The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience (IWE) Program. It is designed to aid those charged with local administration and coordination of programs in secondary level trade and industrial education, referred to as the IWE training program. The guide contains 10 units of several lessons each: (1) Introduction of the IWE Program (Industrial Work Experience; Vocational Industrial Clubs of America; and Parliamentary Procedure); (2) Pre-Employment Information (Child Labor Laws; Wage-Hour Laws; Social Security; Workmen's Compensation; and Unemployment Compensation; Sources of Employment; Job Application Procedures; and The Job Interview); (3) Employer-Employee Relations (Getting Along with Your Employer; and Getting Along with Co-Workers); (4) Learning Can Be Easy (How We Learn; Tools Used in Studying; Tips to Improve Studying; Being Active in Class Discussion; and Taking Tests); (5) On-the-Job Communication (Public Speaking; Listening Skills; and Correct Telephone Use); (6) Income Tax (Federal, State, and Local Tax Systems; and Filling Out Federal, State, and Local Tax Forms); (7) Basic Industrial Economics (Wages, Prices, and Profits in an Industrial Economy; The Role of Competition in Industry; and Labor Relations); (8) Money Management and Banking (Managing Money; Using Bank Services; and Using Your Checking Account); (9) Employee Legal Rights and Responsibilities (You and the Law; and Contracts); and (10) Job Safety (Accidents: Causes and Effects; Material Handling; and Personal Protective Equipment). Each lesson lists subject, objectives, teaching aids, materials, and references, followed by a content outline with suggestions for teaching procedures, student application activities, and testing. Lessons also include appropriate overhead transparencies or handouts. (BD)
INDUSTRIAL WORK EXPERIENCE I
Curriculum Guide

General Related Study Units

P.L. 90-576; TITLE II EPDA-
GRANT NO. G12-75-4007

The Project Herein was
Supported by a Grant from the
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Office of Education
Trade and Industrial-Education Service
Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

In Cooperation With
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June, 1976
FOREWORD

This curriculum guide is designed to aid those charged with local administration and coordination of programs of Trade and Industrial Education, referred to as Industrial Work Experience Training Programs.

Acknowledgements of those contributing to this publication will be found in a succeeding section. This office is grateful to all who helped, and is most anxious to have this publication used by all Industrial Work Experience Coordinators and Administrators in the interest of a better I.W.E. program to serve the youth of Virginia.

William P. Vaughan
State Supervisor
Trade and Industrial Education.
The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience Program. The basic instructional material used in this curriculum guide has been used successfully by coordinators in the ICT programs. This guide was developed using the ICT I Virginia Curriculum Guide as a reference. Basic changes have been made to better meet the needs of the IWE Coordinators and their students.

This curriculum guide was developed during the fall quarter in a special workshop held at Hermitage High School by Virginia Polytechnic and State University, Blacksburg, Virginia.

The following students participated in the development of this curriculum guide:

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The sample lessons and handouts contained in this guide are only suggestive in nature. This guide is not designed as a course of study to be followed rigidly by the coordinator, but it does offer suggestions for objectives, content and methods. The coordinator is encouraged to produce his own transparencies, handouts and tests, utilizing selected sample materials contained herein.

G. Dukenk
Program Leader, Vocational Industrial Education
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Harold E. Theakston
Hermitage High School
301 Hungary Spring Road
Richmond, Virginia 23228
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UNIT I

INTRODUCTION TO THE IWE PROGRAM

Lesson 1. Industrial Work Experience - A program for the student.

Lesson 2. Vocational Industrial Clubs of America (VICA) --
Your National Youth Club

Lesson 3. Parliamentary Procedure
INSTRUCTOR'S LESSON-PLAN
Generally Related Information

Unit 1
Lesson 1

SUBJECT: Industrial Work Experience, a program for the vocational student

OBJECTIVE: The IWE student will be able to discuss the local program and how it affects the student, the school, and industry.

TEACHING AIDS: Overhead projector, slide projector.

MATERIALS: Transparencies, slides (made locally by the coordinator of students on the job), Student-Parent Agreement.


SPEAKER: Employer and/or former IWE students.

I. PREPARATION (of the learner)

Introduction:
Industrial work experience is a part-time work training program in which qualified junior and senior students earn a wage while preparing for gainful employment at the entry level in the technical, trade, and health occupations of their choice. The IWE student attends school one-half of each day and receives work experience on the job the other half of the school day. Refer to Transparency I-1-1.

