long, i.e., summer job or substituting for a person on vacation

  **Part time temporary:**
  - mowing lawns, baby sitting
Give students some samples of different pay schedules. Students should be sure to know how much money they are being paid and when they will be paid. Payment procedures help to determine whether you will be satisfied with a particular job, such as:

- by the hour
- by the day
- by the week (bi-weekly)
- by the month
- by the job (a contract)
- on commission
- by salary and commission (salesman, saleslady)
- by the load (hauling)

Discuss with pupils some advantages and disadvantages of these different methods, i.e., security, good wages, freedom.

Give students a sample payment chart to fill out as practice in computing earnings. The following example might represent a part time job at a store with a salary of $1.00 for each hour worked.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time Worked</th>
<th>Number of Hours Worked</th>
<th>What You Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4:00 p.m. to 6:00 p.m.</td>
<td>2</td>
<td>$2.00</td>
</tr>
<tr>
<td>Tuesday</td>
<td>4:00 p.m. to 6:30 p.m.</td>
<td>2½</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>4:00 p.m. to 6:00 p.m.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>4:00 p.m. to 5:00 p.m.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4:00 p.m. to 6:00 p.m.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 p.m. to 5:00 p.m. (one hr. for lunch)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17½</strong></td>
<td></td>
</tr>
</tbody>
</table>

Ask pupils to answer the following questions:

- How much did you earn for the week?
- How many hours did you work all week?
- How many hours did you work on Saturday?
- How many hours did you work on Thursday?

(Refer to starter unit for the difference between gross and net pay.)

Use want ads from a newspaper as a means of discussing jobs available. Encourage students to evaluate their own qualifications for particular jobs, such as:

- educational level (skills needed in communication, math, typing)
- personality (social habits, character work habits)
- health
- physical abilities

**Samples:**

**File Clerks**
Perm., part time file clerk. Job requires constant standing/walking. Must have high school diploma. Min. height 5'2". Hours 8:30 a.m. to 12 noon. Mon. thru Fri. Salary $1.63 hr. Apply Personnel Dept. 8:30 - 4:30 Mon. thru Fri. Nationwide Movers, Inc. 250 Central Blvd.
General work in large used furniture, appliance's, and antiques store. Cleaning, polishing, washing dishes, etc. Local refs., excel. health, bondable. Approx. 6 to 8 hrs. daily as mutually agreeable, 5-day week. Start at $2.25 hour. Only letters with full particulars, physical description, age, etc., will be considered. Write this paper, Box 63474.

Again, have pupils use want ads from the paper or examine job summary bulletins put out by Department of Health, Education, Welfare or local employment agencies as a means of discussing job requirements, i.e.,

duties
hours (no. of hours, split or rotating shifts, stopping and starting times)
time to stop or start
signing in or punching time clock
special safety rules or precautions (safety goggles)
personal appearance (need for uniform)

Sample:

**Waitress Wanted**

*Combination fry and counter waitress*

7 a.m. to 3 p.m. weekdays only. Must provide own uniform and rubber soled shoes. Meals provided. Refs. req. Apply Smith's Coffee Shop 7617 Middleton

**Math**

- Figure number of hours a week job would require
- Use a calendar to compute the number of days worked per month
- Figure out pay check for time worked
- Explain and demonstrate use of a time clock

Discuss with pupils some special skills which might be required for specific jobs. It is important to emphasize here the interdependence and importance of all types of skills and jobs. For example, some of the skills that might be necessary for a job involving building maintenance, construction or service are:

**Reading**

- on and off switches
- instructions for using paint or operating tools
- labels on cans
- names

**Writing**

- sign receipts
- fill out order forms
- fill out hotel room cards

**Oral Language**

- telephone conversation
- courteous speech
- communicating about repairs, supplies

**Mathematics**

- counting
- simple addition and subtraction
- street and apartment numbers
- reading thermometers

Some of the more general skills that carry over into many jobs can and should be taught in the classroom, such as map skills, addition and subtraction, social and telephone conversation, filling out application forms, conducting interviews.
Since the physical environment can influence our adjustment and effectiveness on a job, students should be aware of the actual physical plant or physical environment that accompanies certain jobs:

- inside or outside
- weather conditions
- air pollution, i.e., mining, factory work
- temperature extremes, i.e., welding, meat packing
- physical hazards, i.e., dangerous machinery, exposure of chemicals or radioactivity

Have resource people from various community industries come in and discuss the working conditions of their particular jobs. These people should also speak about safety rules on the job and why it is necessary that these rules be obeyed.

Follow up the previous activity by making safety posters and observing safety rules. Encourage students to be familiar with common safety signs and a safety vocabulary that might be useful on a job.

### Wilson's Essential Vocabulary

| ADULTS ONLY | ENTRANCE |
| BEWARE | EXIT |
| BEWARE OF THE DOG | EXIT ONLY |
| BUS STATION | EXPLOSIVES |
| BUS STOP | EXTERNAL USE ONLY |
| CAUTION | FALLOUT SHELTER |
| CLOSED | FIRE ESCAPE |
| COMBUSTIBLE | FIRE EXTINGUISHER |
| CONTAMINATED | FIRST AID |
| CONDEMNED | FLAMMABLE |
| DEEP WATER | FOUND |
| DENTIST | FRAGILE |
| DON'T WALK | GASOLINE |
| DO NOT CROSS, USE TUNNEL | GATE |
| DO NOT CROWD | GENTLEMEN |
| DO NOT ENTER | HANDLE WITH CARE |
| DON'T INHALE FUMES | HANDS OFF |
| DO: NOT PUSH | HELP |
| DO NOT REFREEZE | HIGH VOLTAGE |
| DO NOT SHOVE | IN |
| DO NOT STAND UP | INFLAMMABLE |
| DO NOT USE NEAR HEAT | INFORMATION |
| DO NOT USE NEAR OPEN FLAME | INSTRUCTIONS |
| DOCTOR (DR.) | DOWN |
| DYNAMITE | KEEP AWAY |
| ELEVATOR | KEEP CLOSED AT ALL TIMES |
| EMERGENCY EXIT | KEEP OFF (THE GRASS) |
| EMPLOYEES ONLY | KEEP OUT |
Wilson's Essential Vocabulary, continued

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
Policeman
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI (STAND)
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
USE REAR ENTRANCE
USE SIDE ENTRANCE

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP

DO NOT BLOCK WALK (DRIVeway)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30
Wilson's Essential Vocabulary, continued

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE
INSPECTION STATION
JUNCTION 101A

KEEP TO THE LEFT
KEEP TO THE RIGHT

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR CARS (TRUCKS)
LISTEN
LOW BRIDGE

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R. R.
RAILROAD CROSSING
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ¼ MILE
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WINDING ROAD
WATCH FOR LOW FLYING AIRCRAFT

YIELD
YIELD RIGHT OF WAY
Have pupils make a display of safety items that can be used to alter physical plant conditions.

- fire extinguisher
- insulated gloves
- safety goggles
- safety tools
- helmets
- ear plugs
- padded clothing as protection from
- weather extremes

A resource person can be brought in to demonstrate the use of some of this equipment.

Another important factor to consider when choosing a job is pay and fringe benefits. Students should be aware of how these elements will affect their salary. Discuss in the classroom such things as:

Salary (how paid - how often)

Deductions:
- Federal tax or withholding tax
- city or state income tax
- union dues
- social security tax, retirement
- unemployment insurance
- workman's compensation
- breakage or damage
- payroll savings
- group insurance
- loss of time

Pensions
Vacations
Tenure
Bonuses or tips
Recreational facilities
Security
Cost of keeping a job (transportation, car expenses, babysitting costs)

(Refer to starter unit, page 43)

Explain the use of the word facilities to students. Have them name common facilities found in the home (kitchen, bathroom, recreation room) and at school (cafeteria, gym, playground, rest rooms, library, student lounge). Just as there are facilities for public use at home and in school, there are facilities for public use in a job situation, such as:

- lunch room or cafeteria
- vending machines
- rest rooms
- workers lounge
- working station
- parking area

Discuss with pupils some of the rights and responsibilities of workers with regard to proper use and care of the facilities.

Use case studies as an example of learning about misuse by workers of the coffee break and rest rooms or lounge. Let students decide what should be done in each of the following situations:

- If a worker used the lounge as a place in which to nap an hour or so each day
- If asked by a co-worker to punch in for him
- If you saw someone take tools from the job
- If your friend threw candy wrappers on the floor
Discuss with students some advantages and possible disadvantages of keeping a particular job over a long period of time.

**Advantages**
- Developing certain skill
- Job security, seniority
- Advancement (promotion)
- Salary increase (pay raise)
- Fringe benefits
- Making group of friends

**Disadvantages**
- Boredom
- Not expanding social contacts
- Lack of interest
- Disregarding other job opportunities

Use want-ads from the newspaper and develop each job as far as possible according to the following:

- Qualifications
- Pay and fringe benefits
- Requirements
- Use of physical surroundings
- Manual skills required
- Transportation
- Working conditions
- Job vocabulary

Students should be encouraged to use the following resources: resource persons, field trips, Finney materials (Finding your job series)


*Preparing for job success*. Houston Public Schools, n.d.


Films
- Eyegate, Inc.
  *Stocker in a super-market*, 117B
  *The waitress*, 117C
  *Fixing a flat tire*, 117D
  *The variety store*, 117F
  *The nurses aid*, 117H
  *The gas station attendant*, 117I

*Detailed resources in Bibliography*
LESSON 7

UNDERSTANDING JOB CATEGORIES

There has been an increase in the types of jobs available to the qualified handicapped or mentally retarded worker. The types of occupations in which most EMR's are employed include:

- service workers
- unskilled workers
- semiskilled workers
- clerical, sales, etc.
- family workers, homemakers
- agricultural workers
- skilled employees

Employees and establishments are expanding their opportunities for employing the mentally retarded. Among the places where they are usually employed are laundries, dry cleaning establishments, restaurants, gas stations, barber shops, beauty parlors, hospitals, nursing homes, private homes, nurseries, publishing houses, retail stores, factories, farms, etc.

The handicapped student must realize that certain jobs are unrealistic for and unavailable to him. He must also be aware of the wide range of employment opportunities that are open and available to him and that by working on these jobs he is fulfilling a worthwhile function for society.

To teach students about the many types of occupational opportunities open to them for employment, the need for and importance of all types of workers and jobs.

1. Pupils shall learn three specific job categories in which they are most likely to find employment, as well as two common jobs within this category.

2. Students shall know five specific duties involved in accepting positions in various job categories.

3. Pupils shall discuss and use three concrete examples to illustrate the importance and interdependence of all workers in all types of jobs.

- Introduce pupils to some major job categories. Give pupils some suggestions of the jobs and work that might fit into this category.

Agricultural Jobs (working on farms/ranches)
- Help plant and care for fruits, grains, or berries
- Help harvest and prepare products for shipments
- Do general farm work
- Deliver products to markets
Care and feeding of animals (feed, water, clean)
Gather animal products (eggs, milk, manure)
Clean animal houses, barns
Operate and repair farm equipment

Building Service Jobs (working in clubs, factories, hospitals, hotel, motel, office, school, or theater)

Sweep, vacuum, polish floor
Clean and dust
Empty garbage
Clean restroom
Wash windows
Move furniture
Care for heating/cooling systems
Shovel snow
Make simple repairs
Operate elevator (people or freight)
Answer questions
Greet people at door
Help carry packages or baggage
Check identification of visitors
Check door and windows for security
Check for fire

Building Trade Jobs (factory, home, institution, office building, store, school)

brick laying
carpentry
cement work
construction work
sanding
painting
plastering
wall papering
roofing
packing and wrapping
sewing
assembly line work

Clerical and Sales (beauty shop, dry cleaners, greenhouse, nursery, laundry, office, retail stores, theater, warehouse)

typing and filing
sorting cards, paper
operating office machinery (adding machine, duplicator, mimeograph)
taking telephone messages
running errands
arrange materials for filing, alphabetizing
check out library books
warehouseman
stuffing, sealing envelopes
packaging and mailing material
stocking
operating switchboard
delivering messages
receive and deliver mail
sort mail
type
stockroom employee
sales clerk

Cloth and Clothing Manufacture

sewing by hand, machine
marking and sewing on buttonholes, zippers
ironing and pressing
loading and unloading trucks, bolts of material
collect waste/clean area
maintaining machinery
packaging and transporting products
cutting/folding patterns or materials
operating weaving looms
Construction Jobs

- shovel
- lay roads on highways
- mix cement
- assist with simple construction jobs
- store tools

Food Processing (canneries, bakeries, food plants, slaughter houses)

- prepare goods for shipment or display
- package goods
- grease, repair utensils
- wash utensils, clean work areas
- fillet and clean animals
- label and weigh meat
- work on assembly lines
- bottle liquids
- label packages or containers

Food Service Jobs (cafeteria, club, catering services, hospital, hotel, motel, institution, restaurant)

- clean food
- watch, stir, cook food
- clear dishes
- fill water glasses
- wash dishes (hand or machine)
- store/shelve dishes, silver, cooking utensils
- seat guests
- take orders
- replace table supplies

Home Service Jobs

- sweep, vacuum, clean house
- wash, dry, iron clothes
- cook/serve meals
- help with heavy housework
- wash/wax car
- take out garbage

Personal Service Jobs

- shine shoes
- sterilize equipment

- dig ditches
- load/unload materials
- upkeep of machinery
- paint
- operate machinery
- measure, weigh, count cooking ingredients
- cut and slice
- sort by size, quality
- assemble/fill cartons and boxes
- clean machinery
- prepare food for canning, bottling, freezing

- help prepare simple foods
- measure and combine ingredients
- clean table
- scrape dishes, trays, pans
- clean work areas
- sweep, scrub floor
- straighten furniture
- give out menus
- serve foods

- polish, dust furniture
- answer telephone, take messages
- clean up after meals
- care for lawn
- make simple repairs

- answer phone, take messages
- wash, rinse hair
- Have the pupils contribute additional duties or jobs that might fall into these categories. Have them try to place common jobs they are familiar with, i.e., jobs of family, friends, into an appropriate job category.

- Use a current events approach to help students understand the interdependence and importance of all workers on all types of jobs, i.e.:

  What are the problems brought about by sanitation workers' strike?
  - Accumulation of garbage
  - Breeding of flies, rodents
  - Outbreak of disease
  - Pollution of rivers
  - Inadequate sewage disposal
  - Unpleasant odor

  Use this same type of discussion on such topics as:
  - Air controllers' strike
  - Trucker/transportation strike
  - Farmers' cut back on production

- Have the students trace a common product from its source to its final use, i.e., the following people might be either directly or indirectly involved in getting a piece of paper into your home:

  - tree planter
  - insecticide distributor
  - forest surgeon
  - machinery distributor (electric saw)
  - loggers
  - employees of mill (splitting, debarking, mashing and pulping operators)
  - paper sorters/packers
  - loaders/unloaders
  - drivers of transporting trucks
  - sales/personnel, etc.

- Have each pupil choose a particular item he or she wants and trace it back to the many people involved in getting this product to the individual, i.e.,

  - sweater
  - leather purse
  - candy
  - comic book
  - money

- Some pupils might be interested in learning about the special vocabularies that can be involved in certain jobs or professions. Have activities where the pupils can actually observe people at their jobs. Make a list of any special words or terms that are used. Some of these can be discussed in the classroom or used in conjunction with spelling or reading lessons, i.e.:

  - food preparation
  - laundry and cleaning
  - broil
duration
  - dozen
  - bleach
  - mangle
  - chef
  - entree
  - detergent
  - wring
  - cleaver
  - a-la-carte, etc.
  - lot-number
  - reject

The words listed are found in an article in Education entitled Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut by Milton Abraham Young. (Presented at the 81st Annual Meeting of the American Association on Mental Deficiency, May 21-25, 1957.) They are a segment of a table contained in Young's article and indicate vocabulary that might be essential for certain jobs. Other work areas which could be used for vocabulary study are mentioned.
JOB VOCABULARY FOR EACH JOB AREA

Food Preparation and Service

- a-la-carte
- a-la-mode
- apron
- bacon
- bake
- banquet
- batter
- beef
- beets
- boiled
- broil
- bulk
- cabbage
- cafeteria
- cake
- carrots
- cart
- cash (er)
- catsup
- cereal
- chef
- chip
- cleaver
- counter
- cream(er)
- cupboard
- daily
- dark coffee
- dessert
- dice

- dish towel
- dishwasher
- dough
- dozen
- drain
- entree
- flour
- fork
- frosting
- garbage
- grapefruit
- grate
- half and half
- ingredient
- juice (glass)
- kitchen
- knife
- label
- ladle
- lemon
- light coffee
- liquid
- loowerator
- lukewarm
- machine
- manners
- measure

- meat
- medium
- mixture
- mop
- mustard
- napkin
- oance
- pan
- peels
- pepper
- pie
- pint
- polish
- pot
- potatoes
- poultry
- pound
- punch
- rack
- rare
- recipe
- refrigerator

- relish
- rib
- rinse
- rise
- roller
- rolls
- rubbish
- salad
- salt
- sandwich
- sauce (r)
- saucepan
- scoop
- scour
- scrambled eggs
- scrape
- scrub
- set-up
- shell
- shortening
- short-order-cook
- serve
- sieve
- sift(er)
- simmer
- slice
- soap
- soda
- spatula
- special

- spice
- spoon
- stack
- steak
- steel-wool
- stew
- storeroom
- substitute
- sou
- sugar
- sundae
- sweep
- table
- tea
- temperature
- tip
- toast
- to-go
- tray
- uniform
- utensils
- veal
- vegetables
- waste
- waterglass
- weigh
- well-done
- whip
- whipped cream
- yeast

OTHER AREAS

Laundry and Cleaning
Motor Vehicle Operation and Service
Hospital and Institution Work
Building Operation, Maintenance, Construction, and Service
Factory Production Jobs
Office, Department, and Small Store Work
Personal Service and Miscellaneous Jobs:
- Bootblack
- Laundryman’s Helper
- Shoe Repair
- Helper
- Valet
- Pin Boy
- Gardener
- Movie Usher
- Helper
- W.U. Messinger
- Washroom Attendant


*Detailed resources in Bibliography*
LESSON 8

UNDERSTANDING JOB QUALIFICATIONS

Students should be able to view themselves realistically in terms of their employability. There are certain personality traits, work habits, skills that employers look for in prospective candidates. If pupils are aware of these, they are more capable of setting realistic occupational goals for themselves.

