ABSTRACT.

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the occupational knowledge module is one of five field-tested curriculum guides adopted from findings of the nationally oriented 'Adult Performance' Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.)

The primary instructional objective of the occupational knowledge module is "to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: occupational experience vocabulary; source materials leading to employment; occupational categories; vocational testing and counseling methods; commercial/government/private employers; job applications and interviews; standards of behavior for various types of employment; attributes and skills leading to promotion; and financial and legal aspects of employment. (A 4-page bibliography lists additional resources.) (EA)
CAREER EDUCATION FOR ADULTS

BASED ON ADULT PERFORMANCE LEVEL STUDIES OF Tasks and Instructional Modules

A Cooperative Effort of
Auburn University
Vocational and Adult Education Department
Harry E. Frank, Project Director

and

Alabama State Department of Education
Adult Basic Education Division
Norman O. Parker, Coordinator

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FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of needs for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required.
so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five
groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

**GENERAL KNOWLEDGE AREAS**

<table>
<thead>
<tr>
<th>Occupational Knowledge</th>
<th>Consumer Economics</th>
<th>Health</th>
<th>Community Resources</th>
<th>Government and Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
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<tr>
<td>Problem solving techniques</td>
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<tr>
<td>Interpersonal relationships</td>
<td></td>
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</tbody>
</table>

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,
such tasks were included as a separate section entitled "Advanced Tasks".
so that instructors might choose from them if appropriate for particular
groups.
EVALUATION OF ADULT PERFORMANCE LEVEL MODULES
(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

Instructor

NAME ____________________________ POSITION: Supervisor _______

Other ________________

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) ________________

Number of learners in each level: Level 1 __________
Level 2 __________
GED __________

Amount of Instruction time for this module __________

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

1) Instructor's perception of the need for the selected module.
   High __________
   Low __________
   None __________

2) Supervisor's influence in selecting this module.
   High __________
   Low __________
   None __________

3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.)
   High __________
   Low __________
   None __________
(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.).

High
Low
None

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High
Low
None

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High
Low
None

--------------------------------------------------------------

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the module as a learning experience by checking one blank under each of the following items:

(1) Learner's interest and accomplishments.

High
Low
None

(2) Effectiveness of instructor activities.

High
Low
None

(3) Effectiveness of learner activities.

High
Low
None
(4) Effectiveness of resources.

High   ___
Low    ___
None   ___

Suggestions for improvement of the module: ________________________________

________________________________________

________________________________________

________________________________________
Adult Career Education

OCCUPATIONAL INFORMATION MODULE

Based on the APL Study
AUBURN UNIVERSITY Vocational and Adult Education
OCCUPATIONAL KNOWLEDGE

INSTRUCTIONAL GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life.

DESIGNATOR SYSTEM: Those performance objectives related directly to occupational knowledge are designated OK and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task Designator, then followed by the number of the Task for that specific objective. Thus, the designator code OK-1, T-1 means Occupational Knowledge Performance Objective One, Task One.

CONTENTS:

1. Occupational Knowledge objectives and tasks.
2. Suggested advanced tasks for certain performance objectives.
3. Bibliography of suggested resources not contained in the resources sections of the task modules.
OCCUPATIONAL KNOWLEDGE

OK Objective 1. To build a working vocabulary related to the materials and situations of the occupational experience.

TASKS:

T-1. Using words commonly found in employment situations (applications, on the job, etc.) to read and verbally associate the word with its meaning.

T-2. To be able to correctly spell the words used in T-1.

T-3. Using occupation-related materials, to list abbreviations commonly employed and to read, write and understand the words for which the abbreviations stand (e.g., F.I.C.A., I.R.S.).

OK Objective 2. To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

TASKS:

T-1. To list diverse sources of job information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.

T-2. To read employment ads found in newspapers.

T-3. To read employment opportunity ads found in post offices, union halls and on factory bulletin boards.

T-4. Using various state publications to familiarize students with the employment opportunities and trends in Alabama.

OK Objective 3. To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

TASKS:

T-1. To read newspaper employment ads and to divide advertised jobs into broad occupational categories (professional, managerial, sales, etc.).

T-2. Using the Occupational Outlook Handbook from the U. S. Department of Labor, to supplement the list of categories in T-1.
T-3. Using the categories from T-1 and T-2, to list various jobs and their salaries advertised in the newspaper.

T-4. To write the job requirements (educational and experiential) and benefits (including salary) for those jobs from OK-3, T-3, in which individual learners are interested, but not necessarily qualified for.

T-5. To match the individuals real qualifications with the job requirements compiled in OK-3, T-4.

T-6. To rate the lists from T-4 and T-5 in order of desirability.

OK Objective 4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

TASKS:

T-1. To define vocational testing, by listing available tests, places where tests are given (with or without charge), where counselors are available and any vocabulary pertaining to common testing practices.

T-2. In discussion with a resource person, to list reasons why such tests are given, and to list aspects of taking standardized tests.

T-3. Using assistance from an instructor or counselor, to take job interest inventories or related tests.

T-4. To write a summary of test result interpretations in a personal notebook for reference purposes.

OK Objective 5. To understand the differences among commercial employment agencies, government employment agencies and private employers.

TASKS:

T-1. Using the yellow pages of the phone book and the employment ads in a newspaper, to compile a list of employment agencies and designate those ads which are sponsored by government agencies.

T-2. Using literature published by commercial employment agencies, to write descriptions of hiring procedures and financial obligation incurred by an applicant of these agencies, and to compute fees based on different salaries.
T-3. In discussion, to chart the advantages and disadvantages of gaining employment through various kinds of agencies and private employers.

**OK Objective 6.** To prepare job applications and interviews.

**TASKS:**

T-1. Using employment ads from the newspapers, to identify and note initial steps toward employment called for by the ads (e.g., letter, telephone call, etc.).

T-2. To identify the things a prospective employee should have before application for employment is made (e.g., social security number, list of past employers with dates).

T-3. To list reasons why references from past employers or personal friends could be valuable to the job applicant.

T-4. In a role-playing situation, to call a prospective employer for a job interview appointment.

T-5. To write a suitable letter to a prospective employer requesting an appointment and giving qualifying information.

T-6. To list do's and don'ts for the prospective employee in the interview situation (e.g., dress, behavior, etc.).

T-7. To list possible questions to ask a prospective employer.

T-8. To be able to complete samples of job application forms as completely as possible.

T-9. To compute the cost of an interview (telephone call, transportation, etc.).

T-10. To be able to write a complete resume to be used in employment application procedures.

**OK Objective 7.** To know standards of behavior for various types of employment.

**TASKS:**

T-1. Using personal experience and published materials, to discuss proper behavior and attitudes.
T-2. To discuss consequences (financial, personal) of meeting and not meeting job requirements.

T-3. Using various persons employed in a number of categories of jobs as resource persons, to discuss how work orders and assignments may be given (written, verbal) and the skills needed to understand these orders or assignments.

T-4. To be aware of various ways to deal with interpersonal conflict on the job.

T-5. To discuss importance of working conditions in terms of health and safety of the worker.

T-6. Using published materials which explain union purposes, benefits and obligations, to underline the main ideas.

T-7. To list several personal and family factors which may hinder employment and to discuss ways in which these obstacles can be overcome.

T-8. To be aware of the pros and cons (including practicality) of part-time employment.


OK Objective 8. To be aware of attributes and skills which may lead to promotion.

TASKS:

T-1. To list some attributes which might lead to promotion.