Question: What does IWE mean to you?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS     KEY POINTS (things to remember to do or say)

A. Aims of the IWE program
   1. To prepare students for gainful employment in an occupation at the entry level through work experience and related classroom instruction
   2. To develop a cooperative association among the students, the school, the coordinator, the employer and the community for the benefit of all

Develop a discussion on each of the aims
Refer to Transparency I-1-2
II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS

KEY POINTS (things to remember to do or say)

A. Aims of the IWE program (continued)

3. To provide information on the various occupations—the requirements and opportunities in each

4. Develop desirable attitudes
   a. Respect for and understanding of work and worker
   b. Mature and realistic concept of self

Show slides of IWE students on the job, stressing the various IWE occupations available in the community.

B. Student's Responsibilities

1. Adhere to the rules and regulations of the program and the school
2. Desire to learn an occupation
3. Conduct yourself as a responsible student and employee
4. Maintain satisfactory work and attendance on the job and in school.

Refer to Transparency I-1-3
Hand out, discuss, Student-Parent Agreement. (Handout I-1-4)
Ask the student what school policies concern the IWE student in particular.
Mention a few:
1. Student parking
2. Early dismissal from school
3. Afternoon assemblies
4. Afternoon club meetings

Discuss each of the advantages of the IWE program.
Refer to Transparency I-1-5

C. Advantages of the IWE Program

1. Earn while you learn
2. Receive realistic training in chosen occupation
3. Classroom instruction in directly related subjects
4. Gain experience
5. School does not need to buy expensive equipment
6. Variety of training can be offered
7. Reduces employer's training costs
8. Employer can develop and train employees

Briefly discuss each of the vocational offerings in your school.
Describe other cooperative programs.

D. Vocational Education

Areas of vocational education

1. Agriculture Education
2. Home Economics Education
3. Business Education
4. Distributive Education
5. Health Occupations
6. Public Service Education
7. Trade & Industrial Education
   (Examples of Trade areas)
  Cosmetology
  Auto Mechanics
II. PRESENTATION (Continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
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<td>D. Vocational Education Areas of vocational education (continued)</td>
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III. APPLICATION

Question
What's in it for you, the student? How can IWE help you?

Outside speaker.
Have an employer tell why he hired an IWE student. Have a former student tell how he was helped by IWE.

IV. TEST

Have student tell about the IWE program in relation to the student, the school and industry. Discuss the advantages of each.

SUGGESTED ACTIVITIES: Explain the IWE program to friends, parents, and employer.

NEXT LESSON: Vocational Industrial Clubs of America (VICA)—Your National Youth Club.
DEFINITION OF I.W.E.

INDUSTRIAL WORK EXPERIENCE IS A SPECIAL FORM OF COOPERATIVE EDUCATION DESIGNED TO PROVIDE VOCATIONAL EDUCATIONAL TRAINING OPPORTUNITIES FOR SELECTED HIGH SCHOOL STUDENTS.
AIMS OF THE PROGRAM

1. Through work experience and related studies, vocational trade and industrial training opportunities are provided.

2. To develop a cooperative association between the student, school, industry and community.

3. To point out the requirements and opportunities in the various occupations.

4. To develop a proper set of values.
STUDENTS' OBLIGATION TO THE PROGRAM

1. HONESTY.
2. GOOD ATTENDANCE.
3. ACCEPT INSTRUCTION AND CRITICISM.
4. A REAL DESIRE TO LEARN.
5. COOPERATIVE ATTITUDE ON THE JOB AND IN SCHOOL.
6. RESPONSIBLE ATTITUDE ON THE JOB AND AT SCHOOL.
STUDENT-PARENT AGREEMENT

THE INDUSTRIAL WORK EXPERIENCE PROGRAM

The Industrial Work Experience Program is planned to develop a student academically, economically, and socially. In doing this, there are definite things which must be done. There are responsibilities which the student must fulfill and he should agree to cooperate in carrying them out to the fullest extent.