To help students evaluate and improve those qualities that will enhance employability.

1. Pupils shall discuss five personal character qualities that an employer considers important.

2. Students shall be aware of five specific work habits that improve job performance and practice these in a classroom situation.

3. Pupils shall learn and practice five general skills that would help them find jobs in most areas of employment.

- Discuss with pupils some personality traits that employers look for in a prospective employee. Have the students relate these qualities to why they would be important in a job situation.

1. Is self-confident - willing to meet people, willing to try new things. Gives others (customers, employers) confidence in you.

2. Is cheerful - makes working with/or for you more pleasant.

3. Is cooperative - allows you to work more efficiently with a boss, supervisor, or other employers. Enables you to change tasks or duties with greater ease.

4. Respects privacy - allows you to attend to your own job without meddling in other peoples' affairs.

5. Accepts criticism - means you can accept comments about your performance without considering them as a personal insult.

6. Is neat, clean:
   - Makes favorable impression
   - More pleasant for others to work with you
   - Sanitary reasons (Example: handling food products)

7. Can take and follow directions - can work without supervision.
8. Is honest:
   Can work without supervision
   Can be trusted to handle money
   Does not abuse working privileges

9. Is dependable:
   Shows up for job regularly
   Completes job or task
   Handles own responsibilities

10. Is willing to learn:
    Can learn new jobs or tasks
    Willing to operate new equipment

11. Is flexible:
    Can work with different people in different positions
    Can adjust to changes in work shift, specific duties, location changes

- Have the students make a dictionary of some of these words. They can then rate themselves on their own personal employability with regard to the following criteria:

  - dependable
  - confident
  - cheerful
  - privacy
  - punctual
  - cooperation
  - flexible
  - appearance

- Students can work in teams to look up and write down definitions.

- Read stories to the class about people who have experienced both job successes and failures, in order to help students become aware that good social habits, as well as good work habits, are important. Pupils can discuss some specific reasons for both success and failure.

- Invite a vocational counselor to make periodic trips to the class to discuss job successes or failures he has seen or knows about. He can give possible causes for the failures that the students can discuss.

- Certain skills and general work habits have an important effect upon an individual's employability. It is important that the pupils not only be aware of these skills and work habits, but also have a chance to practice them on a daily basis in the classroom. Skills, work habits, and general information that the student should have are:

  **SKILLS:**
  - Knows how to pay for lunches, transportation
  - Speaks clearly, using proper and discreet language
  - Has facility in manipulation of tools and materials
  - Knows how hours and wages are related.
  - Can figure wages due for various rates and time periods
  - Knows own vital statistics for filling out application forms
Can read and fill out application forms for employment
Read and interpret safety signs and posters
Understand proper interviewing behavior and procedures
Knows of specific job hazards and necessary safety precautions
Can fill out the following forms, i.e., federal, state income tax, postal change of address, driver's license application, social security forms
Can answer carefully selected newspaper want ads
Knows some ways of finding a job
Reads adequately for self-protection and welfare of others
Can budget money to meet the necessities of each day
Use time clock

WORK HABITS:
- Has a desire to do a quality job
- Completes a job he has started
- Can follow directions
- Is punctual
- Has good attendance
- Can work both independently and with others
- Assumes a proportionate share of responsibilities in group situations
- Maintains an acceptable level of speed, accuracy, rate of production
- Is safety conscious
- Tries to improve workmanship within reasonable time limits
- Is dependable
- Can work under pressure at a competitive pace
- Conserves time and materials through efficient work habits

GENERAL INFORMATION:
- Knows of some agencies to help with individual job training and placement
- Knows of available job opportunities within the community
- Knows that different abilities are needed for various occupations
- Can avail himself of services such as:
  - State Employment Agency
  - Vocational Rehabilitation
  - Division of Employment Security
- Knows how to search for a job:
  - friends
  - want-ads
  - agencies
- Knows about some of the fringe benefits involved in employment:
  - insurance
  - sick leave
  - hospitalization
  - vacation
- Knows current minimum wage and labor laws

Plan visits to local places of employment to familiarize students with the physical demands and qualifications certain jobs entail. Questions should be prepared in advance by the class for each visiting experience.
- local plants
- stores
- transportation centers
- offices
- hotels
- factories
- laundries
- bakeries
- farms
- restaurants
Because job analysis is important in the occupational placement of special class pupils, local job information should be compiled and made available to pupils. As an all-class project gather and organize an occupational or vocational file containing information and requirements for specific jobs. The type of information contained in this job file would include:

- Job vocabulary
- Required manual skills
- Required academic skills
- Personal/group safety procedures
- Physical demands
- Required attitudes and work habits

Preparation for specific academic requirements for job placement is a function of the school. The academic skills necessary in most jobs should be integrated directly into the regular curriculum through reading, math, spelling, oral and written language.

The academic skills listed below are those deemed most necessary for successful job placement of the handicapped student. The teacher should examine this list and choose those items mentioned with the greatest frequency in each area to emphasize in the classroom.

The information in the following table was reported at the 81st. annual meeting of the American Association on Mental Deficiency and later written up in Education, entitled Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut, by Milton Abraham Young (May 21-25, 1957, pp. 794-797.)

<table>
<thead>
<tr>
<th>Skills Common to All Job Areas*</th>
<th>Mathematics</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Figure out pay</td>
<td>All information needed in writing area</td>
</tr>
<tr>
<td>Job application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withholding tax slip</td>
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<td></td>
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<tr>
<td>Safety posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name on time card</td>
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<tr>
<td>Tax withholding slip</td>
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<tr>
<td>Job application</td>
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<tr>
<td>Oral Language</td>
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<td></td>
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<tr>
<td>Speak and understand English</td>
<td></td>
<td></td>
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<tr>
<td>Food Preparation and Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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<td></td>
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<tr>
<td>Name on time card</td>
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<tr>
<td>Days of the week</td>
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<tr>
<td>Streets and addresses</td>
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<tr>
<td>Can labels</td>
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</tr>
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<td>Directions for equipment use</td>
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<td>Items on menu</td>
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<tr>
<td>Recipes</td>
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<td>Waiter’s order slips</td>
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<td>Inventory sheets</td>
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<td></td>
</tr>
<tr>
<td>Schedules</td>
<td></td>
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<tr>
<td>Orders from chef</td>
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<tr>
<td>Mathematics</td>
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<td></td>
</tr>
<tr>
<td>How to stack</td>
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<td>Full and empty</td>
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</tr>
<tr>
<td>Size</td>
<td></td>
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<tr>
<td>Tell time</td>
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<td></td>
</tr>
<tr>
<td>Count to fifty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read thermometer</td>
<td></td>
<td></td>
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<tr>
<td>Add up sales check</td>
<td></td>
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<tr>
<td>Judgment of small numbers</td>
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</tr>
<tr>
<td>Pay small bills</td>
<td></td>
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</tr>
<tr>
<td>Can sizes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours worked</td>
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<tr>
<td>Fractions to eighths</td>
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<tr>
<td>Weights and measures</td>
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<tr>
<td>Punch amount on ticket</td>
<td></td>
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<tr>
<td>Compare price from weight</td>
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Table 1 (continued)

<table>
<thead>
<tr>
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<th>Spelling</th>
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<tbody>
<tr>
<td>Sign name</td>
<td>Own name</td>
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<tr>
<td>Mark containers to go out</td>
<td>Names of sandwiches</td>
</tr>
<tr>
<td>Mark sandwiches to go out</td>
<td>Kinds of coffee</td>
</tr>
<tr>
<td>Order from menu</td>
<td>Items of food</td>
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</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
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<tbody>
<tr>
<td>Understands directions</td>
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</tr>
<tr>
<td>Speak politely to customers</td>
<td></td>
</tr>
<tr>
<td>Suggest items on menu</td>
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</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Understands directions</td>
<td></td>
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<tr>
<td>Speak politely to customers</td>
<td></td>
</tr>
<tr>
<td>Suggest items on menu</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Letters of the alphabet</td>
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</table>

<table>
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<th>Reading</th>
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<tbody>
<tr>
<td>Letters of the alphabet</td>
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</tr>
<tr>
<td>Numbers and weights</td>
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</tbody>
</table>

<table>
<thead>
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<th>Oral Language</th>
<th></th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Laundry and Cleaning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Copy numbers</td>
<td></td>
</tr>
<tr>
<td>Counting to twenty-five</td>
<td></td>
</tr>
<tr>
<td>Full cup, half cup</td>
<td></td>
</tr>
<tr>
<td>Record laundry number</td>
<td></td>
</tr>
<tr>
<td>Assembly laundry by number</td>
<td></td>
</tr>
<tr>
<td>Real scale</td>
<td></td>
</tr>
<tr>
<td>Estimate size of wrapping paper</td>
<td></td>
</tr>
<tr>
<td>Concept up to 100</td>
<td></td>
</tr>
<tr>
<td>Weights</td>
<td></td>
</tr>
<tr>
<td>Count and write up to 1000</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Spelling</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Motor Vehicle Operation and Service</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>License plate numbers</td>
<td></td>
</tr>
<tr>
<td>Telephone numbers</td>
<td></td>
</tr>
<tr>
<td>Count number of items to 100</td>
<td></td>
</tr>
<tr>
<td>Pressure gauge</td>
<td></td>
</tr>
<tr>
<td>Time schedules</td>
<td></td>
</tr>
<tr>
<td>Gasoline pump</td>
<td></td>
</tr>
</tbody>
</table>

| Mathematics                        |                              |
| Read meters                         |                              |
| Make change                         |                              |
| Compute bill                        |                              |
| Figure sales tax                    |                              |

<table>
<thead>
<tr>
<th>Spelling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Items on sales slips</td>
<td></td>
</tr>
<tr>
<td>Items on job orders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak clearly and politely</td>
<td></td>
</tr>
<tr>
<td>Give clear directions or map information</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hospital and Institution Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Count to fifty</td>
<td></td>
</tr>
<tr>
<td>Portion using spoon as measure</td>
<td></td>
</tr>
<tr>
<td>Add and subtract</td>
<td></td>
</tr>
<tr>
<td>Floor designations (1st)</td>
<td></td>
</tr>
<tr>
<td>Numbers to 1000</td>
<td></td>
</tr>
<tr>
<td>Pounds and ounces on scale</td>
<td></td>
</tr>
<tr>
<td>Wattage on bulbs</td>
<td></td>
</tr>
<tr>
<td>Room numbers</td>
<td></td>
</tr>
<tr>
<td>Sizes of containers</td>
<td></td>
</tr>
<tr>
<td>Weights and measures</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone messages</td>
<td>Items on telephone messages</td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
</tr>
<tr>
<td>Telephone conversation</td>
<td></td>
</tr>
<tr>
<td>Speak politely to patients</td>
<td></td>
</tr>
</tbody>
</table>

**Building Operation, Maintenance, Construction, and Service**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>On and off</td>
<td>Count to ten</td>
</tr>
<tr>
<td>Instructions on mixing paint</td>
<td>Numbers of apartments</td>
</tr>
<tr>
<td>Labels on cans</td>
<td>Add</td>
</tr>
<tr>
<td>Names</td>
<td>Read thermometer</td>
</tr>
<tr>
<td>Instructions on use of equipment</td>
<td>Inventory supplies</td>
</tr>
<tr>
<td>Names of tools and equipment</td>
<td>Distance measures</td>
</tr>
<tr>
<td>Catalogue for ordering supplies</td>
<td>Liquid measure</td>
</tr>
<tr>
<td>Items on bulletin board</td>
<td>Read gauges</td>
</tr>
<tr>
<td>Writing</td>
<td>Spelling</td>
</tr>
<tr>
<td>Sign receipts</td>
<td>All information to be written</td>
</tr>
<tr>
<td>Fill out rent receipts</td>
<td></td>
</tr>
<tr>
<td>Fill out hotel room cards</td>
<td></td>
</tr>
<tr>
<td>Take notes on repairs</td>
<td></td>
</tr>
<tr>
<td>Take messages</td>
<td></td>
</tr>
<tr>
<td>Names of materials used</td>
<td></td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
</tr>
<tr>
<td>Telephone conversation</td>
<td></td>
</tr>
<tr>
<td>Courteous speech to customers</td>
<td></td>
</tr>
<tr>
<td>Clear voice for announcements</td>
<td></td>
</tr>
</tbody>
</table>

**Office, Department, and Small Store Work**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetize names</td>
<td>Count to 100</td>
</tr>
<tr>
<td>Read names from sales slip</td>
<td>Add and subtract</td>
</tr>
<tr>
<td>Names of employees</td>
<td>Make small change</td>
</tr>
<tr>
<td>Street names</td>
<td>Buy stamps</td>
</tr>
<tr>
<td>Check items against orders</td>
<td>Sizes, weights, and measures</td>
</tr>
<tr>
<td>Customers' names</td>
<td>Multiply</td>
</tr>
<tr>
<td>Read sales slip</td>
<td>Per cent discount</td>
</tr>
<tr>
<td>Items of clothing</td>
<td></td>
</tr>
<tr>
<td>All items sold</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Spelling</td>
</tr>
<tr>
<td>Telephone orders</td>
<td>Names of customers</td>
</tr>
<tr>
<td>List items sold in book</td>
<td>Items sold</td>
</tr>
<tr>
<td>Fill out sales slips</td>
<td></td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
</tr>
<tr>
<td>Telephone conversation</td>
<td></td>
</tr>
<tr>
<td>Polite conversation with customers</td>
<td></td>
</tr>
<tr>
<td>Give information</td>
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</tr>
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</table>

**Factory Production Jobs**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name on time card</td>
<td>Concept of size</td>
</tr>
<tr>
<td>Colors</td>
<td>Concept of full</td>
</tr>
<tr>
<td>Quality of material</td>
<td>Quantity to a dozen</td>
</tr>
<tr>
<td>Names of firms</td>
<td>Concept of exact fit</td>
</tr>
<tr>
<td>Street addresses</td>
<td>Compare numbers</td>
</tr>
<tr>
<td>Direction and simple orders</td>
<td>Count to 1000</td>
</tr>
<tr>
<td>Bills and receipts</td>
<td>Add and subtract</td>
</tr>
<tr>
<td></td>
<td>Measure to 1/16</td>
</tr>
<tr>
<td></td>
<td>Compute bill</td>
</tr>
<tr>
<td>Writing</td>
<td>Spelling</td>
</tr>
<tr>
<td>Simple telephone messages</td>
<td>Words for telephone messages</td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
</tr>
<tr>
<td>Follow oral directions</td>
<td></td>
</tr>
<tr>
<td>Telephone conversation</td>
<td></td>
</tr>
<tr>
<td>Give instructions</td>
<td></td>
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</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Personal Service and Miscellaneous Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controls on machines</td>
<td>Count to ten</td>
</tr>
<tr>
<td>Colors</td>
<td>Count to twenty</td>
</tr>
<tr>
<td>Letters on phone dial</td>
<td>Make small change</td>
</tr>
<tr>
<td>Labels on cans and jars</td>
<td>Find house numbers</td>
</tr>
<tr>
<td>Names on mailbox</td>
<td>Pay small bills</td>
</tr>
<tr>
<td>Items on order list</td>
<td>Tell time by the minute</td>
</tr>
<tr>
<td>Some cooking directions</td>
<td>Weights and measures</td>
</tr>
<tr>
<td>Items on work ticket</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone numbers</td>
<td>Simple words for telephone messages</td>
</tr>
<tr>
<td>Simple telephone messages</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take directions</td>
<td></td>
</tr>
<tr>
<td>Telephone conversation, calling and answering</td>
<td></td>
</tr>
</tbody>
</table>


*Detailed resources in Bibliography*
Students should know the specific requirements necessary in order for them to find a job. Also, it is a waste of time and effort for students to apply for a job without the necessary legal forms and information. Many handicapped or retarded students want to leave school and find a job as soon as they reach legal age. They should be aware that there are certain jobs and hours that are legally forbidden to persons under 18 years of age.

To make students aware of specific legal documents and laws which might be necessary to use when looking for a job.

1. Pupils shall state why a birth certificate is necessary for employment and where they can obtain one.

2. Students shall state why a social security number is legally necessary for employment and shall tell how they can obtain one.

3. Pupils shall state under what conditions a work permit is necessary, and state how they can get one.

4. Pupils shall be familiar with the work laws of their particular state and use the laws to evaluate and find three appropriate jobs.

5. Pupils shall state why and how personal references are used.

- Ask the pupils the month, day, and year of their birth. Ask them how they could prove this to someone who might not accept their word. One way to prove age is to present a birth certificate. Show the class a sample birth certificate and record the type of information that can be found on the certificate such as:

  - Name of parents (including mother's maiden name)
  - Name of pupil
  - Month, day, year of birth
  - Place of birth
  - Attending physician at birth

- Encourage the pupils to bring in their own birth certificate for just a day. This would give them a chance to examine actual documents and notice that the appearance of a birth certificate can vary although they all have the necessary information. Give the pupils some suggestions as to where they can obtain a birth certificate:
Health office of the county in which you were born
Bureau of Vital Statistics, State Board of Health (capital of the state in which you were born)
Parents' personal file

As an all class project, write a sample letter like one you would send asking for a copy of your birth certificate.