T-2. To chart the places in the community which offer vocationally-related training, the kind of training offered, the sponsoring agency, cost to the individual, and other pertinent information.

T-3. To become familiar with the manner in which to ask an employer for increased salary, benefits or special privileges.

OK Objective 9. To know the financial and legal aspects of employment.

TASKS:

T-1. Using payroll statements, to calculate hourly wages, piece work rates, percentage of tax deductions, social security deductions, insurance deductions, etc. (net and gross).
T-2. Using various scales to calculate overtime and deduct for lateness or absenteeism.

T-3. To apply for a social security card and to change names at the time of marriage or divorce.

T-4. To write a letter requesting social security information.

T-5. Using social security booklets, to read and underline the main ideas.

T-6. Using social security booklets, to calculate amounts of money paid in and numbers of quarters needed to be covered by social security.

T-7. To understand and be able to complete a W-4 Employee's Withholding Exemption Certificate form.

T-8. To become familiar with the types of insurance commonly available to the worker (workman's compensation, disability, major medical, etc.).
DESIGNATOR: OK-1, T-1.  

AREA OF KNOWLEDGE: OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-1: Using words commonly found in employment situations (application, on the job, etc.) to read and verbally associate the word with its meaning.

INSTRUCTOR ACTIVITY

1. Obtain application forms for various types of jobs from different companies in the area and reproduce forms, distribute to learners.

2. Determine through discussion with the group, those words or phrases with which they are unfamiliar, or whose meanings are unclear.

3. Prepare, explain and distribute to each learner an exercise which requires the learner to match 20 such words as reference, personal, legible, etc. with their meaning.

4. Prepare and distribute a list of words commonly found in employment applications to learners. Explain that they are to locate each word in the dictionary and write the definition.

LEARNER ACTIVITY

1. Review the application forms and associate words with meaning.

2. Participate in the group discussion for clarification in identifying unfamiliar words.

3. Complete matching exercise. Use dictionary where necessary.


RESOURCES

1. Application forms from State Employment Service and local companies.


4-2 Dictionaries.
5. Prepare simple crossword puzzle to match word with meaning.

6. Prepare a dialogue between an employer and a prospective employee, using the words from Instructor Activity #4. Reproduce and give copies to the learners for reading in pairs.

5. Work crossword puzzle.

6. Choose a partner for a reading dialogue between employer and prospective employee.

5-1 Instructor produced materials.
5-2 Dictionaries.

6. See resource 4-1.
DESIGNATOR: OK-1, T-2  AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-2: To be able to correctly spell the words used in T-1.

INSTRUCTOR ACTIVITY

1. Provide a list of words used in T-1.
2. Provide employment form(s) for the learner.
3. Provide a work sheet with words from the employment form misspelled.
4. Mimeograph an exercise that will include approximately seventy-five (75) percent of the words found on an employment form to evaluate the learner's capability.

LEARNER ACTIVITY

1. Learn to pronounce and spell the words from the handout.
2. Find spelling words on the form(s) and circle.
3. Identify and correct the spelling words misspelled, and use the dictionary as a reference when necessary.
4. Complete the exercise correctly and make other additions of words for emphasis.

RESOURCES

1. See T-1 for list of words.
2. JOB APPLICATION SKILL. Huntington: Special Services Supply.
3-1 GATEWAY TO CORRECT SPELLING. Austin: Steck-Vaughn Inc., p. 105.
3-2 Dictionaries.
4. Instructor-made exercise.
DESIGNATOR: OK-1, T-3

PERFORMANCE OBJECTIVE OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-3: Using occupation-related materials, to list abbreviations commonly employed and to read, write, and understand the words for which the abbreviations stand (e.g., F.I.C.A., I.R.S.).

INSTRUCTOR ACTIVITY

1. Secure application forms as used in OK-1 and other forms usually filled out by new employers. Distribute to learners.
2. Read as you list abbreviations that are commonly found on employment application forms or other forms.
3. Write on the chalkboard a list of the abbreviations and the word or words for which the abbreviations stand.
4. Provide the learners with an exercise in which they may match abbreviations with meanings.

LEARNER ACTIVITY

1. View the application given and prepare an exercise in identifying words with symbols that are already known.
2. Write down the list of abbreviations and pronounce them silently for emphasis.
3. Copy the chalkboard the list of abbreviations and the word or words for which they stand.
4. Complete the exercise and use the dictionary as needed.

RESOURCES

1. See OK-1, T-1 resources.
2. GATEWAY TO CORRECT SPELLING. Austin: Steck-Vaughn Inc.
3-1 Chalkboard.
3-2 State employment form.
4-1 Dictionary.
4-2 Instructor-made exercises.
DESIGNATOR OK-2, T-1

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-1: To list diverse sources of job information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1. List on chalkboard sources of job information, using experiences related by learners.</td>
<td>1. Tell the class how you (or someone you know) first heard about a job you hold or once held.</td>
<td>1. Learner’s experience.</td>
</tr>
<tr>
<td>2. Add to list of sources not already mentioned by learners. List should include: Friends and Relatives, State Employment Agencies, Private Employment Agencies, Better Business Bureau, School and College, Newspaper, Observe Construction, Civil Service announcements, Classified telephone directories, Industrial directories, Local Community organizations, Radio and television broadcasts.</td>
<td>2. Copy the list of information sources for future reference.</td>
<td>2.</td>
</tr>
</tbody>
</table>
DESIGNATOR: OK-2, T-2

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-2: To read employment ads in newspapers.

INSTRUCTOR ACTIVITY

1. Secure want-ad sections for persons unable to do so.
2. List abbreviations for words often found in want ads.
3. List special "want ads words" and their meanings on board.
4. Put examples of want ads on board or transparencies using abbreviations.
5. Assist learners in locating and circling jobs of interest in the want ad section of their local newspaper.

LEARNER ACTIVITY

1. Bring want ad section of paper to class.
2. Write and learn abbreviations.
3-1 Learn words and their meanings.
3-2 Discuss words and tell how they are used in ads.
4. Copy ads and change abbreviations to full words.
5. Locate and circle jobs of interest.

RESOURCES

1. Any newspaper.
2-1 Schneider, Bernard. GETTING AND HOLDING A JOB. Frank E. Richards Publishers, Phoenix, New York.
3. See resource #2.
4. Any newspaper.
5. The local newspaper of the learner.
DESIGNATOR: OK-2; T-3

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-3: To read employment opportunity ads found in post offices, union hall and on factory bulletin boards.

INSTRUCTOR ACTIVITY

1-1 Secure a variety of employment opportunity ads and distribute to learners.
1-2 List locations of job opportunities.
1-3 List qualifications that these jobs require.

2. Make a presentation on the importance and advantages of employment ads.

3. Discuss the requirements for qualification for various jobs.

4. Discuss the key words for each job ad informally.

5. List the key words on each kind of employment ad.

LEARNER ACTIVITY

1-1 View a variety of employment opportunity ads and prepare for general discussion.
1-2 List job opportunities that they are interested in.
1-3 List the qualification that they have and note the job they qualify for.

2. Participate in the question and answer period concerning the importance and advantages of employment ads.

3. Write down the requirements for which you qualify.

4. Participate in the informal discussion.

5. Write the key words on each kind of employment ad.

RESOURCES

1-1 OCCUPATIONAL EDUCATION FACT FINDING SERIES: Huntington: Special Service Supply.
1-2 Ads found in post office, factory bulletin boards, union hall, local newspaper, etc.