As condition for acceptance in the Industrial Work Experience Program, I therefore agree:

1. To be regular in attendance in school and on the job.
2. To be on time at school and on the job.
3. To notify my employer as soon as I know that I will be absent from work.
4. To notify the coordinator as early in the day as possible on days that I am absent from school.
5. If I am absent from school, I must also be absent from work on that day.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Industrial Work Experience Program.
7. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
8. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
9. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
10. To attend any function the Industrial Work Experience class sponsors.
11. To pay all normal fees and charges necessary to pay for class activities, i.e., banquet, conferences, and field trips.
12. To make a concentrated effort to abide by all school rules and regulations, and thereby avoid detentions.
13. That while I am at work, I realize that I am in a school program and the appropriate school rules apply, i.e., no smoking on the job, etc.
14. To accept counseling and guidance from the coordinator as an aid to my personal improvement.

Date_________________________ School Year 19__-19__

Parent Signature_________________________
Student Signature_________________________
ADVANTAGES OF THE
I.W.E. PROGRAM

RECEIVE HIGH SCHOOL CREDIT

CLASSROOM INSTRUCTION IN TECHNICAL AND RELATED SUBJECTS.

OPPORTUNITY FOR EMPLOYMENT UPON LEAVING SCHOOL.

EARN WHILE YOU LEARN.
TEACHING MATERIALS FOR IWE  
GENERALLY RELATED LESSONS

BOOKS


BOOKLETS


FILMS

The Apprentice. Describes Virginia's apprentice program. The coordinator should point out that in some trade areas IWE training will allow credit hours in the apprentice program. 10 minutes, 1955, State.

Diversified Occupations. Although this title is misleading, the film shows the general operation of a cooperative education program. 10 minutes, 1955, State.

I Never Went Back. Film relates that the dropout has little chance unless he has some training. 16 minutes, color, 1964, State.

PHAMPHLETS

Facts About the ICT Program in Virginia. Trade and Industrial Education Service, State Department of Education, Richmond, Virginia 23216.
SUBJECT: Vocational Industrial Clubs of America (VICA)

OBJECTIVE: The student will be able to list the reasons for belonging to VICA, the activities of the club, and what is expected of him as a member.

TEACHING AIDS: Overhead projector, slide projector, 16 mm movie projector

MATERIALS: Transparencies, VICA ceremonial emblem, slides, and club scrap-book

REFERENCES: Going Places (General Motors). VICA, Falls Church, Virginia, 22046. Leadership Handbook—Vocational Industrial Clubs of America. VICA, 115 North Virginia Avenue, Falls Church, Virginia 22046.

SPEAKER: Former VICA officer

I. PREPARATION (of the learner)

Question

What is VICA?
Why join VICA?
Why have a VICA Club?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. What is VICA?
   1. Organization
      a. Their club
      b. T and I students
   2. Goal
   3. VICA pledge
   4. VICA creed
   5. VICA motto
   6. VICA colors
   7. VICA emblem

B. Who is VICA?

C. Purposes of VICA


Let students practice the emblem ceremony and explain contest.

Hand out and have students read

Refer to Handout I-2-9.

Hand out and read to group

Refer to Handout I-2-10.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

D. Local Club Officers and Functions
1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Reporter
6. Parliamentarian

Refer to Transparency I-2-11, I-2-12, I-2-13.

E. Club Activities
1. Civic
   a. Get the vote out
   b. Safety campaign
2. Educational
   a. Guest speakers
   b. Visit industrial plants and local businesses
3. Social
   a. Employer-employee banquet
   b. Cookouts
   c. Dinner meetings
4. Contests
5. Conventions

Refer to Transparency I-2-14.

Make a bulletin board of activities in the classroom and assign certain students responsibility each month.

Show slides of previous activities such as:
1. Employer-employee banquet
2. Regional, state and national conventions
3. Emblem ceremony
4. Installation of officers
5. Other events

Refer to Transparency I-2-15.

Invite former club president as speaker.

Refer to Transparency I-2-16.

III. APPLICATION

Invite former VICA officer to address class.
Start thinking of election of officers.
What kind of activities would you like to have?

IV. TEST

List 5 reasons for being in your VICA club.
List 6 activities of your club.
List 5 things that are expected of you as a VICA member.

SUGGESTED ACTIVITIES: Look at accomplishments of previous years--trophies, projects, scrapbook. Form committees for fund raising, social activities, public relations, community projects, etc.

NEXT LESSON: Parliamentary Procedure
WHAT IS V.I.C.A.?

THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA IS A NATIONAL ORGANIZATION FOR YOUTH - BOYS AND GIRLS ENROLLED IN VOCATIONAL INDUSTRIAL EDUCATION PROGRAMS.
WHO MAY JOIN VICA?

Any high school student enrolled full-time in trade, industrial, technical or health education classes or any post secondary student in area vocational schools, junior or community college, trade, industrial, technical or health education programs may become a member. Membership is voluntary.
WHAT IS THE VICA GOAL?

The goal of VICA is to help students with interests in the trade, industrial, technical or health fields become happy, mature and productive citizens.
UPON MY HONOR, I PLEDGE

TO PREPARE MYSELF BY DILIGENT STUDY AND ARDENT PRACTICE TO BECOME A WORKER WHOSE SERVICES WILL BE RECOGNIZED AS HONORABLE BY MY EMPLOYER AND FELLOW WORKERS.

TO BASE MY EXPECTATIONS OF REWARD UPON THE SOLID FOUNDATION OF SERVICE.

TO HONOR AND RESPECT MY VOCATION IN SUCH A WAY AS TO BRING REPUTE TO MYSELF.

AND FURTHER, TO SPARE NO EFFORT IN UPHOLDING THE IDEALS OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA.

THE VICA PLEDGE
VICA CREED

I BELIEVE IN THE DIGNITY OF WORK.
I BELIEVE IN THE AMERICAN WAY OF LIFE.
I BELIEVE IN EDUCATION.
I BELIEVE IN FAIR PLAY.
I BELIEVE SATISFACTION IS ACHIEVED BY GOOD WORK.
I BELIEVE IN HIGH MORAL AND SPIRITUAL STANDARDS.
VICA "MOTTO"

PREPARING FOR LEADERSHIP IN THE WORLD OF WORK
THE MEANING OF THE COLORS OF VICA

RED AND WHITE represents the individual states and clubs.

BLUE represents the common union of the states and of the clubs.

GOLD represents the individual, the most important element of the organization.
THE SYMBOLISM OF THE VICA EMBLEM

THE SHIELD REPRESENTS PATRIOTISM.

THE TORCH REPRESENTS KNOWLEDGE.

THE ORBITAL CIRCLES REPRESENTS TECHNOLOGY.

THE GEAR REPRESENTS THE INDUSTRIAL SOCIETY.

THE HANDS REPRESENT YOUTH.
WHO IS VICA?

VICA IS THE YOUNGEST NATIONAL VOCATIONAL YOUTH ORGANIZATION AND POTENTIALLY THE LARGEST IN THE NATION. IT PRESENTLY HAS A POTENTIAL OF APPROXIMATELY 1-7 MILLION MEMBERS, WITH THE EMPHASIS NOW ON TRADE AND INDUSTRIAL EDUCATION. IT IS PREDICTED THAT VICA WILL HAVE 300,000 MEMBERS BY 1983.
VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

PURPOSES

- To unite in a common bond all students enrolled in vocational industrial education.

- To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.

- To foster a deep respect for the DIGNITY OF WORK.

- To assist students in establishing realistic vocational goals.

- To help students attain a purposeful life.

- To create enthusiasm for learning.

- To promote high standards in trade ethics, workmanship, scholarship, and safety.

- To develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process.

- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.

- To create among students, faculty members, patrons of the school and persons in business and industry a sincere interest in and esteem for vocational industrial education.

- To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

A NATIONAL YOUTH ORGANIZATION FOR VOCATIONAL INDUSTRIAL STUDENTS
LOCAL CLUB OFFICERS AND THEIR DUTIES

PRESIDENT

PRESIDES OVER ALL MEETINGS.

VICE PRESIDENT

ASSISTS THE PRESIDENT AND MUST BE PREPARED TO ASSUME THE OFFICE OF PRESIDENT.
SECRETARY

CUSTODIAN OF ALL RECORDS OF THE CLUB.

TREASURER

BANKER AND CUSTODIAN OF THE CLUB FUNDS.
REPORTER

TO HANDLE THE PUBLICITY
FOR THE CLUB.

MUST ESTABLISH A GOOD
RELATIONSHIP WITH
ALL OF THE NEWS MEDIA.