Discuss with pupils why it is necessary for a prospective employer to know your exact age, i.e.:
- Self-protection in compliance with state work or labor laws
- Legality of transporting goods, or a minor, across state lines

Students must know that in order to work one must have a social security number. A social security number is necessary before an employer can pay an employee. Discuss with pupils the procedures one must follow in order to obtain a social security number:

Get a social security application form
Fill it out and send it to the nearest social security administration District Office (located in all large cities)
The social security office will send you a small card. This card has your social security number on it.

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Informal on Furnished On This Form Is CONFIDENTIAL

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

DO NOT WRITE IN THE ABOVE SPACE

Print FULL NAME (First Name) (Middle Name or Initial—If none, draw line—) (Last Name) in Work or Business
Print FULL NAME GIVEN AT BIRTH
PLACE OF BIRTH (City) (County if known) (State)
MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
FATHER'S FULL NAME (Regardless of whether living or dead)
HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAx ACCOUNT NUMBER? [ ] DON'T KNOW [ ] YES
YOUR DATE OF BIRTH (Month) (Day) (Year)
YOUR PRESENT AGE (Age on last birthday)
YOUR SEX [ ] MALE [ ] FEMALE
YOUR COLOR OR RACE [ ] WHITE [ ] MEXICAN [ ] OTHER
YOUR MOTHER'S LAST NAME AT HER BIRTH
YOUR FATHER'S LAST NAME
YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)
TODAY'S DATE
YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

RETURN COMPLETED APPLICATION TO NEAREST SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

Have students compose a letter to send to the Social Security Administration District Office requesting a sample social security card. An application filled out by the class should be enclosed with the letter.
Explain to pupils in simple terms how social security works:

A few pennies out of every earned dollar will be taken out of the pay check for social security taxes. Your employer contributes some money, too.

If you do not work full time at the age of 65, some money will be returned to you in the form of a social security check each month.

Introduce students to some state work laws. Explain that every state has work laws that apply to young people under 18 years of age and that these laws are necessary for the protection of the young person.

A list of your state work laws can be obtained from your state’s Department of Labor or Department of Employment. Some information that might be contained in the State Work Laws are:

**WORK YOU CANNOT DO**

A person under 18 years of age cannot do any work that is considered dangerous, i.e., plants where explosives are made, logging camps, sawmills, mines.

**HOURS YOU CAN WORK**

A person under 18 can work only a certain number of hours.

- When school is not in session, maximum of 8 hours a day,
- 40 hours a week
- If you are attending school and school is in session,
- 3 hours a day - 18 hours a week

**PAYMENT**

The minimum wage law states that workers cannot be paid less than a certain salary (usually computed hourly) for working. This law protects the student from being hired for too little money.

Have the pupils discuss or role-play some situations in which these work laws are necessary for protection.

Work permits are issued by school officials for persons who want to work on a regular job and are under 18 years of age. Discuss with students some of the conditions under which work permits are necessary.

The person under 18 must have a work sponsor or person who wants the minor to work for him. This person (the work sponsor) will fill out a form for the student to take to the principal.
IOWA
EMPLOYER'S AGREEMENT

In Compliance with Chapter 92, 1962 Code of Iowa

The undersigned agrees to employ:

__________________________                  ____________________________
(NAME OF MINOR)                          (ADDRESS OF MINOR)

Who is an applicant for employment as:

__________________________
(DESCRIBE KIND OF WORK TO BE PERFORMED BY THIS MINOR)

in
(KIND OF INDUSTRY)

__________________________                  ____________________________
(HOURS PER DAY)                       (TIME OF STARTING)
(HOURS PER WEEK)                      (TIME OF STOPPING)

__________________________                  ____________________________
(NAME OF ESTABLISHMENT)                         (BUSINESS ADDRESS)

__________________________
(SIGNATURE OF EMPLOYER OR AUTHORIZED AGENT)

I agree to return the Work Permit issued upon the application of this agreement to the Issuing Officer within two days after the termination of the employment of such child.

CP-16653
Iowa School Record

I, ________________________________ do hereby certify that I occupy the position ________________________________ in the public schools of ________________________________ county of ________________________________ State of Iowa, that in the record of the pupils attending school the following entry appears, to wit:

Name ________________________________ Address ________________________________
Date of birth ________________________________ Age ________________________________
Subjects pursued last year ________________________________

(Name of parent, guardian or custodian) ________________________________ (Address) ________________________________

Given under my hand this ________________________________ day of ________________________________ , 19 ________________________________

(Superintendent or Principal) ________________________________

Physician's Certificate

I hereby certify that I have examined ________________________________ who is ________________________________ years of age, and find him to be a child of normal development, also that he is in good health and that he is physically able to perform the work in accordance with the agreement signed by ________________________________

(Signature of Physician) ________________________________ (Street) ________________________________

(Signature) ________________________________ (City) ________________________________
IOWA
WORK PERMIT
For Minors 14 to 16

Full Time Employment ☐
Outside school and Vacation employment ☐

Date of Issue: __________________________, 19__________

Name: ____________________________ Sex: _______ Age: _______
Address: ____________________________ Place of birth: ____________________________
Date of birth: ___________ Sex: _______ Age: _______

Evidence of age accepted: ____________________________ (Specify)

Color of hair: ____________________________ Eyes: ____________________________ Height: _______ feet: _______ inches: _______
Color of hair: ____________________________ Eyes: ____________________________ Height: _______ feet: _______ inches: _______

Weight: ____________________________ pounds. Grade completed: ____________________________

Name of employer: ____________________________
Address: ____________________________

Description of work: ____________________________ (Specify)

(Industry)

(Specific Occupation)

Days per week: ____________________________ hours per week: ____________________________ hours per day: ____________________________

(beginning and ending)

(Signature of Minor)

(Signature of Issuing officer)

(Title)

(Addres of Issuing officer)
It is important that pupils distinguish between those working situations which do or do not require a work permit, such as:

A person over 18 does not need a work permit.

Certain jobs do not require a work permit:
- Babysitting
- Lawn mowing
- Delivering papers
- Housework

Give the pupils situations and have them decide whether the person in this situation would or would not need or be eligible for a work permit. For example:

John is 16 years old. He wants to get an after-school job working in a gas station. The principal of the school told John he could not get the work permit unless he got the man at the gas station to sponsor him. John didn't even know the owner of the gas station and was afraid to ask for a job without already having his work permit.

What could John do?
What could the principal do to help?

Discuss with students some people who can and cannot be references since many application forms will require that the applicant give the names of two or three persons as references, such as:
- Previous employers
- Principals
- Teachers
- Clergymen

(relatives cannot be used as references)
A student should know that a person used as a reference should be familiar with him personally and also with his abilities as a worker. The person who gives the reference will report on such qualities as honesty, willingness to work, etc.

Have the pupils practice writing the necessary information in reporting references.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Mrs. Edna Slocum</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET ADDRESS</td>
<td>4080 High Gate Drive</td>
</tr>
<tr>
<td>CITY AND STATE</td>
<td>Ames, Iowa 52440</td>
</tr>
<tr>
<td>OCCUPATION</td>
<td>Manager, High Tower Inn</td>
</tr>
</tbody>
</table>
NAME Mr. Henry Wilson
STREET ADDRESS 205 Davenport Avenue
CITY AND STATE Des Moines, Iowa 50012
OCCUPATION Principal, Sabin Junior High School

*SUGGESTED RESOURCES


Pete saves the day - the joke that wasn't funny
Mathematics for employment


*Detailed resources in Bibliography.
LESSON 10

UNDERSTANDING HOW TO FIND A JOB

Pupils should know the many ways that are available to them in seeking and finding employment. Educable mentally retarded students must be aware of the fact that job hunting is not a passive activity. A person must actively seek employment instead of waiting or hoping for opportunities to come his way.

To introduce students to all possible ways of finding employment.

1. Students shall state at least five means available to them for getting jobs.

2. Pupils shall verbally explain five special language or abbreviations used in Help Wanted ads.

3. Students shall show the teacher how to use the phone book, yellow page directories as a means of finding employment.

4. Pupils shall show that they feel comfortable in filling out some common job application forms by reading and writing appropriate answers to the various questions without showing frustration or worry.

The first step a pupil should take involves letting people know that he is available for and interested in a job.

- Ask pupils where they might first try to find jobs. The easiest and one of the best sources is through contact with those people they know best, such as:
  
  parents  friends  relatives  clergy  teachers

These people are familiar with the training the student has received and individual abilities he possesses and are in a position to recommend jobs to or for him.

- Have the pupil practice writing down a brief resume of his courses, hobbies, interests. This can be duplicated for each pupil and given out to people who may know of employment opportunities.

One way for students to find employment is through a personal search. A personal visit to a local store, market, office building, or factory can help you find employment. Have pupils look for or note any Help Wanted signs. A visit to a local factory or company that hires many people can prove useful, i.e., telephone company, public utilities (electricity, gas, water). These companies provide steady jobs and may give young people in-service training.

Take a field trip or walk through a small town.

Pupils can practice using the yellow pages of a telephone directory to help locate places to work.
Another source of finding employment is through state agencies. Discuss with pupils the various functions that are performed by these agencies:

- They list many jobs that are available in the community.
- They have practice in placing the right person with the right type of employment.
- They save some time in placing a person to a job.
- They do not charge for services.

Familiarize pupils with their local state employment agencies. Obtain employment application forms and familiarize students with knowing the necessary information and procedures for filling out the forms.

There are also private employment agencies that perform the same functions as the state employment agencies, but charge a fee for their services. Obtain a contract from a private employment agency to go over with the pupils. Be sure that they read the contract over very carefully, as this tells how much money you must pay for the job.

Have a member of the county civil service offices come in as a resource person to discuss civil service jobs and exams with the pupils. Pupils should know that the Federal Government hires approximately 300,000 new employees each year. The local, state, county and civil governments also hire many new employees. To get a civil service job prospective employees must take a competitive exam. Pupils should know that these tests are scored on a competitive basis, i.e., getting or not getting the job depends solely upon the score you receive in comparison to those who took the exam with you. A pupil can find out about civil service jobs at the personnel office of the city or county.

Application forms for civil service jobs can be obtained through:

- Post office
- United States Civil Service Commission, Washington, D. C., 20000
- State Employment Service

These can be discussed with your pupils.

Newspaper want ads are a good way of finding employment opportunities. Pupils should be encouraged to bring in the want ad sections of newspapers and evaluate the ad in terms of their own employability:

- Suitability of job with regard to own interests, abilities, limitations
- Proximity of job (available transportation, convenience of location)
- Hours and wages
- Opportunities for advancement
- Expenses incurred by working (parking, eating, car or transportation expenses)

Pupils should know that they can answer some want ads by telephone, going in person, or writing a letter of application.
Pupils should know that they can answer some want ads by telephone, going in person, or writing a letter of application.

- Students can roleplay answering a want ad by telephone or in person.

A joint letter can be composed by the class to show what kind of information should be contained in a letter answering a want ad.

A person looking for employment can place a want ad in the paper as well as answer an ad. Go over with pupils the type of information that should be contained when placing a want ad in the paper:
- kind of job desired
- some indication of training or experience
- expected pay
- location preferred
- address and phone number where you can be reached

Construct with the class a want ad that can be placed in the local paper. Discuss the cost of the ad per week, day, and correlate this with the arithmetic curriculum.

Sample want ad:

WANTED: Job for experienced 16 yr. old boy with lawn mower, available from 4-6 daily. Prefer Roosevelt School Area. Contact Jim Hanson, 10 Hollyway Drive, 324-7691.

- Pupils should be familiar with some terms and abbreviations they might find in the want ad columns. These can be incorporated into the regular curriculum in spelling or reading.

Sample words used in want ads:

agency application apply apprentice shift
fee salary reference interview laborer
manager minor permanent receptionist hourly
temporary trainee uniform union assistant
employ(ee, er) fringe solicitor
benefits

Have students look up the meanings of these words in a dictionary and discuss their definitions in class. Pupils do not need to know the spelling of these words, but they do need to know their meaning. Use a completion type of exercise to reinforce these meanings, i.e.,

A special type of clothing that is worn on a particular job is called a _______.
Sample abbreviations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ans.</td>
<td>(answer)</td>
</tr>
<tr>
<td>appt.</td>
<td>(appointment)</td>
</tr>
<tr>
<td>bldg.</td>
<td>(building)</td>
</tr>
<tr>
<td>bus.</td>
<td>(business)</td>
</tr>
<tr>
<td>co.</td>
<td>(company)</td>
</tr>
<tr>
<td>dept.</td>
<td>(department)</td>
</tr>
<tr>
<td>dri. liv.</td>
<td>(driver's license)</td>
</tr>
<tr>
<td>wk dys.</td>
<td>(week days)</td>
</tr>
<tr>
<td>perm.</td>
<td>(permanent)</td>
</tr>
<tr>
<td>sal.</td>
<td>(salary)</td>
</tr>
<tr>
<td>&amp; (and)</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>(dollars or money)</td>
</tr>
<tr>
<td>eve.</td>
<td>(evening)</td>
</tr>
<tr>
<td>excel.</td>
<td>(excellent)</td>
</tr>
<tr>
<td>exper., ex.</td>
<td>(experience)</td>
</tr>
<tr>
<td>hrly.</td>
<td>(hourly)</td>
</tr>
<tr>
<td>hskpr.</td>
<td>(housekeeper)</td>
</tr>
<tr>
<td>maint.</td>
<td>(maintenance)</td>
</tr>
<tr>
<td>per hr.</td>
<td>(each hour)</td>
</tr>
<tr>
<td>per wk.</td>
<td>(each week)</td>
</tr>
<tr>
<td>ref. req.</td>
<td>(references required)</td>
</tr>
<tr>
<td>yrly.</td>
<td>(yearly)</td>
</tr>
<tr>
<td>M/F</td>
<td>(male or female)</td>
</tr>
<tr>
<td>mech.</td>
<td>(mechanic, all)</td>
</tr>
<tr>
<td>M-F</td>
<td>(Monday-Friday)</td>
</tr>
<tr>
<td>nec.</td>
<td>(necessary)</td>
</tr>
<tr>
<td>pt. time</td>
<td>(part-time)</td>
</tr>
<tr>
<td>per mo.</td>
<td>(per month)</td>
</tr>
<tr>
<td>typ.</td>
<td>(typing)</td>
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<tr>
<td>wk.</td>
<td>(week)</td>
</tr>
<tr>
<td>yr.</td>
<td>(year)</td>
</tr>
<tr>
<td>temp.</td>
<td>(temporary)</td>
</tr>
<tr>
<td>trans.</td>
<td>(transportation)</td>
</tr>
</tbody>
</table>

Have the pupils write sample want ads using common abbreviations and have them exchange the ads with one another for decoding. They can bring in want ads from a local paper and circle the new words or abbreviations they’ve learned. Use these for a bulletin board display.

- Mass media can also serve as a way to learn about a job. A radio or T.V. station may give you the name and address of a company that has job openings.

The teacher or a pupil can dramatize a T.V. or radio job announcement. Encourage the pupils to listen for and write down the following specific information:

- Name and address of the company
- Type of job(s) available
- Name of person/office where to apply
- Whether to apply in person, by telephone or mail

*SUGGESTED RESOURCES*

Dare, B. F. & Wolfe, E. J. Accent/Personality series. 1965-66.
*Getting that job*
*You and your occupation*

Fraenkel, W. *How to get a job*. n.d.

Francis, R. *How to find a job*. 1963.


*Detailed resources in Bibliography*
LESSON 11

UNDERSTANDING APPLICATION FORMS

One of the first steps involved in getting a job is filling out the application forms. Students must feel comfortable with both the appearance of and type of information requested on an application form. If students feel threatened by these forms, they might forego the possibility of employment to avoid a situation which is unpleasant and embarrassing to them. The school should assume the responsibility of preparing students to understand and feel comfortable with application forms before the student will actually need to fill out an employment form.

To familiarize students with the appearance of and information requested on most application forms.

1. Pupils shall show that they can fill out an application for a job by verbally stating or writing the answer to common questions or information asked for on application forms.

2. Pupils shall show they understand special terms or vocabulary that is used on application forms, by explaining the terms to the teacher.

3. Students shall write up a resume or personal data card to use in filling out applications forms.

Collect and examine some local employment applications forms. Explain that this form helps a prospective employer see if the person applying for the job has the right schooling or training. Application forms may differ from company to company, but in general, they all request the same information and use the same words.

Stress that students should print neatly on these forms so they are legible and make a good impression on the employer.