2. -----------


4. -----------

5. -----------
OK-2, T-3 continued.

6. Select an employment ad of the learners individual interests and present it to him.

6. Take the ad and read it correctly and completely, be able to verbally relate his qualifications.

DESIGNATOR: OK-2, T-4

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-4: Using various state publications to familiarize students with the employment opportunities and trends in Alabama.

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

INSTRUCTOR ACTIVITY

1. Provide learners with state publications.

LEARNER ACTIVITY

1. Explore material to determine present and future employment trends statewide.

RESOURCES

1-3 BASIC LABOR MARKET INFORMATION BY COUNTY: ALABAMA.
1-4 ALABAMA'S MANPOWER OF TOMORROW.
1-5 LABOR MARKET NEWS (Specific county desired.)
1-6 ALABAMA TECHNICAL INSTITUTE, State Department of Education, Division of Vocational Education, Montgomery, Alabama.
OK-2, T-4, continued.

2. Discuss implications for materials in #1.

2. Determine manpower needs within their particular geographic area.

2. See resources listed in #1.

3. Assist learners in researching areas of interest.

3. Locate three industrial employment opportunities for which the student would presently qualify.

3. See resources listed in #1.

NOTE: 1-3, 1-4, and 1-5 can all be ordered from Department of Industrial Relations, Montgomery, Alabama.
DESIGNATOR: OK-3, T-1

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-1: To read newspaper employment ads and to divide advertised jobs into broad occupational categories (professional, managerial, sales, etc.).

INSTRUCTOR ACTIVITY

1. Bring enough copies of local newspaper classified section for each learner. Distribute to class.

2. List broad occupational categories on board or transparency. Point out clues to finding which category advertised jobs fall into, using several ads as examples.

LEARNER ACTIVITY

1. Locate "help wanted" ads in classified section. Look over all, then circle ten ads that sound interesting.

2. Place each of the ten circled ads into one of the categories listed by the teacher.

RESOURCES

1. Local newspapers, daily and Sunday editions.

2. ---
PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-2: Using the Occupational Outlook Handbook from the U. S. Department of Labor, to supplement the list of categories in T-1.

INSTRUCTOR ACTIVITY

1. Demonstrate the use of the OCCUPATIONAL OUTLOOK HANDBOOK in finding categories of jobs.
2. List on board or transparency the categories of occupations appearing in OCCUPATIONAL OUTLOOK HANDBOOK.

LEARNER ACTIVITY

1. Using the HANDBOOK, look up 2 or 3 jobs of interest, noting the category into which each job falls.
2. Read the list of categories.

RESOURCES

1-1 Alabama Employment Service.
1-2 Vocational counselor, local school system.
DESIGNATOR: OK-3, T-3  AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-3: Using the categories from T-1 and T-2, to list various jobs and their salaries advertised in the newspaper.

<table>
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<tr>
<th>INSTRUCTOR ACTIVITY</th>
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<th>RESOURCES</th>
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<tbody>
<tr>
<td>1. On sheets of 8½&quot; x 11&quot; paper, write the names of each of the categories from T-1 and T-2. Affix the sheets to a bulletin board or wall display space.</td>
<td>1. Look over all the category-sheets.</td>
<td>1. OK-3, T-1 and T-2.</td>
</tr>
<tr>
<td>2. Assist learners in clipping ads from newspaper and pasting them on the sheet giving the category to which each job belongs.</td>
<td>2. Clip as many different kinds of job ads as possible from the &quot;Help Wanted&quot; section of the newspaper. Paste each ad on the sheet giving the category to which it belongs. Underline in red the salary for the job, if listed in the ad.</td>
<td>2. Local newspaper classified ads.</td>
</tr>
</tbody>
</table>
DESIGNATOR: OK-3, T-4

AREA OF KNOWLEDGE----OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE: OK-3: To define occupational categories in terms of the education and job experience required and to note these categories in terms of desirability.

ENABLING OBJECTIVE: T-4: To write the job requirements (educational and experimental) and benefits (including salary) for those jobs from OK-3, T-3, in which individual students are interested, but not necessarily qualified for.

INSTRUCTOR ACTIVITY

1. Display the category sheets with "Help Wanted" ads from OK-3, T-3. Assist learners in finding threads of interest.

2. Assist learners in finding requirements and benefits of jobs in ads selected.

LEARNER ACTIVITY

1. Select from the display five ads of personal interest.

2. For each ad, write education required, experience required, salary, and other benefits listed.

RESOURCES

1. Categorized ads from OK-3, T-3.

2-1 OCCUPATIONAL OUTLOOK HANDBOOK. U.S. Department of Labor, 1972-73.

2-2 OCCUPATIONAL ESSENTIALS SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford: L.C. Johnson Press, KN.

2-3 ALABAMA JOB GUIDEBOOK FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.
DESIGNATOR: OK-3, T-5

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-5: To match the individual's real qualifications with the job requirements compiled in OK-3, T-4.

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<tr>
<td>1. Assist learner in making a realistic assessment of his qualifications:</td>
<td>1. Make a personal inventory of your qualifications including the items listed by the instructor and any others you may wish to add.</td>
<td>1-1 GIFT: DAILY ADULT LIVING, Alabama ABE. 1974. pp. 89-90.</td>
</tr>
<tr>
<td>age</td>
<td></td>
<td>1-2 Maslow's &quot;Hierarchy of Needs&quot; handout. Dr. Harry Frank, Department of Vocational and Adult Education, Auburn University, Auburn, Alabama.</td>
</tr>
<tr>
<td>physical limitations</td>
<td></td>
<td>1-4 HELPFUL HINTS: APPLICATION FOR YOUNG JOB SEEKERS. South Central Bell local office. (free)</td>
</tr>
<tr>
<td>job experience</td>
<td></td>
<td>1-6 HOW TO GET AND HOLD THE RIGHT JOB. Montgomery, Alabama. Alabama State Employment Service.</td>
</tr>
<tr>
<td>long-range occupational goals</td>
<td></td>
<td></td>
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<tr>
<td>family responsibilities</td>
<td></td>
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<tr>
<td>willingness to relocate or adjust to unusual hours or conditions</td>
<td></td>
<td></td>
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<tr>
<td>special talents</td>
<td></td>
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</tr>
</tbody>
</table>
OK-3, T-5 continued:

2. Assist learner in comparing real qualifications with requirements of the jobs selected in OK-3, T-4.

   Make a note of any areas where qualifications fall short of requirements.
DESIGNATOR: OK-3, T-6  AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-6: To rate the lists from OK-3, T-4 and T-5 in order of desirability.

INSTRUCTOR ACTIVITY

1. Assist learner in determining which jobs are most suited to his abilities and needs, considering:
   a. salary
   b. working hours
   c. access to home
   d. chances for advancement
   e. working conditions and surroundings
   f. education and training
   g. overtime
   h. EAL (Emergency Annual Leave)
   i. vacation and paid holidays

2. 

LEARNER ACTIVITY

1. Using the list of requirements from OK-3, T-4 and the list of qualifications from OK-3, T-5, decide which jobs are best suited to the individual.