PARLIAMENTARIAN

SERVES AS A CONSULTANT
TO THE PRESIDENT ON
PROCEDURAL MATTERS.
CLUB ACTIVITIES

CIVIC
SAFETY CAMPAIGNS
NEEDY FAMILY PROJECT
"GET-OUT-THE-VOTE" PROJECT

EDUCATIONAL
VISITS TO INDUSTRIAL PLANTS
GUEST SPEAKERS
"CAREERS IN INDUSTRY" PROGRAM

SOCIAL
EMPLOYER-EMPLOYEE BANQUET
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VICA CONTEST

1. BRICKLAYING
2. CLUB ESSAY
3. CLUB SCRAPBOOK
4. COSMETOLOGY
5. DRAFTING
6. PUBLIC SPEAKING
7. WELDING
8. ELECTRONICS
9. JOB INTERVIEW
10. CURRENT EVENTS
11. TALENT
12. VICA STUDENT OF THE YEAR

AND MANY, MANY OTHERS.
CONVENTIONS

VICA CONVENTION

NATIONAL

STATE

DISTRICT

Transparency I-2-16
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

BOOKLETS

Official Guide, VICA. National VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046, $1.00.

A Statement of Philosophy, VICA. National VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046, $1.00.

Publicity Handbook, A Guide for Publicity Chairman. The Sperry and Hutchinson Company, Consumer Relations, 3003 East Kimper Road, Cincinnati, Ohio 45241.

FILMS

Developing Leadership. Qualities for Leadership, 10 minutes, black and white, 1949, State.

High School - Your Challenge. This film emphasizes the future importance of a high school education and the advantage in taking part in extra-curricular activities. 13 minutes, black and white, 1952, State.

How to Lose What We Have. Responsibilities of Leadership, 11 minutes, 1951, State.


PAMPHLETS

Vocational Industrial Clubs of America. VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046.

SLIDES

The VICA Story. 30 color slides in plastic case and narrative script. $6.50 (with tape $8.00), VICA Publications Department, 105 North Virginia Avenue, Falls Church, Virginia 22046.

LISTENING TAPES

They're Talking. Comments by national leaders such as Hubert Humphrey and George Meany about VICA, young people and jobs. VICA, single copies $2.50 each, 20 or more copies $1.50 each.
INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 3

SUBJECT:  Parliamentary Procedure

OBJECTIVE:  IVE students, by groups, will be expected to both conduct and partici-
pate in a meeting while using the proper terminology and procedure.

TEACHING AIDS:  Projector (16 MM), Handouts

MATERIALS:  Film, "Parliamentary Procedure", State, 1952 (or most recent).
"Simplifying Parliamentary Procedure", Publication 344, Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
"Making Meetings Effective", Publication 167, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.


I. PREPARATION (of the learner)

Parliamentary procedure serves several useful purposes:

1. Assures an orderly meeting.
2. Determines the consensus of members on any issue.
3. Strengthens group solidarity.
4. Economizes on time.

II. PRESENTATION (of the information)

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<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
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<td>c. Committee reports</td>
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<td>d. Unfinished business</td>
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<td>e. New business</td>
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<td>f. Adjournment</td>
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<td>Refer to booklet &quot;Simplifying Parliamentary Procedure&quot;.</td>
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<td>c. Amendment</td>
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<td>d. &quot;I move the previous question&quot;</td>
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<td>e. &quot;I rise to a point of order&quot;</td>
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<td>f. Sidetracking motions</td>
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<td>g. Committee of the whole</td>
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<td>h. Acclamation vote</td>
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</table>
II. PRESENTATION (continued)

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<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
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</thead>
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<td>A. Parliamentary Procedure (continued)</td>
<td>Read excerpts from your local constitution and by-laws.</td>
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<tr>
<td>2. Terminology (continued)</td>
<td>Explain the need of revising each year.</td>
</tr>
<tr>
<td>i. Ad Hoc committee</td>
<td>Hand out and explain the motions used in parliamentary procedure.</td>
</tr>
<tr>
<td>j. Standing committee</td>
<td>Refer to Handout I-3-2.</td>
</tr>
<tr>
<td>k. Others</td>
<td></td>
</tr>
<tr>
<td>B. Constitution</td>
<td></td>
</tr>
<tr>
<td>C. By-Laws</td>
<td></td>
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<tr>
<td>D. Motions</td>
<td></td>
</tr>
<tr>
<td>1. Privilege</td>
<td></td>
</tr>
<tr>
<td>2. Subsidiary</td>
<td></td>
</tr>
<tr>
<td>3. Incidental</td>
<td></td>
</tr>
<tr>
<td>4. Main</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

Role play. Rotate students among various duties. Create parliamentary procedure problems and solve.