Go over the application forms. Make sure each pupil understands the terms used and knows the necessary information for answering each question.
| A | B | C | D | E | F | G | H | I | J | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. PRINT LAST NAME | FIRST | MIDDLE | 5. SOC. SEC. NO. | TITLES | CODES |
| 2. NUMBER AND STREET ADDRESS, R. D. OR P. O. BOX NO. | 4. TELEPHONE NO. |
| 3. CITY | POSTAL ZONE | STATE |
| 6. DATE OF BIRTH | 7. MARRIED | S. HEIGHT | 9. WEIGHT | 8. SKILLS, KNOWLEDGE, ABILITIES | DATES |
| MO. | DAY | YR. | FT. | IN. | 12. IF NEEDED FOR WORK, DO YOU HAVE |
| MD. | DAY | YEAR | 8. AUTOMOBILE | YES | NO |
| 11. IF VETERAN, ENTER YOUR LAST MILITARY SERVICE |
| ENTRY ON ACTIVE SERVICE | RELEASE FROM ACTIVE SERVICE | SERIAL NO. | 1. IF UNION MEMBER, GIVE NUMBER, NAME AND AFFILIATION OF LOCAL |
| MD. | DAY | YEAR | MD. | DAY | YEAR | TEST RESULTS |
| IF YOU HAVE |
| 12. IF NEEDED FOR WORK, DO YOU HAVE |
| YES | NO |
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| YES | NO |
| YES | NO |
| YES | NO |
| YES | NO |
APPLICATION FOR EMPLOYMENT

Please print or type:

PERSONAL INFORMATION:

Name ____________________________ Age ________ Sex ________

(Last) (First) (Middle) Social Security Number

Address __________________________

(Number) (Street) (City) (State) (Zip Code)

How long have you lived at this address? __________________________

If less than 2 years, where did you live before? __________________________

Phone No. ______________________ Date of Birth ________________ Height ________ Weight ________

Single ______ Married ______ Widowed ______ Divorced ______ Separated ______

Number of Children ___________ Citizen of United States of America? ________ (Yes or No)

EMPLOYMENT WANTED:

Position __________________________ Date You Can Start ______________

Are you working now? ________ If so, may we contact your employer? ________

EDUCATION:

<table>
<thead>
<tr>
<th>Name &amp; Location of School</th>
<th>Years Attended</th>
<th>Date Left</th>
<th>Date Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Schools</td>
<td></td>
<td></td>
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MILITARY STATUS:

<table>
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<tr>
<th>Date Inducted</th>
<th>Date of Discharge</th>
<th>Type of Discharge</th>
<th>Branch of Service</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>□ Honorable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Dishonorable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other - Explain</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Rank when entered Service</th>
<th>Rank when left Service</th>
<th>Reserve status</th>
<th>Selective service status</th>
</tr>
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</table>
**FORMER EMPLOYERS** (Begin with last position):

<table>
<thead>
<tr>
<th>Date Month &amp; Year</th>
<th>Employer's Name &amp; Address</th>
<th>Earnings</th>
<th>Position</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>From</td>
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<tr>
<td>To</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERSONAL REFERENCES:** (Do not use relatives or employers)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH RECORD:**

List any physical defects:

Do you have good: Hearing? Sight? Speech?

**MISCELLANEOUS:**

Do you carry any kind of insurance? What kind?

Do you drive a car? Have you a driver's license?

What were your best school subjects?

In case of emergency notify: (Name) (Address) (Phone)

Call Doctor: (Name) (Address) (Phone)

Hospital: (Name) (Address) (Phone)

If I am employed, I agree to obey all rules and regulations of the Company.

Date ______________________ Signed ______________________
Application for Employment

Date ___________________________  Soc. Sec. No. ___________________________

Name ________________________________________________________________

Address _______________________________  Telephone No. __________________

Name on Social Security Card ____________________________________________

Position Desired ___________________________  Expected Salary ______________

<table>
<thead>
<tr>
<th>Single</th>
<th>Age</th>
<th>Own Home</th>
<th>Own car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>Height</td>
<td>Rent Home</td>
<td>Wear Glasses</td>
</tr>
<tr>
<td>Widowed</td>
<td>Weight</td>
<td>Rent Room</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Divorced</td>
<td>Color Hair</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>No. Dependents</td>
<td>Color Eyes</td>
<td>Live with Parents</td>
<td>Place of Birth</td>
</tr>
</tbody>
</table>

EDUCATION

Grade School
High School
College
Other

EMPLOYMENT RECORD - Include Military Service

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are you willing to accept employment in any locality offered? ________________

State preference __________________________________________________________

Describe physical defects __________________________________________________

Give three character references and addresses (not relatives or former employers)
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature ___________________________
**Employment Application**

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

<table>
<thead>
<tr>
<th>Address</th>
<th>How Long at This Address?</th>
<th>Telephone Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Zone</th>
<th>State</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Birth Date</th>
<th>Place of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mo.</td>
<td>Day</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School Last Attended</th>
<th>Grade Completed</th>
<th>Salary Expected</th>
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</table>

<table>
<thead>
<tr>
<th>Father's Name</th>
<th>Father's Place of Employment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mother's Name</th>
<th>Mother's Place of Employment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Previous Place of Employment</th>
<th>How Long?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Previous Experience</th>
<th>How Long?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>For What Job Are You Applying?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Have You Ever Done This Kind of Work Before?</th>
<th>Where? (If yes)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
</tr>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>2.</td>
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<table>
<thead>
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<th>Veteran</th>
<th>Sex</th>
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</thead>
<tbody>
<tr>
<td>Married</td>
<td>Single</td>
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<table>
<thead>
<tr>
<th></th>
<th>No</th>
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<th>Female</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>NECESSARY INFORMATION FOR ANSWER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>First, middle, last name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Security Number</td>
<td>Memorize or have card available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Number, street, city, zone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td>Memorize or write down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>Feet and inches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>Number of pounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
<td>Month, day, year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married, single M/S</td>
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<td></td>
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<tr>
<td>Name of school(s)</td>
<td>Spelling of name, possibly name of location</td>
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<td></td>
</tr>
<tr>
<td>Grade completed</td>
<td>No. of grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous work experience</td>
<td>Name and spelling of Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>Name and address of persons you have already asked to be references</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss with pupils that a prospective employer uses an application form as a means of saving time for his business and assuring accuracy for his records (taxes, social security, etc.). An application form is not a means of “snooping” or threatening the pupil.

Go over some words that might be needed for filling out application forms. These words can be incorporated into vocabulary or reading lessons. Students do not have to know how to spell these words, but they should recognize them upon sight and know their meanings:

- nationality
- citizen
- height
- weight
- dependent
- divorce
- maiden
- handicap
- defects
- signature
- attended

- education
- personal
- reference
- relative
- notify
- emergency
- employer
- employment
- former, previous
- location
- marital

- kin
- married
- single
- status
- separated
- military
- occupation
- personal reference
- physical defects
- position
- recommendation

Students should be encouraged to use these words in sentences as well as fill out sample application forms in which these words are used.
Before a student goes to an employment agency or to an interview, it is helpful
to make a resume or personal data sheet. The resume should contain the
information necessary to help fill out an application form. The information for
a personal data sheet should include:

- personal data
- school information
- selective service information
- employment records
- names of references (names and addresses of people worked for)
- recommendations

Help pupils write out their personal data card on printed forms. These cards
can be duplicated if it is necessary to leave one at an employment agency, or job
interview. (See sample card next page).

*Detailed resources in Bibliography
Sample Personal Data Card

Name_________________________Social Security No._____________________

Address_______________________(Number)_____________________

_______________________(Street)_____________________

_______________________(City)_____________________

_______________________Zip_______________________Phone_______________________

Schools Attended (start with most recent school)

Name of School Dates Attended Date Graduated

(month, year) (month, year)

1.________________________________________________________

2.________________________________________________________

3.________________________________________________________

References

Name Address Occupation

1.________________________________________________________

2.________________________________________________________

3.________________________________________________________

Job Experience

Name of Company Address Dates Job Held Reason for Leaving

1.________________________________________________________

2.________________________________________________________

3.________________________________________________________
Before a person obtains a job, it is usually necessary for him to talk to the person who is doing the hiring. This interview enables the prospective employer and employee to meet one another. A student should be familiar with ways to prepare for and the way to act at a job interview. Some students may look upon the interview as a threat or infringement upon their rights and privacy. The teacher should emphasize that the interview can benefit the pupil. It gives him a chance to sell himself, find out more about the job, the people, the physical aspects, helping him to decide whether he wants or can handle the position. Just as the student is being looked over, he is given the opportunity to do some looking over.

To prepare students to conduct a personal job interview through classroom discussion and role playing situations.

1. Pupils shall ask for or arrange two interviews, one by letter and one by telephone.

2. Students shall show by their neat appearance and an envelope filled with the correct supplies that they can prepare themselves for an interview.

3. Pupils shall show by role-playing how to conduct themselves during an interview.

A letter of application requesting an interview is sometimes necessary. This letter is usually sent to the personnel manager and should tell this person who you are and what kind of job you want.

Some companies receive dozens of application letters a week and these letters tell a prospective employer something about you. Therefore, you want to make a good first impression. Steps to follow in writing a letter of application:

- Write clearly in ink or on a typewriter
- Use standard white paper (8½”x 11”)
- Address the letter by name or title (personnel director)
- State the job you want
- Describe your training, education, experience
- Be brief
- Spell all words correctly

Go over some sample letters with students and then help them compose some letters of their own. Choose some specific good points in the written letters and share these ideas with the class.
Sample form:

(person's name or his job with the company)
(name of company)
(street address)
(city and state)

Dear Mr.


Sincerely,

(sign name-signature)
(print name)

Role play arranging interviews by telephone. Have the class contribute suggestions for good telephone manners when calling for an interview, such as:

Speak clearly into the mouthpiece.
Do not have gum, candy, food in your mouth
Give your name: "This is Tom Edwards"
State your business: "I would like to make an appointment for an interview for a job as a draftsman apprentice."

Keep a pencil and paper handy and find out the following information:

interviewer's name
time of appointment
place of appointment
Be polite and say thank you when you finish speaking
Hang up the receiver gently

Use a Bell Telephone Tele-Trainer if possible. (These can be obtained from most local telephone companies).
The way a person looks and a correctly filled out form can make either a favorable or unfavorable impression.

How to prepare for a job interview:

**Be well-groomed.** Clothes should be appropriate for the situation. It is as bad to be overdressed as it is to be underdressed.

- Hands and nails should be clean.
- Hair should be clean and neat.

**Be prepared:** Know the exact date, place and time of the interview and the name of the person with whom you have an appointment.

- Know how to get to the destination and leave ample time for transportation.
- Take all the necessary forms and information such as:
  - Social Security Card
  - Birth Certificate
  - Driver’s license
  - Health Certificate
  - Union membership
  - Work Permit
  - School and work records
  - Names, addresses of 3 references

- Try to arrive at least ten to fifteen minutes early. When you arrive, tell the receptionist or secretary your name and with whom you have an appointment.

- Be sure to go to a job interview alone.
- Follow good manner policies in the waiting room such as:
  - Answer all questions courteously
  - Fill out any necessary forms
  - Sit quietly, or look at a magazine
  - Refrain from eating, drinking, or smoking

- Have the pupils make a personal appearance checklist to use for interviewing.

**Sample items:**

- Am I clean?
- Did I brush my teeth?
- Is my hair style neat and well-groomed?
- Are my clothes appropriate for the job I’m applying for?
- Are my shoes shined?

- Role play various situations involving preparedness for an interview. Example:
  - Roleplay what you would do if you were caught in a traffic jam and arrived late for your interview.
  - What could you do if you forgot the name of the person with whom you were having the interview?
  - You forgot the envelope containing all the necessary forms and papers.
  - What could you do?
Give the students case studies to discuss that involve proper interviewing behavior.
Example:
Margaret is 20 years old and is applying for a job as a secretary in a local doctor's office. She arrived at the office for her interview late, wearing jeans and a poor boy shirt and chewing gum. Margaret was very disappointed when she didn't get the job. Can you think of any reasons why she wasn't hired?

Pupils should have specific guidelines to tell them how to conduct themselves during the job interview:
- Wait outside until you are asked to come into the interviewer's office
- Remain standing until you are asked to be seated
- Do not smoke, drink, or eat during the interview
- Listen carefully to the questions the interviewer asks
- Answer them as clearly and specifically as you can
- Tell the interviewer all you can about the training and skills you have that might be helpful in performing the job
- Ask some specific questions about your possible employment, i.e., wages, hours worked, specific jobs that are available
- At the end of the interview, thank the interviewer for seeing you - whether or not you get the specific job for which you've applied

Encourage the pupils to role play interviewing situations. Students particularly enjoy dramatizing obviously negative or funny behavior. Allow them to do this since it is enjoyable and humor can decrease the fear of a threatening situation.

Bring in an older student who has had a successful job interview. Have him discuss what the job interview was like. In connection with this, a personnel director can come in as a resource person to discuss interviewing and dramatize a mock interview with a student volunteer.

*SUGGESTED RESOURCES
*Detailed resources in Bibliography.
LESSON 13

GETTING TO YOUR JOB

Students should consider three major factors in getting to their jobs—convenience, cost and time. The location of a job can be a determining factor in whether or not the prospective employee will accept or reject a job offer.

For example, a student might find that owning a car is a necessity for getting to a particular job. In addition to the payment costs for the car, such additional expenses as repairs, gas, insurance, maintenance must be considered. If transportation costs exceed 10% of his budget, he is overspending and the job is not benefiting him materially, as much as it should.

To have pupils evaluate different modes of transportation for getting to a job in terms of convenience, cost and time.

1. Students shall take the many modes of transportation that are available to them for getting to a job.
2. Students shall compare, through first hand experience, and show in writing, the relative cost of various modes of transportation for getting to one job site.
3. Students shall show that they can estimate the time it takes to get to a destination under varying situations, i.e., traffic, weather conditions, time of day, by verbalizing these estimations.
4. Pupils shall evaluate three different modes of transportation in terms of convenience, listing specific advantages and disadvantages of each.
5. Students shall show knowledge of specific and basic skills that they might need for transportation, i.e., map reading, bus schedules, street and traffic signs by discussions of these skills with the teacher.

Have the pupils name all the ways that people can transport themselves from one place to another.

- walking
- bike riding
- bus
- subway
- train
- trolley
- taxi
- own car
- car pool

Discuss how cost and convenience may differ from situation to situation. Give pupils some specific examples and have them evaluate what might be the most convenient and practical mode of transportation in this situation. Such examples might be:

Margaret is employed at an insurance company five blocks from her home. It is right on the bus line and would cost $.40 a day to get to and return from work.

If she went to work by taxi, her transportation to and from work would be $1.00 a day. Margaret could walk to work in ten minutes.
Ben has a job in a factory located on the interstate. No bus travels this route and the
distance is five miles, which is too far to walk. Ben has a bike, but bicycling is prohibited
on the interstate. He cannot afford a car of his own. How might Ben arrange to get to
work?

Discuss with students the relative cost of different modes of transportation. This can
be correlated with arithmetic lessons:

- **bus** -- usually a flat rate, i.e., fare of $0.20 to go to a specific distance and
  an additional cost for transfer

- **taxi** -- flat rate, i.e., $0.25 for first mile and an additional amount for each
  consecutive mile. Unlike the bus, the cost varies with time and
  mileage.

- **own car** -- consider upkeep, repairs, gas, wear and tear, as part of transportation
  costs. Must also take into account some additional expenses, such as insurance, tunnel, bridge, turnpike tolls, parking.

- **car pool** -- each person contributes a certain weekly fee to pay for transportation
  or takes a turn driving. Each person's share amounts to much less
  than it would cost to operate a car alone.

- **walking** -- free

Encourage the pupils to make some generalizations about the comparative cost of
transportation, such as:

- Walking is the cheapest and most convenient mode of transportation.
- Public transportation, such as subways and buses, are more economical than using a car,
  particularly in large cities.
- A taxi is a very expensive means of transportation.
- Car pools are less expensive than owning and driving a car all alone.
- Public transportation is more economical, even if you own a car.

Have the pupils make some computations dealing with the cost of transportation. For
instance:

- Mr. Adam's took a cab to and from work three days last week. The fare is $0.35
  each way. The other two days he came to work by bus. The bus fare is $0.20
  each way, plus $0.02 for a transfer each way. How much did Mr. Adams spend
  on transportation last week?

- Tom Whittaker has to get to work in a hurry. He wants to take a taxi but has
  only $1.50. The taxi charges $0.25 for the first mile and $0.15 for each additional
  mile. Tom's job is six miles from his home. Does Tom have enough money to
  take the taxi?

Set up a situation to evaluate cost and time of different modes of transportation. Pick
a destination about five miles from the school. Choose two or three responsible student
teams of two or three pupils each. Assign each team to get to the specific destination
by some specific means of transportation:

- one team must get to the destination by bikes
- one team must get to the destination by bus
- one team must get to the destination by taxi

(Funds from a school slush fund can be used to finance this experiment.)
The teacher and remaining class members are to go to the destination by private car(s) or in a field trip bus. These students serve as secretaries and record the arrival time and total expenditures of each team. All students then return to school in the field trip bus to discuss, compare, and record their findings. Encourage the pupils to reach some generalizations about their experiment.

- Divide the class into groups depending upon the type of conveyance they use for getting to school in order to compute the time for getting to a place by different modes of transportation:
  - walkers
  - school bus riders
  - public conveyance riders
  - those who drive, are driven

Each pupil shall clock the exact time it takes from leaving home to school arrival for one week. Ask the pupils to figure out answers to the following questions:

Which means of transportation is fastest?
Which means of transportation is the most reliable, most unreliable?
What factors might be related to variations in the timing, i.e., traffic, weather, personal factors, detours or road construction, delays in schedules or routes.

Clock Faces
- Have students make a chart showing some specific advantages and disadvantages of different modes of transportation, in terms of cost and convenience.

<table>
<thead>
<tr>
<th>Mode of Transportation</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>inexpensive</td>
<td>slow</td>
</tr>
<tr>
<td></td>
<td>good exercise</td>
<td>uncomfortable in certain weather</td>
</tr>
<tr>
<td></td>
<td>reliable</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td>fairly inexpensive</td>
<td>unavailable in some rural areas</td>
</tr>
<tr>
<td></td>
<td>fast (except in traffic)</td>
<td>must comply with company time</td>
</tr>
<tr>
<td></td>
<td>fairly dependable</td>
<td>inconvenience of stops</td>
</tr>
<tr>
<td></td>
<td>readily available (cities)</td>
<td>crowded</td>
</tr>
<tr>
<td>Taxi</td>
<td>personalized service</td>
<td>very expensive</td>
</tr>
<tr>
<td></td>
<td>very fast (goes to destination alone)</td>
<td>might be unavailable</td>
</tr>
<tr>
<td></td>
<td>door to door pickup and delivery</td>
<td>charge each person individually</td>
</tr>
<tr>
<td>Car pool</td>
<td>relatively inexpensive</td>
<td>different time schedules of car pool members</td>
</tr>
<tr>
<td></td>
<td>usual door to door service</td>
<td>might have to wait for others</td>
</tr>
<tr>
<td></td>
<td>relatively fast</td>
<td>some unreliability</td>
</tr>
<tr>
<td></td>
<td>socialization with co-workers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sharing expenses, responsibility</td>
<td></td>
</tr>
<tr>
<td>Own car</td>
<td>most convenient</td>
<td>most expensive</td>
</tr>
<tr>
<td></td>
<td>fast except in traffic</td>
<td>many hidden costs (upkeep, parking, tools, gas, repairs, insurance)</td>
</tr>
<tr>
<td></td>
<td>operate at own schedule</td>
<td>conflict over car use in family</td>
</tr>
</tbody>
</table>

- Pupils should be given specific skill practice in areas that relate to transportation to a job. These should be integrated into the school curriculum.