2. Rate the jobs from 1 to 5 in order of desirability.

RESOURCES

1. See resources on OK-3, T-4.

NOTE: Aptitude and preference testing are covered in OK Objective 4.
**DESIGNATOR: OK-4, T-1**  
**AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE**

**PERFORMANCE OBJECTIVE OK-4:** To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

**ENABLING OBJECTIVE T-1:** To define vocational testing, by listing available tests, places where tests are given (with or without charge), where counselors are available, and any vocabulary pertaining to common testing practices.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supply list of testing and counseling agencies available, and names of tests given by each.</td>
<td>1. List agencies and names of tests.</td>
<td>1-1 Yellow pages of telephone directory.</td>
</tr>
<tr>
<td>2. Determine testing sites through discussion and make list of unfamiliar terms.</td>
<td>2-1 Identify unfamiliar words.</td>
<td>1-2 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.</td>
</tr>
<tr>
<td>3. Provide area maps.</td>
<td>2-2 Match words with meanings.</td>
<td>1-3 City directories.</td>
</tr>
<tr>
<td></td>
<td>4. Compute distance from home to nearest agency.</td>
<td>1-5 Vocational Counselor; local school system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-1 Dictionary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-2 See resources #1-3 and 1-4 above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Maps of local areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Area maps from 1-3 and 1-4.</td>
</tr>
</tbody>
</table>
OK-4, T-1 continued.

5. List available modes of transportation. 5. Select most convenient mode of transportation. 5. Instructor-made list.
DESIGNATOR: OK-4, T-2

AREA OF KNOWLEDGE--OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-2: In discussion with a resource person, to list reasons why such tests are given, and to list aspects of taking standardized tests.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
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<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>1. Obtain tests applicable to students.</td>
<td>1-1 Discuss the aspects of taking test. 1-2 Identify unfamiliar words by using dictionary when necessary. 1-3 Become familiar with different tests.</td>
<td>1. Stimulated test samples of ABLE, TABE, GED, LOCAL industry tests, Kuder Preference Test, Strong Vocational Interest Test and General Aptitude Test Battery, etc., from vocational counselor.</td>
</tr>
<tr>
<td>2. Invite a vocational counselor to lead the discussion relating to test taking, explaining why the tests are given.</td>
<td>2. Discuss the test.</td>
<td>2. A resource person (testing specialist or vocational counselor from local school system or Alabama Employment Service).</td>
</tr>
<tr>
<td>3. Administer a short simulated test sample.</td>
<td>3. Practice taking test.</td>
<td>3. Any sample listed in resource #1.</td>
</tr>
<tr>
<td>4. Contact resource persons for field trip and provide transportation for trip to testing center.</td>
<td>4. Take the class on a field trip to a testing center.</td>
<td>4. Yellow pages of telephone directory.</td>
</tr>
</tbody>
</table>
INSTRUCTOR ACTIVITY

1-1 Define interest and aptitude.
1-2 Conduct a group discussion on interests and aptitudes with emphasis on individual differences.
1-3 Introduce Holland's Self Directed Search interest test to help students assess their interest and rate their own ability.
1-4 Assist students in matching tests results with Occupational Code Finder.

LEARNER ACTIVITY

1-1 Orally tell the difference in interest and aptitude.
1-2 React to the discussion on the basis of your individual interests and aptitudes.
1-3 Take and score Self Directed Search interest test.
1-4 Explore careers matched with their individual occupational codes using the DOT and Occupational Outlook Handbook.

RESOURCES

1-3 Holland's Self Directed Search, Palo Alto, California; Consulting Psychologists Press, 1970.
OK-4, T-3 continued.

2. Distribute to each member of the class a JOB GUIDE FOR YOUNG WORKERS.

2. View the job guide and ask questions in order to make the necessary steps.

2-1 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.


2-3 U.S. Civil Service Department in local area.

3. Show filmstrip and lead discussion.

3. View and discuss filmstrip.


4. Secure the services of a resource person from the State Employment Services to discuss and administer if requested the ABLE Aptitude Test.

4. Ask questions of resource person and take test if interested if not taken before.


5. Arrange to carry the class on field trips to an area vocational school and local industry.

5. Participate in field trip to the area of interest in securing employment.

5-1 Area Vocational School.

5-2 Local industries within the area.

6. Assist learners in compiling list of interests and aptitudes.

6. List individually felt interests and aptitudes.

6. Instructor prepared materials.
DESIGNATOR: OK-4, T-4  
AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-4: To write a summary of test result interpretations in a personal notebook for reference purposes.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>2. Divide class into small buzz groups for discussion of test results.</td>
<td>2. Discuss the test results that were different from your felt needs.</td>
<td>2. MAKING VOCATIONAL CHOICES, A THEORIES OF CAREER. John L. Holland, Englewood Cliffs, N. J.; Prentice-Hall, Inc., 1973.</td>
</tr>
<tr>
<td>3. Assist learners in writing a summary of interests and aptitudes as revealed in the test results.</td>
<td>3. Write a summary of test result interpretations, listing interests and aptitudes revealed in the test. Keep this summary for future reference.</td>
<td>3. Test results.</td>
</tr>
</tbody>
</table>
DESIGNATOR: OK-5, T-1

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies, and private employers.

ENABLING OBJECTIVE T-1: Using the yellow pages of the phone book and employment ads in a newspaper, to compile a list of employment agencies, and designate those ads which are sponsored by government agencies.

INSTRUCTOR ACTIVITY

1-1 Discuss differences between government, commercial and private employment agencies.
1-2 Arrange field trip to an employment agency.

LEARNER ACTIVITY

1-1 Learn the differences between government, commercial and private agencies.
1-2 Visit an employment agency.

RESOURCES

1-2 Contact resource persons from agency to arrange field trip.
1-2 Vir-it an employment agency...

2. Provide telephone directory and classified advertising section of local newspapers.
2. Locate names of employment agencies in yellow pages and in newspaper ads.
2. Newspapers and telephone directory.

3. Assist learners in distinguishing differences in the types of ads in paper.
3-1 Circle ads that are private, commercial and governmental.
3-2 Write the three headings on paper. List appropriate ads under each.
3-1 HOW TO GET A JOB. Redwood City, California: Visual Material, Inc.
3-2 Newspapers.
DESIGNATOR: OK-5, T-2

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies and private employers.

ENABLING OBJECTIVE T-2: Using literature published by commercial employment agencies, to write descriptions of hiring procedures and financial obligation incurred by an applicant of these agencies, and to compute fees based on different salaries.

INSTRUCTOR ACTIVITY

1. Secure brochures from several commercial employment agencies.

2. Demonstrate how to compute fees charged for jobs with different salaries.

LEARNER ACTIVITY

1. Read over the brochures, compare hiring procedures and fees charged by each agency. Make a list of these for future reference.

2. Compute fees charged by various agencies, based on different salaries.

RESOURCES

1.1 Local commercial employment agencies.

1.2 Chamber of Commerce.

2. See resource #1-1 and 1-2 above.
PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies, and private employers.

ENABLING OBJECTIVE T-3: In discussion, to chart the advantages and disadvantages of gaining employment through various kinds of agencies and private employers.

INSTRUCTOR ACTIVITY

1. Lead discussion of advantages and disadvantages of using commercial and government agencies, as well as applying directly to a private employer.
2. Using ads in newspaper, assist learner to spot advantages and disadvantages in gaining employment through commercial agencies and private employers.

LEARNER ACTIVITY

1. Participate in discussion, sharing experiences with various agencies.
2. Find ads in "help wanted" section of newspaper for comparable jobs offered by a commercial agency and a private employer. Use points raised in above discussion to determine which ad to answer.