Discuss when students would use parliamentary procedure i.e., VICA meetings, local political meetings, local civic meetings.

IV. TEST

In outline form, students will list the procedure and proper order of business, including the making, discussion and amending the motions.

SUGGESTED ACTIVITIES: Take VICA members to a local political meeting. Observe parliamentary procedure in action. Participate in local VICA meetings.

NEXT LESSON: Pre-employment Information
EXPLANATION OF TERMINOLOGY MOST COMMONLY USED IN PARLIAMENTARY PROCEDURE

A Quorum (Enough members present)

In order to hold a meeting, a quorum of members must be present. The number of individuals that constitutes a quorum depends entirely upon the individual organization. A quorum does not need to be a majority of members.

Agenda (Things to be done)

Before the business meeting, the officers should have prepared an agenda which outlines the order of business to be considered. This is desirable in order to make sure that the most important matters are considered first.

Amendment (To a motion)

When an amendment to a motion is proposed, it, too, must be seconded before it can be discussed. The amendment is then voted on by itself and, if accepted, it is included in the original motion. Any number of other amendments to the original motion may be proposed, but only one amendment to an amendment may be made.

I Move the Previous Question

Whenever a member wishes to end discussion on a motion and take a vote on it, he may say, "I move the previous question." This motion must be seconded. The chairman then may ask, "Shall the previous question be put? All in favor say, "Aye". Should the "ayes have it," the motion is then voted upon.

I Rise To a Point of Order

A person who feels that a speaker's remarks are not related to the question under consideration may secure recognition from the chairman to say, "Mr. Chairman, I rise to a point of order". The chairman should ask him to state his point. The person may say, "Mr. J's remarks are not related to the business under consideration". It is up to the chairman to decide whether or not the point is well taken.

Sidetracking Motions

For various reasons, it may be desirable not to take final action on a motion. The following are solutions:
1. That the motion be postponed to a later date.
2. That the motion be referred to a committee for further study.
3. That the motion be tabled.

Acclamation Vote

A vote by voice. All in favor indicate by saying "aye".
I. Motions are divided thus:
A. Main motion
B. Privileged
C. Subsidiary
D. Incidental
E. Unclassified or Miscellaneous

II. Explanation of the Classes of Motions
A. A main motion may be regarded as the material upon which the member
   or student is going to work.
B. The subsidiary motions are the main tools to work with.
C. The incidental motions are the secondary tools.
D. The privileged motions deal with emergency matters.

III. The motions under each classification are as follows:
A. Subsidiary Motions
   1. Lay a question on the table
   2. The previous question
   3. Limit or extend debates
   4. Postpone definitely or indefinitely
   5. Commit or recommit
   6. Amend a motion
B. Incidental Motions
   1. Rise to a point of order
   2. Appeal from a decision of the chair
   3. Suspension of the rules
   4. Division of the assembly
   5. Motions relating to nominations
   6. Objection to consideration
   7. Division of a question
   8. Motions pertaining to voting
   9. Requests growing out of pending business
C. Privileged Motions
   1. To fix the time at which to adjourn
   2. To adjourn
   3. To take a recess
   4. Raise a question of privilege
   5. Call for order of the day.
D. Unclassified
   1. Take from the table
   2. To reconsider
   3. To rescind
   4. To expunge
   5. To ratify
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

BOOKS


BOOKLETS


FILMS

Parliamentary Procedure. This film can be used in the introduction of the student to the type of procedure expected in local VICA meetings. Film shows the type of procedure used in civic meetings. 11 minutes, 1952, State.

Room for Discussion. Emphasizes that discussion is the privilege and responsibility of all citizens living in a democracy. 25 minutes, 1952, State.

Speech - Conducting a Meeting. Demonstrates the basic procedure of parliamentary procedures. 10 minutes, 1952, State.
UNIT II

PRE-EMPLOYMENT INFORMATION

Lesson 1. Child Labor Laws
Lesson 2. Wage-Hour Laws
Lesson 3. Social Security, Workmen's Compensation and Unemployment Compensation
Lesson 4. Sources of Employment
Lesson 5. Job Application Procedure
Lesson 6. The Job Interview

Developed by
Edward A. Atkins
and
Thomas A. Verbeke
INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Child Labor Laws

OBJECTIVE: The student will be able to fill out a work permit and actually obtain one.