**Reading**
- road signs -- by shape, word
- names of streets of the community
- names of destination points on buses
- general map and direction reading

**Arithmetic**
- tell time
- figure out traveling time
- computing mileage, distance
- figure out gas mileage -- miles per gallon
- figure out weekly cost of transportation
- gas, temperature gauges
- parking meters
- dividing total transportation costs among a group of people

- Use a map of the town or city to give the pupils practice in map reading. Duplicate this map for each member of the class. Have the pupils use this map to practice finding the shortest route to a specific destination
- finding alternate routes to the same destination
- learning the names of local streets
- locating specific landmarks, i.e., post office, police station, municipal offices
- learning east-west, north-south directions
The first day of work or school can be a frightening experience, particularly for the person who is handicapped in some way. Every effort should be made to assure that the new student or new worker is prepared for meeting this new situation. If the individual is familiar with the physical surroundings, has met some of the people with whom he'll be working, and knows exactly what is expected of him, the first day of school or employment will be less traumatic. Above all, the new worker must be assured that no one expects him to learn everything there is to know right away. Any new worker, and particularly a handicapped worker, needs sufficient time to orient himself to people, places, and things that are unfamiliar to him.

To provide information and promote discussion that will help orient students to their first day on a job.

1. Pupils shall compile a list of hints with the teacher to help them on their first day at a job.

2. Students shall state three possible questions to ask their employer.

Class and teacher jointly compile a list of hints to help a student on his first day on the job:

- Dress appropriately
- Be on time
- Report to the right place
- Listen carefully to directions
- Watch carefully when shown how to do a job
- Ask specific questions about anything you're unsure of
- Try not to bother co-workers
- Watch carefully if someone is demonstrating
- Try to be quiet and courteous
- Use your skills to help you tell time (lunch, coffee break)
- Read signs (exit, private, do not enter)
- Do not decide you don't like a job by your experience the first few days or weeks

Pupils sometimes refrain from asking questions of an employer because they really don't know what questions to ask until the situation arises. A teacher can guide these pupils by supplying some sample questions they will need to have answered. Pupils can then begin thinking up some questions of their own. Compile a "Do You Know" list to give some direction to pupil questions such as:

- Do you know how to punch a time clock?
- Where to locate your locker or work station?
- What your duties are?
- What time to leave for lunch?
Where to eat?
The location of restrooms?
Whom to ask if you have any questions about your work?
Dismissal time?

- Have ex-pupils who are employed within the community and their employers come in and have an informal panel discussion about the first day on the job.

- Encourage the students to role play some situations that are like the first day on the job, i.e.:
  - Going to a new school
  - Visiting with friends
  - Going on a trip to an unfamiliar place
  - Moving to a new community

Encourage the class to discuss their feelings and experiences in these situations and relate them to the first day on the job.

- Handicapped students do not have the same personal or professional mobility as their contemporaries. For this reason, many handicapped people are placed within the local community. This can be an advantage to the teacher who takes an active role in the vocational placement of her pupils.

The teacher and her class should:

- Examine companies and industries within the community
- Know what types of skills and abilities are most employable within the community
- Actually visit many of the businesses or factories within the community and become familiar with their physical layout
- Invite local employers or personnel supervisors to come in and discuss job placement, adjustment within the class
- Arrange some visitation days when individual or small groups of students can spend a day in a local business or factory
- Once a pupil has been employed, arrange for him to meet his co-workers, foreman, or supervisor - possibly immediately following the job interview and before he starts his job.

- Give school practice in specific skills that are necessary for most jobs:
  - Punching a time clock
  - Telling time
  - Filling out time sheets (see sample form Time Sheet)
  - Reading a calendar (see blank calendar form)
  - Working a combination locker
  - Filling out common personal data forms
  - Reading signs, i.e., ENTRANCE, EXIT, IN, OUT, MEN, WOMEN, CAFETERIA

Many of these skills will be necessary on the first day of work.
## Time Sheet

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Time Worked</th>
<th>Wages Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In</td>
<td>Out</td>
<td>(in hours)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total Hours Worked

Total Wages Earned

Signature


*Detailed resources in Bibliography
STARTER UNIT

HANDLING WAGES
<table>
<thead>
<tr>
<th>LESSON 1</th>
<th>ACTIVITIES</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce the concept of wages as payment for work.</td>
<td>1. Ask the children if any of them receive a specific amount of money each week, an allowance.</td>
<td>Blackboard</td>
</tr>
<tr>
<td></td>
<td>2. List on the blackboard how they use their allowance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. From where or whom do they get their allowance, i.e., mother, father, from a job, etc.?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. List on the blackboard jobs that they are responsible for at home, i.e., putting out garbage, putting away clothes, helping set the table, looking after pets, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Write the word &quot;wages&quot; on the board between the two lists and ask what the word means. (Wages are payment for work.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. &quot;Who do you know that gets wages?&quot; Father, mother, if she works, brothers, sisters, uncles, teacher, etc. If it does not come from the pupils ask, &quot;But what about you? Do you receive wages?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Connect the two lists, i.e., &quot;This list is a list of jobs you do and these things are what you buy with the money you earn. You could call your allowance a wage.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Discuss any other source they may have for getting money, i.e., after school jobs, birthday presents, selling things. Reinforce the concept of wage as payment for work by underlining which of the list would be wages and which would not. Start a vocabulary board with the words &quot;wages,&quot; &quot;work,&quot; &quot;payment,&quot; &quot;earn&quot; and leave it displayed in the classroom.</td>
<td>Vocabulary board</td>
</tr>
</tbody>
</table>
LESSON 2
To introduce the concept of paying by check.

1. Complete the sentences on the worksheet.

2. Go over vocabulary words and clarify any misunderstandings.

3. Ask: When your father gets his wages, is he given a dollar bill, cash? In what other form (check) can he be paid? Does mother pay for the groceries with cash money? How else can she pay?

4. "Can anyone tell me what this is?" Show a $1 bill. "What is this?" Show a check form filled out for $1.00.

5. A check is as good as cash and can be exchanged for cash.

   In order to use a check, you need to have money in a checking account at the bank. For each check that you write you have to have that amount of money in the bank.

6. "If my check is made out for $1 and I buy 25 cents worth of ice cream can I get change? How much? Will the shop give me a check for my change?"

7. Draw a blank check form on the blackboard and fill it in for $10.50. Have the students write down how much change they would receive if they spent a) $3.50 b) $7.00 c) $2.25 d) $9.00.

Worksheet 2a
a). One reason I work is to (earn) money.

b). Money is (payment) for work.

c). If I work I will be paid and the payment will be called (wages).

d). I earn wages when I (work).

Vocabulary board

Worksheet 2b

$1.00 bill
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn how to fill out a check form and to practice writing checks.</td>
<td>1. Review vocabulary list.</td>
<td>Vocabulary board</td>
</tr>
<tr>
<td></td>
<td>2. Ask the children what the two ways they have talked about receiving wages were. (Cash, check)</td>
<td>Worksheet 2b</td>
</tr>
<tr>
<td></td>
<td>3. &quot;Do you remember we looked at a check last lesson?&quot; Show the completed check from last lesson. &quot;Let's see what it looked like before I wrote on it.&quot; Display a large piece of cardboard with a blank check drawn on it. &quot;Let's read what is written on the check.&quot; &quot;What do we have to write in the blank spaced?&quot;</td>
<td>Large copy of worksheet.</td>
</tr>
<tr>
<td></td>
<td>a). Date?</td>
<td>Sears catalog</td>
</tr>
<tr>
<td></td>
<td>b). Who we are paying?</td>
<td>Blank check forms</td>
</tr>
<tr>
<td></td>
<td>c). How much? The amount is written in numbers and then words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d). A signature.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write in the information and leave the cardboard displayed in the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Have the children use catalogs to find prices of objects they would like to buy and have them pay for these articles using check forms from different banks.</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITIES</td>
<td>RESOURCE MATERIALS</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>LESSON 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To gain further understanding of what a check is.</td>
<td>1. Discuss why you use check forms (convenience - so you don’t have to carry large sums of money that might be lost or stolen. To be able to keep a record of the money you have, the money you’ve spent, etc.).</td>
<td>Worksheet 4a</td>
</tr>
<tr>
<td>2. To learn how to deposit money.</td>
<td>2. Discuss what happens if you write a check with no money in the bank. Stress that a check is NOT money - it must be backed by “cash in the bank.”</td>
<td>Vocabulary board</td>
</tr>
<tr>
<td></td>
<td>3. Ask the children how you would get money into the bank, i.e., directly from your employer, personal deposit of cash or checks.</td>
<td>Check for $5</td>
</tr>
<tr>
<td></td>
<td>4. Display a large model of a deposit form.</td>
<td>Two $1 bills</td>
</tr>
<tr>
<td></td>
<td>5. Discuss terms “deposit,” “cash,” “checks” and “net deposit.” Add to the vocabulary board.</td>
<td>Assorted small change</td>
</tr>
<tr>
<td></td>
<td>6. Pass among the children a check for $5, two $1 bills and assorted small change. Have one child tell how much the check is, another the bills and a third the change. Write this on the board.</td>
<td>Worksheet 4a</td>
</tr>
<tr>
<td></td>
<td>7. Ask the children to help fill in the deposit form for this money.</td>
<td></td>
</tr>
<tr>
<td>Dollars</td>
<td>Cents</td>
<td>TOTAL</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>

First National Bank
Iowa City, Iowa

Worksheet 4a

19
### OBJECTIVES

To understand how a bank operates.

### ACTIVITIES

1. Invite a local banker to speak to the class. Delineate the areas that you would like the bank official to cover. What happens to the money you deposit, the types of accounts they handle, i.e., what a bank statement and a savings account book look like, and the differences between them. Other services that the bank offers are traveler's checks, drive-in services, loans, etc. (The teacher may wish to combine this lesson with a field trip to the bank or to take the children on the field trip in a separate lesson.) Some questions that could review the field trip follow.

   a. Do you have to have money in a checking account to write a check?

   b. How do you withdraw money from a savings account?

   c. What is an investor?

   d. How often do you receive a bank statement?

   e. Is a cancelled check a receipt?

   f. If the bank is robbed will the depositors lose their money?

   g. How much money do you have to have in the bank to open a checking account?

   h. What is a safety deposit box?

   i. What sort of articles would you keep in a safety deposit box?
OBJECTIVES
LESSON 6
To show how to open and operate a bank account

ACTIVITIES
1. Review the main points of the guest speaker and how a bank operates. Discuss the field trip. Add such terms as savings accounts, thrift accounts or other terms he may have used to the vocabulary board.

2. Discuss what you must have to open a bank account. Explain that a job is not necessary, all you need is money. You can open a bank account with only $1.00.

3. Display the form that is required to open an account and explain the contract. Have the children help you fill it in.

4. Give each child a form and have him practice filling it in. As a review, give the students check and deposit forms to fill out if the teacher feels there is time, the practice is needed and that it would not be confusing.

LESSON 7
Review Lessons 1-6

1. Set up the room with a pay desk, a bank, and a store. The bank can simulate a cashier’s window if you cut the back off a large cardboard box, cut a window out of the front and set it on a desk. The shop can sell articles costing less than $.50—either groceries or classroom articles.

   At the pay desk have for each child a small envelope containing a check for $5.00 and $3.50 play money. At the cashier’s window have deposit slips and play money. Give each child a blank check form.

2. Explain that today is pay day and there are several things that need to be done. List them on an experience chart.

   The teacher will probably need to be the bank cashier along with a student assistant so that she can check on correctly completed checks and deposit forms. One student can be pay clerk and two students can be clerks at the store.

RESOURCE MATERIALS

Vocabulary board

Worksheet 6a:
   deposit forms

Desks
Large cardboard box
Grocery cartons, classroom articles, etc.
Named envelope for each child containing:
   $5.00 check and $3.50 play money

Experience Chart
1. I pick up my pay, which is $8.50
2. I count my money before I leave the pay desk.
3. I will save and deposit money.
4. I will spend money at the store.
First National Bank, Iowa City, Iowa

In receiving items for deposit or collection, this bank acts only as depositor’s collecting agent and assumes no responsibility beyond the exercise of due care. All items are credited subject to final payment in cash or solvent credits. This bank will not be liable for default or negligence of its duly selected correspondents nor for losses in transit, and each correspondent so selected shall not be liable except for its own negligence. This bank or its correspondents may send items, directly or indirectly, to any bank including the payor, and accept its draft or credit as conditional payment in lieu of cash; it may charge back any item at any time before final payment, whether returned or not, also any item drawn on this bank not good at close of business on day deposited.

It is hereby understood that this account is subject to such service charges as may be regularly adopted. This bank shall not be held liable for dishonoring any overdraft because of these charges.

<table>
<thead>
<tr>
<th>AUTHORIZED SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET ADDRESS</td>
</tr>
<tr>
<td>IOWA CITY, IOWA</td>
</tr>
<tr>
<td>PERMANENT ADDRESS</td>
</tr>
<tr>
<td>DATE OPENED</td>
</tr>
<tr>
<td>OCCUPATION</td>
</tr>
<tr>
<td>OPENED BY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHECKING ACCOUNT DEPOSIT TICKET</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH</td>
</tr>
<tr>
<td>COIN</td>
</tr>
<tr>
<td>TOTAL FROM OTHER SIDE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>LESS CASH RECEIVED</td>
</tr>
<tr>
<td>NET DEPOSIT</td>
</tr>
</tbody>
</table>

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement.

BE SURE EACH ITEM IS PROPERLY ENDORSED.

Iowa State Bank & Trust Company
Iowa City, Iowa 52240
### OBJECTIVES

Lesson 7, continued

### ACTIVITIES

3. At the end of the lesson the teacher helps each student total the amount of money spent and the amount banked.

### LESSON 8

**Reading a bank statement**

1. Give each student the check he cashed, his deposit slip and a blank statement.

2. Read and explain the heading on each column.

3. Add words to the vocabulary list: debit, credit, balance

4. Show the completed bank statement and go over the column heading on the blackboard. Using a student's check and deposit forms from the previous lessons, complete a blank statement on the blackboard, and ask these questions:
   - What is the date?
   - How much did you have in the bank before you were paid?
   - What balance does that give you?

5. Have each student read out the information on another's statement while the class checks to insure that it is correct.

### RESOURCE MATERIALS

**Things to Think About:**

1. The check is made out to me, therefore I have to cash it or deposit it at the bank.
2. How much do I want to deposit?
3. How much do I want to spend?
4. Should I make out a shopping list?

Checks, deposit slips from previous lessons, Worksheet 8a

Vocabulary board

Worksheet 8b
<table>
<thead>
<tr>
<th>Date</th>
<th>Your Number</th>
<th>To Which We Added</th>
<th>Checks and Other Debits</th>
<th>Checks and Other Debits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 8a

- **Date**
- **Your Number**
- **To Which We Added**
- **Checks and Other Debits**
- **Checks and Other Debits**
### Worksheet 8b

<table>
<thead>
<tr>
<th>Date</th>
<th>Your Balance Was</th>
<th>Number of Deposits</th>
<th>To Which We Have Added Deposits Totaling</th>
<th>Number of Checks</th>
<th>And Subtracted Checks Totaling</th>
<th>Handling Costs</th>
<th>Resulting Balance of</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/70</td>
<td>$200.20</td>
<td>3</td>
<td>$325.00</td>
<td>4</td>
<td>$45.00</td>
<td>$0.00</td>
<td>$480.04</td>
</tr>
</tbody>
</table>

**Name**

Mary Jones  
624 Scoey Street  
Iowa City, Iowa 52240

**Account Number**  
128-61-934  
**Statement Date**  
11/28/70

<table>
<thead>
<tr>
<th>Checks and Other Debits</th>
<th>Deposits and Other Credits</th>
<th>Daily Balance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.00</td>
<td>240.34</td>
<td>200.20</td>
<td>10/28</td>
</tr>
<tr>
<td>7.50</td>
<td></td>
<td>440.54</td>
<td>11/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>420.54</td>
<td>11/5</td>
</tr>
<tr>
<td>6.00</td>
<td></td>
<td>413.04</td>
<td>11/5</td>
</tr>
<tr>
<td>12.00</td>
<td></td>
<td>417.04</td>
<td>11/16</td>
</tr>
<tr>
<td>75.00</td>
<td></td>
<td>405.04</td>
<td>11/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>480.04</td>
<td>11/28</td>
</tr>
</tbody>
</table>
## Objectives

**Lesson 9**

To gain further understanding of a bank statement

## Activities

1. Review meaning of words: debit, credit, balance.
2. Review the column headings on a bank statement.
3. Complete the problem sheets. (If the student finds bank statements confusing but the teacher feels the information is valuable, the lessons will need to be expanded and additional practice given.)

## Resource Materials

- Vocabulary board
- Worksheets 9a and 9b
Worksheet 9a

Complete the daily balance column.