RESOURCES

1. Refer to all resources listed for Tasks #T-1 and T-2 for OK-9.
2. Local newspaper.
**DESIGNATOR:** OK-6; T-1  
**AREA OF KNOWLEDGE:** OCCUPATIONAL KNOWLEDGE

**PERFORMANCE OBJECTIVE OK-6:** To prepare for job applications and interviews.

**ENABLING OBJECTIVE T-1:** Using employment ads from the newspapers, to identify and note initial steps toward employment called for by the ads (e.g., letter, telephone call, etc.).

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<tbody>
<tr>
<td>1. Provide &quot;help wanted&quot; ad section of newspapers and introduce activity to find initial steps toward employment called for by different ads.</td>
<td>1. Using newspaper employment ads, find:</td>
<td>1. Local newspapers, both daily and Sunday.</td>
</tr>
<tr>
<td>2. Assist learners in making decisions about what initial steps toward employment should be taken.</td>
<td>2. Find ads for two jobs of personal interests and decide what initial steps toward employment should be taken.</td>
<td>2. Daily and Sunday local newspapers.</td>
</tr>
<tr>
<td></td>
<td>a. 3 ads that say &quot;apply in person.&quot; Write the address, hours you may apply, and name of the person you should ask for.</td>
<td></td>
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</table>
DESIGNATOR: OK-6, T-2

AREA OF KNOWLEDGE----OCCUPATIONAL KNOWLEDGE.

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-2: To identify the things a prospective employee should have before application for employment is made (e.g., social security number, list of past employers with dates).

INSTRUCTOR ACTIVITY

1. Provide application forms from various employers.
2. With learners' help, list on chalk board the things the job seekers should have before making applications.
3. Point out the necessity (for providing proof of age, etc.) of having legal documents available if requested by employer.

LEARNER ACTIVITY

1. Look over application forms, noting blanks for various kinds of information.
2. Make a list of all the things the prospective employee should take to the interview, including social security number, names and addresses and dates of schools attended, list of employers with dates, list of references with addresses.
3. Add to the list any important legal documents the job-seeker should have available; birth certificate, diplomas or certificates from training courses, service discharge papers, health card, etc.

RESOURCES

1. Application forms from local businesses and industries.
2-2 Job Interviews (transparencies), Colonial Films, Inc., Atlanta, Georgia.

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DESIGNATOR: OK-6, T-3

PERFORMANCE OBJECTIVE OK-6: To prepare for job-applications and interviews.

ENABLING OBJECTIVE T-3: To list reasons why references from past employers or personal friends could be valuable to the job applicant.

INSTRUCTOR ACTIVITY

1. Summarize ways employers use references to find out about the applicant's personal qualities, attitude toward the job, ability to work with others, etc.

2. Begin discussion with class on determining what persons to include as references.

LEARNER ACTIVITY

1. Make a list of things the employer may ask the former employee or friend about the applicant.

2. Based on the above list, participate in class discussion to determine what persons should be included as references (e.g., former teachers, former employers, clergymen, co-workers, neighbors).

RESOURCES

See resources OK-6, T-2, #2-1 stated above.
DESIGNATOR: OK-6, T-4

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-4: In a role-playing situation, to call a prospective employer for a job interview appointment.

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<th>INSTRUCTOR ACTIVITY</th>
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<tbody>
<tr>
<td>1. Outline role-playing situation to be enacted. One learner plays role of employer; using instructor prepared questions, makes an appointment with the applicant, who responds ad. lib. Use toy telephones or real ones borrowed from phone company.</td>
<td>1. Play role of either employer or applicant in a simulated phone call to make a job interview appointment.</td>
<td>1. See resources OK-6, T-2.</td>
</tr>
<tr>
<td>2. Begin class discussion to bring out problems or awkward situations that occurred during the simulated phone call—no calendar handy to check date, no pencil and paper to make notes, questions the applicant was unprepared for.</td>
<td>2. Participate in discussion of problems or awkward situations that arose during the simulated phone call. List things to have ready before dialing the number.</td>
<td>2. See resources OK-6, T-2.</td>
</tr>
</tbody>
</table>
PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-5: To write a suitable letter to a prospective employer requesting an appointment and giving qualifying information.

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<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>5. Assist learners in writing letters to include data sheet.</td>
<td>5. Write business letter and include data sheet.</td>
<td>5. See resource #2 above.</td>
</tr>
</tbody>
</table>
DESIGNATOR OK-6, T-6

AREA OF KNOWLEDGE--OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-6: To list do's and don'ts for the prospective employee in the interview situation (e.g., dress, behavior, etc.).

INSTRUCTOR ACTIVITY

1. Show a film on employment interviews.
2. Begin a discussion of the filmed interviews, drawing on learner's observations of dress, behavior, and attitudes displayed.

LEARNER ACTIVITY

1. View film, formulate questions and/or opinions.
2. Participate in discussion of the film, noting what is expected of the applicant during the interview, and what behavior is appropriate.

RESOURCES

1-2 TELL IT LIKE IT IS. Skokie: Sears Roebuck Foundation, (film).
2-2 Schneider, Bernard. GETTING AND HOLDING A JOB. Phoenix, New York: Frank E. Richards Publisher.
2-4 WHAT STUDENTS SHOULD KNOW ABOUT INTERVIEWING. General Electric.
OK-6, T-6 continued.

3. Assist learners in listing do's and don'ts for job interviews.

3. List for future reference some do's and don'ts referred to all resources listed above.

OK-6, T-6 continued.
PERFORMANCE OBJECTIVE  OK-6: To prepare for applications and interviews.

ENABLING OBJECTIVE  T-7: To list possible questions to ask a prospective employer.

LEARNER ACTIVITY

1. Conduct brainstorming session to list everything an applicant should know about a job before accepting it.
2. Begin a discussion of the list in which the learners select those items an applicant could reasonably be expected to ask about, including:
   - pay
   - overtime pay
   - vacation
   - hours
   - unusual regulations
   - sick leave
   - insurance
   - working conditions
   - chances for advancement

   Be sure to point out that most information will be given before the applicant has a chance to ask.

INSTRUCTOR ACTIVITY

1. Participate in brainstorming session, naming things an applicant needs to know about a job.
2. In discussion of the above list, select those items an applicant should have questions about.

RESOURCES

1. See resources listed in OK-6, T-6.
2. See above list of resources.
3. Assist learner in making a list of questions for future reference.

3. Write a personal list of questions to ask an employer including the items in activity 2 above and any items that may apply only to the individual (e.g., Does the company provide uniforms? What are the practices in accepting tips?) Keep the list for future reference.

3. See above list of resources.
DESIGNATOR: OK-6, T-8  

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-8: To be able to complete samples of job application forms as completely as possible.

<table>
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<tr>
<th>INSTRUCTOR ACTIVITY</th>
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<tbody>
<tr>
<td>1. Provide learners with a variety of sample employment forms explaining one in detail.</td>
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</table>

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<tr>
<th>LEARNER ACTIVITY</th>
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<tbody>
<tr>
<td>1-1 Take the sample practice sheet and fill in the information correctly and completely as the instructor goes along by steps.</td>
</tr>
<tr>
<td>1-2 Ask questions as they arise and look up unfamiliar words, etc.</td>
</tr>
<tr>
<td>2. Complete a different application form on his own.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1-1 Application form from local employment agency and/or company.</td>
</tr>
<tr>
<td>1-2 Dictionaries.</td>
</tr>
<tr>
<td>2. Various application forms.</td>
</tr>
</tbody>
</table>
DESIGNATOR: OK-6, T-9

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-9: To compute the cost of an interview (telephone call, transportation, etc.).