<table>
<thead>
<tr>
<th>Date</th>
<th>Year Balance Was</th>
<th>Your Number</th>
<th>To Which We Have Added Deposits Totaling</th>
<th>Number of Checks</th>
<th>Handling Costs</th>
<th>Resulting in a New Balance of</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/70</td>
<td>$150.00</td>
<td>2</td>
<td>$200.00</td>
<td>6</td>
<td>$175.00</td>
<td>$175.00</td>
</tr>
</tbody>
</table>

Name

Account Number

Statement Date

<table>
<thead>
<tr>
<th>Checks and Other Debits</th>
<th>Deposits and Other Credits</th>
<th>Daily Balance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.50</td>
<td></td>
<td>150.00</td>
<td>11/2</td>
</tr>
<tr>
<td></td>
<td>20.00</td>
<td>120.00</td>
<td>11/6</td>
</tr>
<tr>
<td></td>
<td>60.00</td>
<td>60.00</td>
<td>11/7</td>
</tr>
<tr>
<td></td>
<td>6.00</td>
<td>37.00</td>
<td>11/9</td>
</tr>
<tr>
<td></td>
<td>60.00</td>
<td>39.50</td>
<td>11/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/23</td>
</tr>
</tbody>
</table>
Worksheet 9b

Complete the top section of the statement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Your Balance Was</th>
<th>Number of Deposits</th>
<th>To Which We Have Added Deposits Totaling</th>
<th>Number of Checks</th>
<th>And Subtracted Checks Totaling</th>
<th>Handling Costs</th>
<th>Resulting in a New Balance of</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/70</td>
<td>$ .00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ .00</td>
</tr>
</tbody>
</table>

Name

Account Number

Statement Date

<table>
<thead>
<tr>
<th>Checks and Other Debits</th>
<th>Deposits and Other Credits</th>
<th>Daily Balance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20.00</td>
<td>11/2</td>
</tr>
<tr>
<td></td>
<td>10.00</td>
<td>30.00</td>
<td>11/6</td>
</tr>
<tr>
<td></td>
<td>15.00</td>
<td>45.00</td>
<td>11/20</td>
</tr>
<tr>
<td></td>
<td>6.00</td>
<td>39.00</td>
<td>11/21</td>
</tr>
<tr>
<td></td>
<td>12.00</td>
<td>51.00</td>
<td>11/23</td>
</tr>
<tr>
<td></td>
<td>12.00</td>
<td>39.00</td>
<td>11/26</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITIES</td>
<td>RESOURCE MATERIALS</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>LESSON 10</td>
<td>1. When the student accepts a job he will be told how much he will earn per hour. It is helpful to know how much he will earn each week or month as this makes budgeting easier. Suppose he is working part time in a store and is being paid $1.75 an hour. How much would he be paid if he worked for three hours on Monday? Do the problem on the board.</td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Hand out the worksheet and go over the first two problems, i.e., Monday, Tuesday. Have the students complete the sheet.</td>
<td>Worksheet 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Write the following problems on the board and, using their wage sheet, have the pupils answer them. How much did you earn on Friday? How much did you earn per hour? How much did you earn that week? If you had not worked on Monday how much would you have earned that week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAY</td>
<td>TIME WORKED</td>
<td>NUMBER OF HOURS WORKED</td>
<td>WHAT YOU EARNED</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Monday</td>
<td>5 p.m. - 8 p.m.</td>
<td>3</td>
<td>$5.25</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5 p.m. - 7 p.m.</td>
<td>2</td>
<td>$3.50</td>
</tr>
<tr>
<td>Wednesday</td>
<td>5 p.m. - 6 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>5 p.m. - 8 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>5 p.m. - 7 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>8 a.m. - 5 p.m.</td>
<td>(1 hr. for lunch)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Wage per hour $1.75
LESSON 11
Understanding payroll deductions (correlate this unit with a social studies discussion and explanation of taxes, unions and their use and purpose)

1. In the last lesson the pupils calculated their wages for the week to be $33.25. When you receive a pay check from the store it will look something like this. Give each student a worksheet.

2. How much money was deposited to the account? Why didn't you receive the $33.25 that you earned?

3. The gross salary is the money a person gets for working. The money that is taken out of the paycheck is called deductions, such as:

   Federal Income Tax -- The money that an employer sends to the Federal Government. Once a year the employees fill out a federal tax form to tell the government how much tax he paid. If someone has overpaid he will receive some money back; if someone has not paid enough, he will have to send the government more money.

   State Tax -- Similar to the federal tax except that the money goes to the person's state.

   Social Security (F.I.C.A.) -- Money saved for an employee and added to by the employer. When someone is too old to work he will receive money from the government. It will be paid monthly just as if he were working.

Worksheet 11a
### Worksheet 11a

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$33.25</td>
<td>$3.25</td>
<td>$1.30</td>
<td>$2.00</td>
<td>$.60</td>
<td>$5.00</td>
<td>$1.00</td>
<td>$20.10</td>
<td></td>
</tr>
</tbody>
</table>

Iowa City, Iowa  
First National Bank

Payroll Check  
No. 136  
November 20 1970

Pay to the order of Mary Jones  $20.10

Twenty and 10/100 dollars.

Eagles  
119 Butte Street  
Iowa City, Iowa  

J. Smith
## Worksheet 11b

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$64.00</td>
<td>$7.50</td>
<td>$2.30</td>
<td>$2.00</td>
<td>$.20</td>
<td>$5.00</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$25.00</td>
<td>$5.30</td>
<td>$2.00</td>
<td>$1.50</td>
<td>$.10</td>
<td>$2.50</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$88.00</td>
<td>$12.35</td>
<td>$2.35</td>
<td>$2.75</td>
<td>$.80</td>
<td>$5.20</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$48.35</td>
<td>$7.50</td>
<td>$2.20</td>
<td>$1.59</td>
<td>$.60</td>
<td>$3.50</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$36.00</td>
<td>$5.75</td>
<td>$2.60</td>
<td>$2.35</td>
<td>$.28</td>
<td>$4.20</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$50.00</td>
<td>$6.30</td>
<td>$2.12</td>
<td>$2.40</td>
<td>$.30</td>
<td>$4.60</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>$76.35</td>
<td>$9.02</td>
<td>$2.81</td>
<td>$3.60</td>
<td>$.90</td>
<td>$6.29</td>
<td>$1.00</td>
<td></td>
</tr>
</tbody>
</table>

Calculate the Net Salary
OBJECTIVES

LESSON 12

ACTIVITIES

1. When someone is working there are going to be certain expenses monthly expenses. List them on the board, i.e., payroll deductions, room and board, clothing, medical care, recreation, gifts, lunches, transportation, savings, etc.

2. How can people be sure that they will have enough money for the whole month? The deductions for taxes, etc., are taken out of the paycheck before receiving it. The remainder of your money must last until your next paycheck. People should plan how to spend the remaining money, and this is called "budgeting."

3. List the following categories on the board:

<table>
<thead>
<tr>
<th>Budget</th>
<th>% of Income</th>
<th>Income $125 Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room and board</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Medical care and recreation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Lunches, coffee money</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>43.7500</strong></td>
</tr>
</tbody>
</table>

*These are recommended percentages which will vary according to the area in which the person lives and the number of people the wage must support.

4. Complete Worksheet 12 and list the answers in the chart on the board.

RESOURCE MATERIALS

- Blackboard

Worksheet 12:

1. What is 35% of $125.00/100?

\[
\begin{array}{c}
125.00 \\
-35.00 \\
625.00 \\
3750.00 \\
43.7500
\end{array}
\]

2. What is 15% of $125.00/100

3. What is 10% of $125.00/100

4. What is 5% of $125.00/100

5. What is 20% of $125.00/100
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 13</td>
<td>1. Have the students plan a money making event in order to use the money managing skills that the class has been discussing. This event can be a bake sale, sale of articles made in the classroom, etc. Decide upon a tentative goal for which they wish to raise and spend the money they make, i.e., a party, a trip, etc.</td>
<td></td>
</tr>
<tr>
<td>Review and application of Lessons 1-13</td>
<td>2. List with the class the money skills they will use during the sale. Discuss accepting checks, keeping money in a safe place, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Construct a chart showing the amount of money, if any, spent on the sale and the profits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. List profits on the board and discuss again their goal for spending the money:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there enough money to achieve this goal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If not, should they change their goal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should they put this money in the bank?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should they change to a different project?</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
The curriculum for the handicapped student at the junior high level should be oriented toward social, personal, academic and occupational adjustment. The classroom can be used effectively as a laboratory or practicum for vocational adjustment and preparation. If the classroom is set up to simulate a working situation, students will feel more secure and comfortable once they enter a real working situation. If the academics taught in this classroom are practical, skill oriented, and applied to everyday needs, students should be able to transfer and apply these academics in vocational situations. This section of the document gives the teacher suggestions for using the classroom as a vocational laboratory.

In the beginning stages of the program the students work within a classroom that is organized into numerous skill building areas. The skills practiced are those that should prove most useful in a job situation.

In the more advanced stages, the pupils work at authentic jobs within the school on three levels of dependency: apprentice level, semi-dependent level and independent level.

By approaching occupational training and education in this way at a junior high level, pupils are better prepared to bridge the gap between school and work/study programs.

**Classroom Vocational Preparation**

To give students an opportunity to experiment and practice attitudes, habits and skills essential for employment.

The classroom is divided into skill building areas and a general instruction unit. In determining the physical setting, every effort should be made to have the classroom environment simulate a working situation. It is important that the classroom be highly organized. A classroom inventory of all equipment and supplies helps achieve this goal.

**Entrance Area**

This is where pupils enter the classroom to check in. An industrial type time clock and card rack is available for recording arrival and departure time. A large tack board is located on the entrance area wall where students hang locker keys and where all types of notices and announcements are posted.

**General Seating Area**

This is the area where pupils can work on individual assignments. Student desks, chairs, a large chalkboard, and a teacher/pupil large table are located here. A large tackboard separates this section from other areas and this tackboard can be used for posting assignments for individual or groups of students.
Home Economics Area

This area should be equipped to permit food storage, preparation, distribution and eating. Students who are on coffee break should be allowed to use this area for preparing their snack, for conversation, and for relaxation. This area should be somewhat removed from the general seating and library areas.

Science Area

Students can use this area for any experiments that might be job related, such as working with effects of temperature, types of safety equipment, conditions that produce rust, spoilage, etc. Because of the nature of the work that is done within this unit, it should be located near a sink, gas or electric outlets, counter tops and a storage area for stacking equipment.

Grooming Area

This area allows students to practice and experiment with grooming equipment as well as learn some vocational skills that might be used in the personal service area, i.e., hair cutting or styling, dressmaking and repairs, laundering, shoe care/repair. The good grooming area should be located in a rear corner of the room for privacy. A movable partition should be placed at the dressing table. Mirrors are essential.

Shop Area

The shop area enables students to become familiar with and learn how to use various tools for building or repair work. It also allows students to learn some vocationally oriented skills that might be useful in their future work:

- painting
- sanding
- varnishing
- assembling from written directions
- refinishing
- caring for equipment
- observing safety procedures
- making minor repairs

Because the shop area may require students to work with flammable or dangerous materials, this area should be well ventilated, away from extreme heat, and well supervised by advanced student coordinators.

Library Area

This area should be equipped with all sorts of books, magazines, reading materials, etc. This unit should be near an electrical outlet to permit use of audio-visual materials. A number of large, preferably round, tables should be available in the library area for assembly line production technique practice. Some large soft chairs might add to the informality of this setting and provide a comfortable place to read. The area can be used also for all group and small group instruction.

Teacher-Coordinator Area

This is a private area where the teacher can do her planning, organize her records and hold teacher/pupil conferences. It should be equipped with a desk, several chairs, a typewriter, outside telephone, shelves and filing cabinets.

The teacher involved in a classroom vocational training program must be a Jack-of-all trades with an ability to adapt to a variety of roles and situations. It is important that the teacher has an opportunity to work with and get to know the students in a classroom.
setting before attempting to organize the pre-vocational training program. In the initial stages of the program the teacher should compile pre-vocational rating forms for each student related to work habits, work skills, achievement scores, individual attitudes and previous neighborhood job experiences.

Some of the duties that the teacher is expected to perform in the classroom training program are:

- instruction in academics
- plan instructional programs
- select instructional techniques, materials, equipment
- survey businesses, schools, industries for equipment and resource personnel that can be used in the classroom
- prepare students for job interviews and the responsibilities of a job
- locate and prepare training materials
- supervise students in academic and job training experiences
- distribute, collect, and evaluate work progress reports
- correlate work experience with training in the classroom

The success of the pre-vocational classroom training program will be determined, in part, by the effectiveness of the teacher conducting the program. The teacher must be able to integrate organization and flexibility. She must be willing to tolerate a classroom where individuals or groups of students are working at separate tasks in different areas of the room and where movement and noise exceed the amount usually found in a school situation.

**Daily Schedule** -- The pupil is encouraged to function within the classroom much the same as a worker would in a vocational setting. In order for the students to perform successfully in this situation, a highly organized classroom routine must be established. Some ideas for setting up a daily schedule are:

- Pupils punch their individual time cards and place them in a time card file located at the side of the entrance way.
- Morning announcements of a general nature are made by a pupil, preferably over an intercom.
- A student reporter gives the daily weather report via a weather report chart. This pupil reporter gets his information by listening to the radio and reports such facts as the day, date, temperature and forecast.
- Students get their daily schedule from a large daily schedule board that is posted permanently in the room. Information contained on this schedule board includes:
  - Room
  - Subject Area
  - Work Area
  - Time Alloted to Each Subject Area

Each individual pupil has time during each day to work either independently or in a group in academic subjects and also at a learning center.

All pupils have a chance to work at each learning unit during a work week.

Groups of pupils have scattered coffee break time allotments for periods of ten to fifteen minutes, two times a day.

Student supervisors are assigned as helpers to each work area. These supervisors vary from day to day or unit to unit, until each student has had at least one supervision assignment during a working week.
Students should correlate their classroom training activities with the regular school activity periods to accommodate those subject areas and activities that occur outside the training classroom such as physical education, art, music, etc.

Pupils who wish to leave the classroom at any time may do so by placing their filed time card on the entrance bulletin board. This card is replaced in the time card file when they return.

Each pupil fills out an evaluation sheet of his performance in the work area attended that day. This evaluation sheet is turned in to the teacher.

Each student has a weekly conference with the teacher in the privacy of the teacher/coordinator office. The teacher and pupil use this weekly conference to discuss progress, improvement, and general evaluation of work in both the academic subjects and skill building areas.

Upon leaving each work or study area, each pupil is responsible for replacing all tools or materials so they are ready for the next pupil.

Pupils receive service points as payment for work in skill building areas. These service points can be accumulated to earn special privileges. Example:

- free period
- unrestricted ground privileges
- framed service certificates

At dismissal time, students leave by punching their time cards and replacing them on the card file rack.

The purpose of the in-service classroom training program is to provide practice in the academic competencies and skills related to occupational and vocational preparation. Although this program is meant to be a part-time activity, it should be incorporated into all classroom activities. Both the academic subject matter and the skill training must be related to real problems. It is important that the handicapped student have practice in developing his motor and manual skills, as well as paper and pencil competencies, as these skills are influential in determining student employability.

Some suggestions for skill building tasks and classroom activities that utilize these skills are:

**Using simple machinery**
- Typewriting class letters, news bulletins, written assignments on ditto sheets
- Running off class ditto masters on a mimeograph
- Making Xerox copies of poems, pictures
- Taping lessons on recorders that students can operate
- Using films, slides, filmstrips in classroom instruction with students’ operating machinery
- Assigning classroom chores involving simple machinery to students, such as:
  - sharpening pencils, using paper cutter, loading stapler, etc.

**Collating, stapling and stacking**
- Handling and sorting the daily mail that is delivered to school
- Sorting books or supplies that have been color coded for this purpose

Setting up a supply closet and sorting materials, such as:
- art paper on one shelf
- writing paper (lined, unlined, color)
- oak tag
- newsprint
- newspaper
Filling a small gift box, using a list to be sure that each box has one of each listed item.  
(For hospitals, service men, nursing homes, children’s homes)

Going through the school’s lost and found box, matching mittens, boots; separating clothing from toys, etc.

Sorting silverware to be used in school cafeteria

Filing
Alphabetizing index cards with student’s name, address, phone number, and birthdate
Classifying worksheets, pictures, newspaper articles in folders by subject

Wrapping and packing
Gifts for hospitals, servicemen, an ill classmate, etc.
Stacks of books to be returned to the library or to another class, teacher, stockroom
Arranging to borrow and then return supplies that must be wrapped or packed
Counting and packing school newspaper or bulletins for individual classrooms
Wrapping newspaper, books, magazines for paper drives
Being responsible for wrapping and packing books, workbooks, or supplies sent from the school for mailing
Packing some canned and boxed goods that are delivered to the school cafeteria

Pricing
Having a classroom sale where the students are responsible for pricing the items to be sold (elephant, book, bake, craft sale)

Being responsible for pricing and stamping prices on articles sold in the school store:
- pencils
- bookcovers
- pendants
- candy
- gum
- school jackets

Taking an inventory of the cost of supplies for the stockroom, cafeteria, office, to put on a budget form

Record keeping
Taking and recording attendance
Making a record file of work evaluation and time sheets.
Recording work area assignments and schedules
Alphabetizing names on class list for individual classrooms within the school
Making a record of stockroom supplies and inventory sheets
Recording library books going in and out of the classroom or school library

Telephone procedures
Telephoning for weather, time, unlisted numbers, using the telephone for general information, i.e., movie schedule, restaurant hours, price of articles at different stores, ordering supplies
Food services
Class parties involving preparation, cleanup of food
Using assembly line techniques, i.e., sandwich buttering bread, fill with meat, put on cheese, put on lettuce, cut, wrap, sack
Preparing a complete meal in the classroom (cafeteria type)
Having both cafeteria and restaurant type food service
Make and distribute juice/cookies for lower grades
Invite some school personnel for a luncheon which the students must prepare, serve, and clean up
Stack and deliver milk cartons to be distributed to individual classes
Make items for school food sale

Mailing procedures
Have field trip to post office to learn different mailing procedures
Practice using equipment associated with mailing
letter scale
franking machine
different stamps (air mail, fragile, postage due)
Addressograph (rolls out labels)
liquid sponge stamper
Use assembly line techniques for sending out school mail:
PTA bulletin:
stamp on date, signature, time
fold bulletin
stuff envelope
seal
address
stamp
stack
post

Cutting and measuring
Cutting paper to be used for assignments, art work
Cutting patterns for cards, clothing, bulletin board displays
Measuring ingredients for food preparation, science experiments, practical math problems
Measuring the room for furniture and area arrangement
Becoming familiar with common objects used for cutting and measurement
scissors
tape measure (cloth, metal)
paper cutter
yardstick
hole punch
different types of knives
razor blades
ruler
scales (weight measurement)

Checking for accuracy
Checking own worksheets or those of other students
Putting approval seal or inspection tag on products made or assembled in the classroom
Going over school attendance, work, expenditure records
Doing math problems manually and then checking for accuracy with an adding machine
Having pupils work on problems in teams as a check on each other's performance
Allowing students to check their weekly work time/pay schedules for accuracy

**Counting and bundling**
- Passing out supplies for each member of the class (paper and materials)
- Counting, bundling, and distributing notices or bulletins that are to be given to each pupil in the classroom(s)
- Counting and packing supplies for stockroom, office, individual classrooms
- Bundling school materials for disposal

**Typing**
- Typing of school notices, bulletins, worksheets, time sheets, work evaluation notices
- Typing all classroom correspondence and some office memos
- Making lists of school supply inventories
- Ordering new materials for school, room
- Practicing typing on employment applications
- Compiling a classroom attendance sheet including pupil's name, address, home phone, that can be typed and duplicated for class members

**Simple repair work**
- Repairing and upkeeping of room machinery, i.e., stapler, pencil sharpener, tape dispenser
- Learning to identify simple tools and know the type of tasks they are used for:
  - screwdriver
  - hammer
  - wrench
  - pliers
  - jack
  - nuts/bolts
- Repairing areas of the classroom:
  - bookcases
  - doors or windows that stick
  - oil hinges of doors, chairs
  - leaky faucets

**Assembly line techniques**
- Making, boxing, distributing cards, gifts
- Preparing a cafeteria type meal for distribution
- Collating paper for a newspaper, booklet
- Assembling a simple toy, game, piece of equipment
- Wrapping, decorating packages (paper, tape, string, label, address, stamp)
Making small gift items, i.e., apron:
- laying out material
- pinning on pattern
- cutting out pattern
- basting
- sewing on machine
- putting on decoration
- folding
- boxing
- wrapping

Special equipment is necessary in order to set up a vocational training program. If the teacher is willing to do some ground work, she will find that much of this equipment can be borrowed or obtained at a reduced rate for use in the classroom. Local businesses and factories often allow schools to use demonstration models of their equipment in order to train students in the use of this machinery.

Some types of useful equipment might include:

**Office Area**
- mimeograph
- typewriter(s)
- telephone/directory
- paper cutter
- stapler
- staple remover
- tape dispenser
- scissors
- adding machines
- rulers
- hole punchers
- tape recorder
- pencil sharpener
- calendar
- file (card, folders, boxes, cabinets)
- bulletin board
- book shelves

**Home Economics Area**
- stove
- refrigerator
- sink
- storage cabinets
- dustpan/brush
- chairs
- newspapers
- kitchen tools (can opener, beater, spatula)
- paper goods
- cookbooks
- cleaners
- towels
- sponges
- packaged/convenience foods
- trays
- table
- pots/pans
- bowls
- silverware
- dishes
- garbage cans/bags
- mop
- broom
- vacuum cleaner
- wax
- cloth for dusting or applying wax

**Science Area**
- thermometers
- thermostats
- heat source (gas, Bunsen Burners)
- extension cords
- electrical outlets
- batteries/testing equipment
- counter space for experiment
- fuses
- scale (post office, meat, heavy weight)
- source of water
- vocational safety equipment (insulated gloves, fire extinguisher, goggles, sand bucket)
- storage area for experiment equipment

**Shop Area**
- workbench
- assorted tools: hammer, saw, wood
- painting equipment: brushes, rollers, thinner, paint, varnish, spray cans, solvent
- assorted nails, screws, bolts
- car repair materials: jack, wrench
- sander
- cleanup equipment: turpentine, strong soap, rags, towels, grease and lubricants
- first aid equipment
Good Grooming Area
- full length mirror
- hair grooming supplies: shampoo, curlers, dryer, comb and brush
- towels
- sewing machine
- sewing supplies: tape, thread, bobbins, scissors
- personal toiletries: soap, face creams, makeup, deodorant, electric and manual razors, after-shave lotions
- washer (may be coin operated)

Library Area
- large tables (1 or 2 round, if possible)
- chairs: hard/soft
- books
- magazines
- store catalogs
- daily newspaper
- shelves
- record player
- tape recorder
- radio
- chalkboard
- A-V equipment

Each individual skill building area provides an opportunity for practice in prevocational skills and activities. Some of these activities require more planning and direction than others.

Formal activities for use in the specific skill building areas include: office, home economics, science, shop and good grooming.

Office Area
Have the pupils in the pre-vocational training classroom be completely responsible for putting out a class newspaper. Students report or collect news items from each classroom within the school as well as their own. The pupils decide how to arrange the articles: by class, by topic, etc. The articles can be typed on ditto sheets after being laid out on sample sheets. Pupils are responsible for running off the desired number of copies of each page, collating, stapling these pages into booklets, stacking and counting the booklets for distribution to each class and delivering the final product.

Give the students practice in using common office equipment and machinery. The students can be given a developmental task which he/she accomplishes on a specific piece of equipment. Each student evaluates his own performance by checking off this area on an evaluation sheet once the task is mastered.

Typewriter
I can write a complete sentence without looking at the keyboard. I know the location of all the keys on the keyboard.

Mimeograph
I can make a copy of a ditto master on a mimeograph machine.

Telephone Directory
I can look up some specific phone numbers and addresses in the telephone directory, using both the regular and the yellow pages.
Other Supplies and Equipment

I can refill the stapler, tape dispenser and empty the pencil sharpener.
I know how to wind and rewind a tape recorder.
I can use the paper cutter, scissors, and a letter opener accurately and safely.
I can look at a calendar and find the months and the days of the week on which certain dates have or will occur.
I can file 20 cards in alphabetical order according to a name or a topic.

Have the pupils role play an office situation for the day. They are to set specific objectives and tasks to accomplish during their office work period. Students vary the roles of employer, employee, office messenger. Some of the tasks that might be specified are answering the phone, typing communications, speaking over intercoms, delivering messages, handling emergency situations, etc.

Home Economics Area

Have the pupils prepare and serve a cafeteria-type meal and invite another class for lunch. The pupils in the pre-vocational training classroom are to be responsible for planning the menu, getting all supplies, preparing the food, setting up the trays, distributing the trays, cleaning up, stacking, etc.

Pupils should arrange a meal to examine and compare the costs of different types of foods, methods of preparation and types of foods, methods of preparation and types of service. Have one group prepare a meal using convenience foods, disposable paper plates and plastic utensils. The other group serves the identical meal, but instead of using the convenience foods they use fresh, unpackaged foods, china dishes, regular silverware. The students then eat the meal, one group eating the meal prepared in one way and the other group having the meal prepared the other way. Have the groups compare the meals in terms of taste, cost, time for preparation, etc.

As a fund raising project, the students prepare saleable items such as cookies, candy, cupcakes, cake, pies, craft items, etc. These items are made in class with teams working in the kitchen area on one specialty item. The products are boxed or packaged and sold in school. The funds can be used for a class party, trip, games, piece of equipment, etc.

Science Area

Pupils can work with specific skills that serve as pre-vocational training practice:
- Testing batteries
- Knowing what size batteries go in what product (flashlight, camera, toys)
- Testing light bulbs and knowing safety procedures for their insertion and removal
- Learning about wattage safety for different sockets
- Learning how to operate padlock and combination locks and latches
- Reading various thermometers and thermostats
- Showing effects of extreme heat and cold while using safety equipment

Pupils use the science area as a place to experiment with activities that pertain to other skill building areas:
- Study the effects of heat, light, on living things
- Learn what conditions hasten/prevent food spoilage
- Understand the use of lubricants to reduce friction on tools
- Practice the use of simple tools, such as the lever and wedge for easing work
- Study some safety procedures for dealing with electricity, fuses, plugs
**Shop Area**

Have the class construct a large board on which there are different pieces of equipment for the students to identify and operate. There should be areas on the board for:

- nailing and hammering
- removing nails
- sanding
- putting in nuts and bolts
- putting in screws
- working pliers
- working various screwdrivers
- painting and paint removal

Pupils working in the shop area might be responsible for building or repairing equipment to be used within the school. They build:

- picture frames
- bulletin boards
- room dividers
- small tables
- bookcases
- display shelves

They make minor repairs on school equipment:

- fixing legs on chairs
- sanding table surfaces
- lubricating hinges of squeaky doors
- repairing windows that are stuck
- refinishing with varnish
- replacing heads of mops
- fixing handles on cleaning equipment (brooms, mops, brushes)
- painting shelves, furniture

Have pupils construct simple items that are useful to them at home or for gifts:

- simple games
- small decorated purse mirrors
- combs and glass cases
- hardwood cutting boards
- napkin rings
- decorated pillows
- bookmarks
- jewelry
- recipe boxes
- small stools

**Good Grooming Area**

An all class project might be a display or fashion show using class made articles. Each student is responsible for making an article. Pupils are individually responsible for choosing his pattern and fabric (preferably simple ones), laying out and cutting his pattern, basting, sewing, etc. As a culminating activity, the class has a show, serves refreshments and takes orders on consignment.

Suggested items to make:

- stuffed toys
- aprons
- shifts
- robes
- ponchos
- jewelry made in shop
- baby gift items
- pocket books
- night wear
- dresses
- pants outfits
- leather accessories
- Terry cloth men's sarong
- apache scarves
- ties
- sleeping bags
- canvas sacks
- surfer shirts/shorts

Have pupils experiment with fabric maintenance.

What fabrics require hand or machine washing, dry cleaning?

Which types of stains are removable with spot remover or by washing?

What water temperature is recommended for specific stain removal (blood, coffee)?

Which type of dry cleaning is recommended for economy (personal item service/$2.50 per 8 lb. load)?
What types of materials do or do not require pressing?
What is a correct pressing temperature?
Is starch/sprinkling beneficial?

Obtain or have pupils bring in swatches or scraps of material on which to experiment. The only information the pupils need to know is the fiber content of these samples. Encourage pupils to experiment with these fabrics and reach some conclusions on the basis of their experiments.

Have the pupils experiment with using fabric as an art media. They can learn some techniques that allow them to use fabric as a form of individual self-expression.

**Some techniques that are useful for classroom application:**
- dyeing
- tie-dyeing
- batik
- appliqué
- collage pictures with cloth
- patchworking
- knitting or crocheting

Set up a mock beauty parlor environment where students practice setting, styling each other's hair. Boys are encouraged to use this area to experiment with shaving equipment, hair and after-shave lotions, etc. Students who are working in the beauty parlor area are responsible for setting up their own appointments, allotting their time, being responsible for finishing the job they start, etc.
THE SCHOOL-JOB TRAINING PROGRAM

The school physical plant provides opportunities where students can gain pre-vocational job experiences. Because of the many services provided within the school there are a variety of opportunities for work. These working experiences can and should be part of the junior high curriculum.

The following general objectives can serve as a guide to the teacher for setting up a school-job training program.

1. To make a detailed survey of school-job opportunities, i.e.,
   - buildings and grounds
   - cafeteria/food services
   - office services
   - teacher aids
   - stockroom services
   - library services
   - visual aids services
   - recreational services

2. To carefully analyze the sequential difficulties of each job and subsequently divide each job into three levels of competency: apprentice stage, semi-dependent stage, independent stage.

3. To assign job responsibilities in terms of each child's ability and readiness for participation in a job training program.

4. To utilize the training program as an educational and pre-vocational experience, not as a method of providing free lunches, getting rid of behavior problems, or keeping students busy.

The school-job training program at the junior high level is designed to bridge the gap between school and independent work on an actual job. The training program is organized into three levels: Level A or Apprentice Stage, Level B or Semi-Dependent Stage and Level C or Independent Stage. Individual readiness determines where a pupil operates within these three levels.

Although the job training program is designed to cover three or four years for each student, the program must be kept flexible to accommodate individual abilities or limitations. One student might be unable to enter Level A even after one or two years in a pre-vocational program, whereas, another pupil might be able to begin at Level B immediately.

Since students will be in junior high school for at least three years, the training program must be planned on a long-term basis. Some of the more limited students may need a longer period to become effective and might stay on a very simple routine job for quite a while.
Level A: Apprentice Stage

At this stage students are introduced to physical layout and skills needed in the simplest jobs found in any area. The student works with a supervisor and with a student trainee who is already proficient in the job to be performed.

Status Needs, Number One
Level A (First Year)
The World of Work

THE SCHOOL-JOB-TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10

1. Survey of School-Job-Training Opportunities

A. Buildings and Grounds
   1. Assisting custodian in care of building
      a. Sweeping hallways
      b. Dusting
      c. Emptying wastebaskets
      d. Washing inside of windows
      e. Stacking paper (according to type, size, kind, etc.) on shelves
      f. Getting chairs for assembly and removal after use
   2. Assisting yard man
      a. Cleaning grounds of litter
      b. Raising and lowering flag
      c. Folding flag properly
      d. Cleaning up after grass cutting
      e. Trimming hedges, bushes, etc. (landscaping)
      f. Helping with snow removal

B. Cafeteria and Food Services
   1. Storage room
      a. Unloading trucks
      b. Opening boxes
      c. Stocking shelves (with supervision)
   2. Kitchen services
      a. Putting out milk; collecting milk cartons for disposal
      b. Clearing trays
      c. Scraping dishes
      e. Removing garbage and trash for disposal
      f. Cleaning tables and floors
Level A, continued

C. Office Services
   1. Collecting attendance slips from homeroom to office
   2. Returning attendance slips from office to homeroom
   3. Going on errands from office to all parts of the building
   4. Opening packages, boxes, and other items to assist principal or secretary
   5. Putting stamps on letters
   6. Delivering books, mimeograph materials, etc., to all parts of the building

D. Teacher Aides
   1. Aiding in lower grades with children's wraps
   2. Aiding teachers at recess time
   3. Serving as monitors for washrooms, halls, etc.
   4. Participating in junior fire patrol, bus patrol, etc.

E. Stockroom Services
   1. Stacking boxes
   2. Stacking canned goods on shelves

F. Library Services
   1. Pasting
   2. Dusting

G. Visual Aids Services
   1. Filmstrip projector
      a. Serving as apprentice to Level C child
      b. Taking film, projector, and screen to proper room
      c. Setting projector on suitable stand
      d. Setting up and taking down screen
      e. Adjusting window shades, if necessary
      f. Operating lights
   2. Sound movie projector
      a. Serving as apprentice to Level C child
      b. Taking film, projector, and screen to proper room
      c. Setting up and taking down screen
      d. Setting projector on suitable stand
      e. Adjusting window shades, if necessary
      f. Operating lights

H. Recreation Services
   1. Keeping all equipment in proper storage
   2. Keeping all equipment clean and ready for use
   3. Keeping locker room clean and in good condition
Level B: Semi-Dependent Stage

This is a continuation of the jobs on Level A but with more complex tasks. Students work independently with the teacher’s supervising part time.

Status Needs, Number One
Level B (Second Year)
The World of Work

THE SCHOOL-JOB-TRAINING-PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10 plus

1. Survey of School-Job-Training Opportunities
   A. Buildings and Grounds
      1. Assisting custodian in care of building
         a. Scouring
         b. Sweeping and mopping floor
         c. Dusting furniture, window sills, etc.
         d. Washing inside of windows
         e. Stacking paper (according to type, size, kind, etc.
            on shelves
         f. Setting up chairs for assembly and removing
            after use
         g. Carrying out ashes and garbage when necessary
      2. Assisting yard man
         a. Caring for flowers and shrubs
         b. Assisting with beautification of grounds
         c. Raising and lowering flag
   
   B. Cafeteria and Food Services
      1. Storage room
         a. Shelving materials such as cleanser, paper towels,
            tissue, etc.
         b. Storing and obtaining materials such as mops,
            brooms, etc.
         c. Taking inventory of certain foods
      2. Kitchen services
         a. Filling salt, pepper, sugar, etc.
         b. Drying dishes, silverware (when necessary)
         c. Storing dishes and silverware
         d. Packing milk coolers
         e. Learning to operate dishwasher
   
   C. Office Services
      1. Distributing bulletins
      2. Stacking shelves, storing boxes
Level B, continued

3. Distributing locker keys
4. Setting up chairs and tables for P.T.A. meeting or other meetings. Putting glasses and water on the table for speakers
5. Distributing programs for assemblies
6. Serving as ushers for assemblies
7. Opening and closing stage curtains
8. Opening and closing windows when necessary
9. Operating lights and fans when necessary

D. Teacher Aides
1. Making decorations
2. Helping with costumes
3. Reading short stories to kindergarten groups
4. Going on errands
5. Keeping shelves in order

E. Stockroom Services
1. Delivering supplies
2. Unpacking and stacking supplies
3. Checking items in short supply

F. Library Services
1. Assisting librarian
2. Shelving books
3. Filing
4. Mending books

G. Visual Aids Services
1. Filmstrip projector
   a. Removing and replacing cover on projector
   b. Setting up projector and screen
   c. Returning projector and screen to proper room
2. Sound-Movie projector
   a. Removing and replacing cover on projector
   b. Setting speaker near screen
   c. Preparing projector for storage
   d. Connecting speaker to projector
   e. Turning on lamp and adjusting lens
   f. Centering image on screen

H. Recreation Services
1. Helping decorate gym for parties and dances
2. Helping cleanup crew
**Level C: Independent Stage**
The student will perform more complex duties at the same job under the supervision of the school job employer with teacher follow-up visits and interviews.