INSTRUCTOR ACTIVITY

1. Write names and locations of industries employing large numbers of people in surrounding areas.

2. Demonstrate method of computing automobile expenses in traveling to an interview (15¢ or 20¢ per mile times the number of miles round trip).

3. Secure bus routes and fare information, and taxi rates for the area.

4. Obtain from telephone company current rates for long-distance calls to industries outside the local exchange.

LEARNER ACTIVITY

1. Locate various industries on map, and estimate distance from home.

2. Compute the cost of driving a car to and from an interview.

3. Compute the cost of taking a bus or taxi to the interview.

4. Compute the cost of a telephone call to make an appointment for an interview, if the industry is not on the local exchange.

RESOURCES

1. Telephone directory; city, county, and state maps from Chamber of Commerce.

2. See above list of resources.

3. Local and inter city bus companies; local taxi companies.

4. Telephone company.
DESIGNATOR: OK-6, T-10

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-10: To be able to write a complete resume to be used in employment application procedures.

INSTRUCTOR ACTIVITY

1. Conduct discussion on tips for completing employment applications for various jobs, also list and discuss items that should be included in a resume. Divide the class into small discussion groups.

2. Distribute mimeographed copies of personal data forms.

3. Present the correct techniques for writing business letters. Demonstrate a sample business letter with the use of the chalkboard.

4. Engage the class in writing sample resumes.

LEARNER ACTIVITY

1. Participate in classroom discussion.

2. Discuss and practice filling out personal data forms correctly.

3. Write sample business letters, using the correct techniques.

4. Write sample resume letters for employment applications on the basis of interest, aptitude and personal experiences.

RESOURCES


3. I WANT TO READ AND WRITE. Austin: Steck-Vaughn Co.

4-1 See resource #3 above.

DESIGNATOR: OK-7, T-1

AREA KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-1: Using personal experience and published materials, to discuss proper behavior and attitudes.

INSTRUCTOR ACTIVITY

1. Display and lead discussion on pamphlets and books on conduct and dress on various types of jobs.

2. Invite representative from Personnel Department of local State Employment Agency.

3. Discuss with students standards of conduct and dress covered by resource persons.

4. Prepare a list of requirements common to most jobs.

5. Aid students in comparison discussion.

LEARNER ACTIVITY

1. Read and discuss material concerning conduct and dress on various jobs.

2. Take notes on lecture which concerns standards of conduct and dress and ask questions.

3. Participate in discussion.

4. Participate in discussion—adding job requirement of own job.

5. Compare requirements and conduct of own job with the information presented by the personnel officer.

RESOURCES


2. Representative from local State Employment Agency.


4. See all above listed resources.
DESIGNATOR: OK-7, T-2

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-2: To discuss consequences (financial, personal) of meeting and not meeting job requirements.

INSTRUCTOR ACTIVITY

1. Read aloud real-life situations from KEEPING THAT JOB. Ask questions of learners.
2. Guide learners in role-playing situation.
3. Lead discussion on ways in which employees do not meet job requirements including:
   a. poor attitudes
   b. disloyalty
   c. dishonesty
   d. poor work attendance
   e. lack of productivity
   f. carelessness
   g. laziness
4. Assist small groups in making lists of possible benefits of meeting job requirements (raises, promotions) and consequences of not meeting job requirements (loss of job).

LEARNER ACTIVITY

1. Listen to situations and respond to questions.
2. Participate in role-playing situation, playing parts of employer and employee.
3. Participate in discussion adding own ideas.
4. Break into small groups and make lists of possible benefits of meeting job requirements and consequences of not meeting job requirements.

RESOURCES

2. See resource #1.
DESIGNATOR: OK-7, T-3

AREA OF KNOWLEDGE—-OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-3: Using various persons employed in a number of categories of jobs as resource persons, to discuss how work orders and assignments may be given (written, verbal) and the skills needed to understand these orders or assignments.

INSTRUCTOR ACTIVITY

1. Collect sample work orders from local businesses.
2. Display and lead discussion on these sample work orders.
3. List vocabulary commonly used on written work orders.
4. Lead discussion on following verbal assignments.
5. Guide role-playing activities.
6. Invite representatives from local businesses to discuss work assignments.

LEARNER ACTIVITY

1. Review sample work orders and formulate questions.
2. Participate in the discussion.
3. Write vocabulary words applicable to own employment.
4. Participate in discussion.
5. Participate in role-playing activities.
6. Take notes from lecture and ask questions of the speaker.

RESOURCES

1. Sample work-orders collected from local businesses, utility companies, telephone company, repair shops.
2. Same resources as #1.
3. Same resources as #1.
4. Instructor-made materials.
5. Script written by instructor.
6. Representatives from local businesses.
OK-7, T-3 continued.

7. Lead discussion on material covered by representatives.

7. Participate in discussion.

7. See all resources listed above.
**DESIGNATOR:** OK-7, T-4  

**AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE**

**PERFORMANCE OBJECTIVE OK-7:** To know standards of behavior for various types of employment.

**ENABLING OBJECTIVE T-4:** To be aware of various ways to deal with interpersonal conflict on the job.

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<tbody>
<tr>
<td>1. Show film WORKING TOGETHER and conduct discussion after showing the film.</td>
<td>1. View film and participate in discussion.</td>
<td>1. WORKING TOGETHER, Atlanta: Educational Films, Encyclopedia Britannica Educational Corp.</td>
</tr>
<tr>
<td>2-1 Secure pamphlet HOW TO GET ALONG OTHER PEOPLE.</td>
<td>2. Read and discuss instructor-made transparencies and pamphlet.</td>
<td>2-1 HOW TO GET ALONG WITH OTHERS, Local Penney's department store.</td>
</tr>
<tr>
<td>2-3 Conduct discussion of the above transparencies.</td>
<td></td>
<td>2-3 SEEKER TO EMPLOYER, Montgomery: Vocational Education Division, Department of Education, 1969.</td>
</tr>
<tr>
<td>3-1 Review role-playing steps or principles. 3-2 Direct role-playing.</td>
<td>3-1 Review role-playing steps or principles. 3-2 Participate in role-playing situations of potential conflict between fellow employers on the job.</td>
<td>3. See transparencies for resource #2-2 above.</td>
</tr>
</tbody>
</table>
DESIGNATOR: OK-7, T-5

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-5: To discuss importance of working conditions in terms of health and safety of the worker.

INSTRUCTOR ACTIVITY

1. Obtain free pamphlets on safety rules from places of employment in the vicinity.
2. Give individual instruction in specific reading skills.
3. Conduct discussion of pamphlets.
5. Invite a speaker from a local industry to discuss safety rules.

LEARNER ACTIVITY

1. Browse through pamphlets.
2. Read orally and silently.
3. Discuss content of pamphlets.
4. Write safety rules applicable to own place of employment.
5. Listen to speaker and participate in after speech discussion of safety in various areas of employment.

RESOURCES

1. Free pamphlets on safety from various local places of employment.
3. See resources #1.
4-1 See resource #1.
5. Speaker from local place of employment.
PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-6: Using published materials which explain union purposes, benefits, and obligations, to underline the main ideas.

INSTRUCTOR ACTIVITY
1. Use filmstrip and cassette, teach-a-tape, and participate in discussion.
2. Secure pamphlets from labor unions.
3. Read pamphlets and discuss in group.

LEARNER ACTIVITY
1. View film, listen to cassette, and participate in discussion.
2. Read and underline main ideas in pamphlets on union benefits and obligations.
3. Read pamphlets and discuss in group.

RESOURCES
2. Pamphlets from labor unions.
DESIGNATOR: OK-7, T-7  

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-7: To list several personal and family factors which may hinder employment and to discuss ways in which these obstacles can be overcome.

INSTRUCTOR ACTIVITY

1. Prepare a list of various types of jobs in different companies and organizations in the area and job requirements that may present obstacles to employment (e.g., lack of child care services, long-distance travel).

2. Give examples of types of obstacles that persons may be faced with when seeking certain types of employment.

3. Invite a speaker from a local Family Counseling Service or Mental Health Center and lead discussion on solving personal and family problems.

LEARNER ACTIVITY

1. Participate in group or individual discussion of personal and family factors that may hinder employment in specific jobs.

2. List and identify in group or individual discussions how those obstacles may be overcome.

3. Participate in discussion with resource person.

RESOURCES

1-1 ALABAMA GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.


1-3 Telephone directory.

2. See resources #1-1 and 1-2 above.

3. Family Counseling Service, Mental Health Association, County Department of Pensions and Security.
DESIGNATOR: OK-7, T-8

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-8: To be aware of the pros and cons (including practicality) of part-time employment.

INSTRUCTOR ACTIVITY

1. Lead discussion on reasons part-time employment is necessary, including:
   a. physical ability
   b. home situation
   c. job market
   d. work experience

2. Assist small groups in writing advantages and disadvantages of part-time employment.

3. Lead discussion with groups. Make list on chalk board of advantages including:
   a. more-time at home
   b. flexible hours
   and disadvantages including:
   a. smaller paycheck
   b. no fringe benefits
   c. lack of job security

4. Invite vocational counselor to speak on part-time employment opportunities in local community.

LEARNER ACTIVITY

1. Participate in discussion, adding own ideas.

2. Break into small groups and write ideas of the advantages and disadvantages of part-time employment.

3. Participate in discussion and add ideas formulated in groups.

4. Listen to speaker and ask questions.

RESOURCES


2. See resources #1 above.

3. Refer to all listed resources.

4. Vocational counselor.
PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-9: To write in business letter form, letters of resignation.

INSTRUCTOR ACTIVITY

1. Make a presentation on writing business letters in different forms.
2. Give a mimeograph copy of a couple of business letters in different forms for assistance in writing.

LEARNER ACTIVITY

1. React to the presentation by making comments and asking questions.
2. Write a sample business letter resigning from your job. Use the handout for assistance in writing.

RESOURCES

1-1 Kreitlow, Burton, STEPS TO LEARNING. Austin: Steck-Vaughn Co., 1965.
1-3 Robertson, M. S., USING ENGLISH. Austin: Steck-Vaughn Co., 1972.

2. See resources #1-1, 1-2 and 1-3 above.
DESIGNATOR: OK-8, T-1

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-1: To list some attributes which may lead to promotion.

INSTRUCTOR ACTIVITY

1-1 Secure from local employment office a listing of jobs in the local area with their description for use by learners.
1-2 Secure copies of Alabama Job Guide for Young Workers.
1-3 See resources #1-1, 1-2, and 1-3 above.

LEARNER ACTIVITY

1-1 Make list of 10 different jobs that indicate advancement opportunities.
1-2 Make a list of the advancement levels associated with or related to various jobs.
1-3 See resources #1-1, 1-2, and 1-3 above.
3-1 Make list of methods and advancement requirements for various jobs.
3-2 Participate in group discussion of jobs and advancement levels.
3-3 See resources #1-1, 1-2, and 1-3 above.
4-1 Participate in discussion, describing qualities of the person likely to be promoted.
4-2 Participate in discussion, describing qualities of the person likely to be promoted.
4-3 Participate in discussion, describing qualities of the person likely to be promoted.

RESOURCES

1-1 Job listing from local employment office.
1-2 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.
3-1 See resources #1-1, 1-2, and 1-3 above.
3-2 Representative from local employment agency.
DESIGNATOR: OK_8, T-2  AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-2: To chart the places in the community which offer vocationally-related training, the kind of training offered, the sponsoring agency, cost to the individual, and other pertinent information.

INSTRUCTOR ACTIVITY

1. Collect brochures or catalogs from public and private schools, federal, state, and local agencies offering vocational training in the community.
2. Point out how to use the brochures and catalogs to locate desired information: kind of training, eligibility, cost, and how to get further information.

LEARNER ACTIVITY

1. Examine brochures and catalogs. Find references to training available in a field of special interest to the learners.
2. Make an information sheet to take home, listing the kind of training selected, the names and addresses of institutions offering the training, cost, and phone number to call for further information.

RESOURCES

1-1 JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, State of Alabama.
1-2 City and County Board of Education.
1-3 State Employment Service.
1-4 Department of Pensions and Security.
1-5 Ads in local newspapers.
2. See resources for #1-1 through 1-6 above.
3. Outline procedures for telephoning for further information.

3. Make a list of questions to be asked in a telephone inquiry for further information: hours, length of course, transportation, placement service, etc.

3. Refer to previously listed.
DESIGNATOR: OK-8, T-3

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-3: To become familiar with the manner in which to ask an employer for increased salary, benefits, and privileges.

LEARNER ACTIVITY

1. Conduct group discussion of present benefits and privileges as well as benefits and privileges desired.

2. List realistic aspirations of benefits and privileges.

3. Prepare transparency listing the steps or principles in role-playing.

4. Direct role-playing.

RESOURCES


2. Same as resource #1.

3. SEEKER TO EMPLOYER. Montgomery: Vocational Education Division, Department of Education, 1969.

4. Learners as participants in role-playing situation.
DESIGNATOR: OK-9, T-1  AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-1: Using payroll statements to calculate hourly wages, piecework rates, percentage of tax deductions, social security deductions, insurance deductions, etc. (net and gross)

INSTRUCTOR ACTIVITY

1. Review with students how to find rates, percentage, tax, social security and insurance.
2-1 Give brief explanation of the importance of understanding financial and legal aspects of their employment and secure study forms. Distribute forms to learners.
2-2 Introduce local Social Security Officer.
3. List and define abbreviations and unfamiliar terms on payroll forms.
4. Cite examples of problems encountered by people who did not understand the legal aspects of their employment and deductions.

LEARNER ACTIVITY

1. Practice finding rates, percentage, tax, social security and insurance.
2-1 Discuss problems with financial and legal aspects of employment.
2-2 Discuss the method of payroll deductions, social security deductions, and insurance deductions.
3. Use dictionary to become familiar with words and abbreviations in payroll deductions.
4. Discuss personal experiences and experiences of others who have problems because they do not understand their payroll statement.

RESOURCES

2-1 Samples of payroll deduction forms from city clerk, Superintendent of Education and local Social Security Office.
2-2 Local Social Security Officer to help in discussion.
3-1 Payroll forms.
3-2 Dictionary:
**DESIGNATOR:** OK-9, T-2  
**AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE**

**PERFORMANCE OBJECTIVE** OK-9: To know the financial and legal aspects of employment.

**ENABLING OBJECTIVE** T-2: Using various scales to calculate overtime and deduct for lateness or absenteeism.

### INSTRUCTOR ACTIVITY

1. Obtain time cards from local businesses. Give to learners and lead discussion on importance of keeping proper time.

2. Assist learners in filling out time cards and computing time.

3. Demonstrate how overtime is calculated on various scales.

4. Demonstrate ways tardiness and absence may affect pay.

### LEARNER ACTIVITY

1. Look over time cards and participate in discussion.

2. Fill out time cards and compute time.

3. Calculate overtime pay on time-and-a-half basis, double time, or any other scale currently in use in the industry.

4. Calculate deductions for tardiness and absenteeism.

### RESOURCES

1. Time cards and scales from local businesses.

2. Same as resource #1.

3. 