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**Status Needs, Number One**  
**Level C (Third Year)**  
**The World of Work**

**THE SCHOOL-JOB-TRAINING PROGRAM**

Junior High School  
Calendar Age 13-16  
Mental Age 7 to 10 plus

1. Survey of School-Job-Training Opportunities  
   A. Buildings and Grounds  
      1. Assisting custodian in care of building  
         a. Using electric floor waxer  
         b. Repairing furniture  
         c. Painting  
         d. Refinishing furniture  
      2. Assisting yard man  
         a. Shoveling snow  
         b. Removing ice  
         c. Cutting grass with push mower

   B. Cafeteria and Food Services  
      1. Storage room  
         a. Arranging shelves  
         b. Storing and getting materials  
      2. Kitchen services  
         a. Putting trays and dishes in dishwasher  
         b. Drying trays, dishes, and silverware  
         c. Helping to put clean utensils away in proper place  
         d. Keeping food counter supplied and clean

   C. Office Services  
      1. Sorting attendance slips, alphabetizing  
      2. Serving as messenger for intercommunication, building to building  
      3. Serving as hall monitor  
      4. Assembling duplicated materials and stapling  
      5. Distributing supplies  
      6. Collecting special requests made by the office

---
Level C, continued

7. Helping to distribute fund-drive literature
8. Packing books or materials to be stored

D. Teacher Aides
1. Helping to sort and box materials
2. Cleaning boards
3. Washing dishes
4. Washing and ironing small flat articles

E. Stockroom Services
1. Cleaning shelves
2. Counting books
3. Storing books

F. Library Services
1. Caring for magazine racks
2. Caring for book cart for collecting

G. Visual Aids Services
1. Filmstrip projector
   a. Prefocusing adjustment of light
   b. Threading projector
   c. Focusing and showing filmstrip
   d. Rewinding filmstrip
   e. Replacing filmstrip in container
   f. Replacing lamp, if necessary
   g. Preparing projector for storage
   h. Keeping job assignment record
2. Sound Movie Projector
   a. Removing film from can or case
   b. Placing full reel on projector
   c. Placing empty reel on projector
   d. Turning on sound
After Showing
   a. Replacing full reel in can or case
   b. Disconnecting projector and speaker

H. Recreation Services
1. Passing out programs for sport events, assemblies, etc.
2. Helping physical education teacher or coaches whenever possible
TIME ALLOTMENTS

It is necessary to plan and arrange when and how the students begin to leave the classroom. Some schools have found it successful to begin with small groups of students leaving for a six- to eight-week work period in an area followed by a second group of students who leave the classroom for a six- to eight-week work period. The same routine can be followed with other groups of students to complete the school year. To initiate such a program it might be advisable to acquaint the personnel in one area with the program and have pupils work only in this area until other personnel become familiar and comfortable with the program.

Another possible time schedule might be to have the students try several Level A jobs the first year, several Level B jobs the second year and several Level C jobs the third year.

The amount of time a student spends at an area or at a particular level within the area will vary with the individual. (See opposite page for sample time sheet allotment schedule.)

The success of the school-job training program will depend upon the school personnel from the various work areas involved in the program. Both the teacher and administrator must give time and support to help these people understand the program and their function with regard to it. It is important that the program begin slowly and be well structured. Planning is needed to insure success for each individual participant in the job training program. Care must be taken that neither the work area personnel, supervisors, nor students be exploited. Although personnel in the school training areas might experience some initial inconvenience, the aim is to have both area personnel and students benefit from school-job training experiences.

Suggested supervisors for specific job training placements are:

building/grounds - custodian
cafeteria - manager of cafeteria
office - school secretary
teacher aids - individual teachers
stockroom - custodian and/or school secretary
library - school librarian
visual aids - custodian, teacher in charge of AV aids
recreation - physical education personnel

At Level A, students who are performing a job are supervised by pupils who have already worked on this job and have attained a higher level of proficiency.

EVALUATION

Evaluation of the school-job training program must occur at three levels. Some form or record of individual performance must be kept by the three persons involved—the student, the school employer, and the teacher. These records should be kept in a file and reviewed and evaluated from time to time.

For the student, being able to evaluate his own performance and employability is very important. He has an opportunity to become aware of his abilities and limitations, to see his gradual improvement and to set realistic occupational expectations for himself. He should evaluate himself weekly.
<table>
<thead>
<tr>
<th>Regular School Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:00</td>
<td>Opening Exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:05-8:45</td>
<td>Social Studies</td>
<td>Shop or Home Ec.</td>
<td>Social Studies</td>
<td>Health</td>
<td>Shop or Home Ec.</td>
</tr>
<tr>
<td>8:50-9:30</td>
<td>Spelling</td>
<td>Science</td>
<td>Reading</td>
<td>Written Expression</td>
<td>Reading</td>
</tr>
<tr>
<td>9:35-10:15</td>
<td>Music</td>
<td>Written Expression</td>
<td>Art</td>
<td>Physical Education</td>
<td>Spelling</td>
</tr>
<tr>
<td>10:20-11:00</td>
<td>Arithmetic</td>
<td>Reading</td>
<td>Written Expression</td>
<td>Science</td>
<td>Social Competencies*</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Student's Lunch - Leave for work**</td>
<td></td>
<td>Writing Practice</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Teacher's lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Teacher's time for supervision and coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:35-2:15</td>
<td>Social Competencies</td>
<td>Arithmetic</td>
<td>Health</td>
<td>Social Competencies</td>
<td>Work-Study Seminar</td>
</tr>
<tr>
<td></td>
<td>* * *</td>
<td>* * *</td>
<td>* * *</td>
<td>Working Practice</td>
<td></td>
</tr>
</tbody>
</table>

* Courtesy, Leisure Time, Citizenship, Community
** Some eat at work
*** Every other week schedule for shop and home economics
The teacher who is responsible for directing the training program holds a weekly conference with participating pupils to go over their work, related problems, and personal evaluation sheets. Every other week the teacher fills out her own evaluation sheet on the pupil's performance. This evaluation sheet is based on the teacher's observations and her conferences with both the student and the work area supervisor. The teacher should also use her bi-weekly evaluation sheet to inform the pupil about his academic performance along with his proficiency in his work training program.

The school employer fills out a report form after every six- or eight-week work period. At the end of each pupil's work unit, a joint interview involving the student, teacher, and area supervisor is recommended. Part of the pupil's report card should be an evaluation of his performance in his school-job training area. The job training program must have a status equivalent to other school related activities if it is to have value for the participating students. This report card rating should take into account the following areas:

- student daily performance
- student work summary
- school-job training reports
- teacher observation/overall judgment
- three-party conference

(Sample training work sheets on the following three pages.)
TRAINING WORK SHEET

Student-Weekly Report

Name ____________________________

School ____________________________

School Phone ____________________________

School Employer ____________________________

Teacher Director ____________________________

Training Area ____________________________

Jobs ____________________________

Rating: E G S P

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

I Get Along With Others ____________

I am on Time ____________

I Control My Temper ____________

I Look for the Information I Need ____________

I Do More Than Asked ____________

I am Courteous and Helpful ____________

Remarks: ____________________________

______________________________

______________________________

______________________________

E - Excellent

G - Good

S - Satisfactory

P - Poor
TRAINER WORK SHEET

TEACHER DIRECTOR BI-WEEKLY

Student __________________________
School Employer __________________________
Training Area __________________________

Date __________ Weeks on Job __________

Rated on Basis of: Observation
Discussion with School Employer
Student's Work on Returning
to Class

E - Excellent
G - Good
S - Satisfactory

<table>
<thead>
<tr>
<th>Attitude and Work Habits</th>
<th>Rating</th>
<th>Attitude and Work Habits</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cooperation</td>
<td></td>
<td>7. Reliability</td>
<td></td>
</tr>
<tr>
<td>2. Courtesy</td>
<td></td>
<td>8. Respects others' property</td>
<td></td>
</tr>
<tr>
<td>3. Industry</td>
<td></td>
<td>9. Respects others' rights</td>
<td></td>
</tr>
<tr>
<td>4. Initiative</td>
<td></td>
<td>10. Self-Control</td>
<td></td>
</tr>
<tr>
<td>5. Neatness (work and person)</td>
<td></td>
<td>11. Honesty</td>
<td></td>
</tr>
<tr>
<td>6. Punctuality</td>
<td></td>
<td>12. Following directions</td>
<td></td>
</tr>
</tbody>
</table>

Areas Needing Help

Arithmetic
Spelling
Reading

Remarks: __________________________________________
________________________________________________
________________________________________________
________________________________________________

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## TRAINING WORK SHEET

**SCHOOL EMPLOYER AT REPORT CARD TIME**

Date __________

Name ___________________  
Weeks on Job __________

Teacher Director ___________________

Training Area ___________________

Rated on Basis of:  
- Observation  
- Actual Participation in Work with Student

E - Excellent  
G - Good  
S - Satisfactory  
P - Poor

Whichever area is appropriate is to be checked:

<table>
<thead>
<tr>
<th>Takes correction</th>
<th>E</th>
<th>G</th>
<th>S</th>
<th>P</th>
<th>Takes correction</th>
<th>E</th>
<th>G</th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Is liked by other workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Is liked by other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks when uncertain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Is courteous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles tools well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Is willing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts things away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Does more than asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks  
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It is important for the handicapped student to receive some concrete evidence of his achievement. Financial reimbursement should be given whenever possible. If money is not available a certificate of merit is one recommended way of achieving this goal. This certificate signifies successful completion of work in a certain area or at a certain level. Attainment of this certificate should be noted on the report card. These certificates might serve as a guide in determining areas of competency for senior high work study programs. (See charts on the following two pages.)

**PRE-REQUISITES FOR PARTICIPATION**

The following are suggested pre-requisites for a school-job training program.

- Class work should be up-to-date.
- Materials are in order and put away.
- Parents have given permission for their child's participation in the program as a result of an interview with the teacher.
- Pupil has been interviewed and accepted by head of the assigned work area.
- Student has a record of behavior that indicates readiness for the training program.
- Pupil knows his class schedule.
- Student is capable of knowing when, where, and how to fit into the class when leaving or returning from class.
- Pupil knows how to check his time card when leaving or returning from work.
- Student knows supplies and skills that are needed to perform his particular job.
- Pupil knows that he is expected to report learnings and job related activities to both the class and his teachers.
- Student is willing to practice the academic subjects that are job related: arithmetic, spelling, reading, etc.
Student Pay-Time Record

(For Student to File)

From: 3/1 - 3/14

Name ____________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In/Out</th>
<th>Hours Worked</th>
<th>Pay Rate</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>3/1</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Tues.</td>
<td>3/2</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/3</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Thurs.</td>
<td>3/4</td>
<td>11:45-1:15</td>
<td>1½</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/5</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Sat.</td>
<td>3/6</td>
<td>No work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td>3/7</td>
<td>No work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>3/8</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Tues.</td>
<td>3/9</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/10</td>
<td>12:00-1:00</td>
<td>1½</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>Thurs.</td>
<td>3/11</td>
<td>11:45-1:15</td>
<td>1½</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/11</td>
<td>12:00-1:00</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Sat.</td>
<td>3/13</td>
<td>No work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td>3/14</td>
<td>No work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 11  
Total Pay 11.00

Checked by Teacher
**Work-Study Assignment**

*Date: 3/5*

To: Principal, Supervisor, Payroll, File

Current assignments. All previously dated assignments cancelled.

(One copy to each of the above after every change to this list)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Assignment</th>
<th>Hrs. Per Day</th>
<th>Pay Per Hr.</th>
<th>Age</th>
<th>Date Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crooks, Cory</td>
<td>Office, Sabin</td>
<td>3</td>
<td>1.50</td>
<td>16</td>
<td>3/1</td>
</tr>
<tr>
<td>Davis, Anne</td>
<td>Cafeteria, West High</td>
<td>3</td>
<td>1.50</td>
<td>16</td>
<td>3/1</td>
</tr>
<tr>
<td>Moran, David</td>
<td>Maintenance City High</td>
<td>3</td>
<td>1.50</td>
<td>18</td>
<td>3/3</td>
</tr>
<tr>
<td>Phillips, Dorothy</td>
<td>Cafeteria Central</td>
<td>3</td>
<td>1.50</td>
<td>17</td>
<td>3/1</td>
</tr>
<tr>
<td>Ritter, Thelma</td>
<td>Office, Mann</td>
<td>3</td>
<td>1.50</td>
<td>18</td>
<td>3/4</td>
</tr>
<tr>
<td>Salvo, Dan</td>
<td>Washer Bus Garage</td>
<td>3</td>
<td>1.50</td>
<td>18</td>
<td>3/4</td>
</tr>
<tr>
<td>Montgomery, David</td>
<td>Oak Labs.</td>
<td>4</td>
<td>1.75</td>
<td>19</td>
<td>3/1</td>
</tr>
<tr>
<td>Walden, Bernard</td>
<td>Printing Service</td>
<td>8</td>
<td>1.75</td>
<td>21</td>
<td>3/2</td>
</tr>
<tr>
<td>Meyers, Anne</td>
<td>Univ. Hospital</td>
<td>4</td>
<td>1.50</td>
<td>20</td>
<td>3/3</td>
</tr>
</tbody>
</table>

**Work Training**

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Assignment</th>
<th>Hrs. Per Day</th>
<th>Pay Per Hr.</th>
<th>Age</th>
<th>Date Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery, David</td>
<td>Oak Labs.</td>
<td>4</td>
<td>1.75</td>
<td>19</td>
<td>3/1</td>
</tr>
<tr>
<td>Walden, Bernard</td>
<td>Printing Service</td>
<td>8</td>
<td>1.75</td>
<td>21</td>
<td>3/2</td>
</tr>
<tr>
<td>Meyers, Anne</td>
<td>Univ. Hospital</td>
<td>4</td>
<td>1.50</td>
<td>20</td>
<td>3/3</td>
</tr>
</tbody>
</table>

**Unemployed List**

None

Teacher _____________________________

**145**

- *Finding a job*
- *Personal interviews*


Carson, E. O. *Campus work experience for pre-occupational education*. Hayward, Calif: Allen Company, 1962. (Worktext)

__________ *Teen-agers prepare for work in the community*. Hayward, Calif: Allen Company, 1968. (Worktext)

- *Getting that job*
- *Taking stock*
- *You and they*
- *You and your needs*
- *You and your occupation*
- *You are heredity and environment*


__________ *Teen-agers at work*. Phoenix, New York: Frank E. Richards, 1968. (Rdg. level 4th gr, $1.50)


Francis, R. *How to find a job.* Syracuse, New York: New Readers Press, 1963. (Reading level gr. 3 and 4)

Freeland, K. *High school work study program for the retarded.* Springfield, Ill.: Charles C. Thomas, 1969.


Part 1: Checking accounts  
Part 2: Savings accounts  
Part 3: Planning ahead  
(Worktexts, 3-4 grade rdng. level)


(Worktext, $1.50)

(Senior high level)


(Junior or senior high level)
How to answer when money talks. Minneapolis, Minn.: Amidon and Associates, Inc., 1964. (Secondary worktext)


Jay, E. S. A book about me. (Grades K-1). Chicago, Ill: Science Research Assoc., 1952. (Pupil Analysis Sheet, $1.00 per set; Teachers Manual, $.74; Specimen Set, $1.34)


Marie Perrone, practical nurse
John Leveron, auto mechanic
The Millers and Willie B., butcher, baker, chef
The Delso Sisters, beauticians
Helen Greene, department store worker
Anita Powers, office worker
Teacher’s guide and answer key


Mathematics for employment Pete saves the day--The joke that wasn't funny
Mathematics for everyday living
Mathematics for family living The old shoe mystery

Where is it?
How to get it?
How to keep it?
Where do you go from here?


Preparing for job success. Houston, Texas: Houston Public School, n.d. (Teacher’s edition, $.70; workbook, $.50)


Wanting a job
Training for a job
Starting a job
Looking for a job
Holding a job
Changing a job
Teacher’s Guide

The family you belong to
The friends you make
The jobs you get
The money you spend
The person you are
The town you live in

Wade, J. M. Jerry works in a service station. Palo Alto, California: Fearon Publishers, 1967. (2.2 rdg. level, $1.50)

Charley the TV repairman, Anton
Cool it, man!, Anton
John the second best cook in town, Appleton
Frank the vending machine repairman, Asherman
Carmen the beautician, Borisoff
Nick the waiter, Borisoff
Ginny the office assistant, Chase and Elmore
Pete the service station attendant, Goodman
Judy the waitress, Kipniss
Betty and her typewriter, Lawson
Joe the salesman, Swinburne
Timo the draftsman, Hamer
Phil the file clerk, Wright
Tom the merchant seaman, Dudley
Keep it clean, Eisendrath
Sandy the lineman, Olsen
Burt the policeman, Goodman
Ned the taxicab driver, Borisoff


Book I, Counting my money
Book II, Making my money count
Book III, Buying power
Book IV, Earning, spending and saving


Filmstrips
Eyegate, Inc., Jamaica, New York
Fixing a flat tire, 117D
Getting along with friends, 78F
Getting along with yourself, 78D
Stocker in a supermarket, 117B
The gas station attendant, 117I
The nurses aid, 117H
The school cafeteria worker, 117G
The variety store, 117F
The waitress, 117C