4. 

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DESIGNATOR: OK-9, T-3

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-3: To apply for a social security card and to change names at the time of marriage or divorce.

INSTRUCTOR ACTIVITY

1. Collect Social Security Applications and distribute to the class.

2. Conduct a question and answer session on the importance of Social Security Cards.

3. Give definitions of the different items on the application form.

4. Assist student in filling out forms.

5. Conduct discussion on the importance of the change of name due to marriage or divorce.

6. Give instructions and assist in filling out an application form for a request for change in Social Security card due to marriage or divorce.

LEARNER ACTIVITY

1. Study Social Security application.

2. Participate in the question and answer session.

3. Practice filling out correctly applications for Social Security Card.

4. Same as activity #3.

5. Participate in group discussion and questions and answer period.

6. Fill out correctly applications for change as names for Social Security Card due to marriage or divorce.

RESOURCES

1. Social Security Department in local area (application forms).


2-2 Same as resource #1.

3. Same as resource #1.

4. Same as resource #1.

5. Same as resource #1.

6. Same as resource #1.
DESIGNATOR: OK-9, T-4  

AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-4: To write a letter requesting social security information.

INSTRUCTOR ACTIVITY

1. Secure information on social security and discuss main points with learners.
2. Make a general presentation on parts of a business letter.
4. Provide a list of words that are unique to social security with their meanings.
5. Guide the learner in writing their letter.

LEARNER ACTIVITY

1. Take part in discussion and make list of information needed.
2. Write parts as given by instructor.
3. View the sample letter and write a business letter.
4. Match words unique to social security with their meanings.
5. Write letter requesting the needed information.

RESOURCES

1. Booklets from Social Security Office.
3-1 Sample business letter.
3-2 Opaque projector.
5. Refer to resources #2, #3-1 and #3-2 above.
DESIGNATOR: OK-9, T-5

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-5: Using Social Security booklets, to read and underline the main ideas.

INSTRUCTOR ACTIVITY

1-1 Obtain social security booklets.
1-2 Lead a discussion of unfamiliar words and meanings.

LEARNER ACTIVITY

1-1 Read and identify main ideas in booklet.
1-2 Match words to meanings orally.

INSTRUCT ACTIVITY

2. Prepare work sheets for identifying words by matching.

LEARNER ACTIVITY

2. Match words to meanings on work sheets.

RESOURCES

1-2 Pamphlet YOUR MEDICARE HANDBOOK. DHEW Publication No. (SSA) 73-10050.
1-3 Pamphlet YOUR SOCIAL SECURITY. DHEW Publication No. (SSA) 72-10035.
1-4 Pamphlet SOCIAL SECURITY INFORMATION FOR YOUNG FAMILIES. DHEW Publication No. (SSA) 72-10033.
1-5 Pamphlet IF YOU BECOME DISABLED. DHEW Publication No. (SSA) 73-10029.

1. Refer to resources #1-1, 1-2, 1-3 and 1-4 above.
DESIGNATOR: OK-9, T-6

AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To identify financial and legal aspects of employment.

ENABLING OBJECTIVE T-6: Using social security booklets to calculate amounts of money paid in and numbers of quarters needed to be covered by social security.

INSTRUCTOR ACTIVITY

1-1 Secure booklets from Social Security Office.
1-2 Direct learner study on Social Security Benefits and calculations.

2. Invite a Social Security Representative to speak with learners.

3-1 Assess understanding of social security information.
3-2 Work with students individually to assess understanding of calculating money paid in and number of quarters covered by social security.

LEARNER ACTIVITY

1-1 Review booklets.
1-2 Review skills in percentages.
1-3 Study contribution rate schedule.
1-4 Calculate amount of money paid in.
1-5 Calculate number of quarters needed for coverage.

2. Question speaker about Social Security.

3. Individually practice calculating the amount of money paid in and number of quarters needed to be covered by social security for own personal situation.

RESOURCES

1. Booklets secured from local Social Security Office.
2. Representative from local Social Security Office.
3. See resources #1 above.
**DESIGNATOR: OK-9, T-7**

**AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE**

**PERFORMANCE OBJECTIVE OK-9:** To know the financial and legal aspects of employment.

**ENABLING OBJECTIVE T-7:** To understand and be able to complete a W-4 Employee's Withholding Exemption Certificate form.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>1. Secure copies of W-4 form with instructions for completing from local Internal Revenue Service Office. Distribute to learners.</td>
<td>1. Read over W-4 form, underlining any unfamiliar words.</td>
<td>1. Internal Revenue Service Office.</td>
</tr>
<tr>
<td>2. Begin discussion to determine working definitions for key words appearing on forms: withholding, deduction, dependent, etc.</td>
<td>2. Discuss meanings of words appearing on W-4 form. Use dictionary if needed.</td>
<td>2. Dictionaries.</td>
</tr>
<tr>
<td>3. Explain purpose of W-4 form. It authorizes employer to deduct portion of the employee's salary for income tax. Outline procedures for completing form, following instructions.</td>
<td>3. Fill in information required by W-4 form, following instructions given.</td>
<td>3. See resource #1 above.</td>
</tr>
</tbody>
</table>
**DESIGNATOR: OK-9, T-8**

**AREA OF KNOWLEDGE—OCCUPATIONAL KNOWLEDGE**

**PERFORMANCE OBJECTIVE** OK-9: To know the financial and legal aspects of employment.

**ENABLING OBJECTIVE** T-8: To become familiar with types of insurance commonly available to the worker (workman's compensation, disability, major medical, etc.).

<table>
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<tr>
<td>1. Collect and explain brochures on workman's compensation. Lead question and answer period.</td>
<td>1. Read over brochures. Participate in question and answer period.</td>
<td>1. Insurance information brochures from local employers, such as telephone company, large industries, etc.</td>
</tr>
<tr>
<td>2. Collect and explain pamphlets on disability insurance. Lead question and answer period.</td>
<td>2. Read over pamphlets. Participate in question and answer period.</td>
<td>2. Pamphlets from Social Security Office and insurance companies.</td>
</tr>
<tr>
<td>3. Collect and explain pamphlets on major medical insurance. Point out advantages and disadvantages of each type. Lead question and answer period.</td>
<td>3. Read over pamphlets. Make list of advantages and disadvantages of types of insurance. Participate in question and answer period, adding own experiences.</td>
<td>3. Pamphlets from local insurance companies.</td>
</tr>
<tr>
<td>4. Invite representatives from local insurance companies to speak on types of insurance.</td>
<td>4. Listen to speaker. Ask questions.</td>
<td>4. Representatives from local insurance companies.</td>
</tr>
<tr>
<td>5. Lead discussion on material covered by speaker.</td>
<td>5. Participate in discussion.</td>
<td>5. Same as all resources listed above.</td>
</tr>
</tbody>
</table>
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Occupational Knowledge


Employability and Work Adjustment Skills. G. Bottoms. Atlanta, Ga.: Georgia Department of Education.


Vocational Interest Inventories. New York, N. Y.: Psychological Corporation, 304 E. 45th Street.