TEACHING AIDS: Blackboard, overhead projector, opaque projector


I. PREPARATION (of the learner)

Introduction (Refer to Pretest-Posttest II-1-1)
Tim who is 16, works part-time with his neighbor's contracting company. One afternoon while using a hand power saw he cut off two of his fingers. Upon investigation by the local Department of Labor and Industry, it was discovered that Tim was not legally employed. Operating power driven woodworking machines is considered a hazardous occupation.

In what way could this accident have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. What is child labor?

1. 16 years is considered minimum age for employment

2. At 16, may be employed in any occupation other than a non-agricultural occupation declared hazardous by the Department of Labor

3. For minors 14 and 15 years of age who attend school part-time and work part-time

STRESS: Child labor is any employment under 18 years of age.

POINT OUT: Advantages of early employment to the student learner.
1. Gainful employment after graduation
2. Knowledge in a certain vocational field
B. What is a hazardous occupation?
1. One that can be dangerous to the student's health and well-being
2. You must be 18 years old to work in a nonagricultural job declared hazardous. Such jobs are:
   a. Manufacturing or storage occupations involving explosives
   b. Occupations of motor vehicle driver and outside helper
   c. Coal mine occupations
   d. Logging and sawmilling occupations
   e. Power driven woodworking machine occupations
   f. Occupations involving exposure to radioactive substances and to ionizing radiations
   g. Power driven hoisting apparatus occupations
   h. Power driven metal forming, punching, and shearing machine occupations
   i. Occupations in connection with mining, other than coal
   j. Occupations involving slaughtering, meat packing processing or rendering
   k. Power driven bakery machine occupations
   l. Power driven paper products machine occupations
   m. Occupations involved in the manufacture of brick, tile, and kindred products
   n. Occupations involved in the operation of power driven circular saws, band saws, and guillotine shears
   o. Occupations involved in wrecking, demolition, and shipbreaking operations
   p. Occupations involved in roofing operations
   q. Occupations in excavation operations
   You must be 16 years old to work at any time in agricultural jobs declared hazardous.


List on board some of the hazardous occupations identified by the Department of Labor.

Emphasize the 7 occupations which student learners may obtain exemptions for. Specify employment conditions for exemptions. (See pages 4 & 5 Excerpts of Virginia Labor Laws.)
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Who determines what is a hazardous occupation?</td>
<td>Emphasize that information is based on safety statistics.</td>
</tr>
<tr>
<td>Department of Labor and Industry</td>
<td></td>
</tr>
<tr>
<td>1. Sends out investigators</td>
<td>Ask: Why is it important for you to know about hazardous occupations? (Ans: For your own protection)</td>
</tr>
<tr>
<td>2. Studies the actual job</td>
<td></td>
</tr>
<tr>
<td>3. Reports findings</td>
<td></td>
</tr>
<tr>
<td>D. Exemptions to Child Labor Laws.</td>
<td></td>
</tr>
<tr>
<td>1. Farms, gardens and orchards</td>
<td></td>
</tr>
<tr>
<td>2. Domestic duties in and around private homes</td>
<td></td>
</tr>
<tr>
<td>3. On school playgrounds or playgrounds operated by the State, city, county or by a corporation the property of which is tax exempt</td>
<td></td>
</tr>
<tr>
<td>4. For one day or less in connection with the studies at any public or accredited private school</td>
<td></td>
</tr>
<tr>
<td>D. Work Permits</td>
<td></td>
</tr>
<tr>
<td>1. Forms for work permit</td>
<td>Refer to Handout II-1-2: Explain procedure for obtaining work permit.</td>
</tr>
<tr>
<td>a. Parental permission</td>
<td></td>
</tr>
<tr>
<td>b. Employer's intent to employ</td>
<td></td>
</tr>
<tr>
<td>c. Physician's examination</td>
<td></td>
</tr>
<tr>
<td>d. Proof of age</td>
<td></td>
</tr>
<tr>
<td>1. Birth certificate</td>
<td>Ask: 1. How many have obtained work permits?</td>
</tr>
<tr>
<td>2. Baptismal record</td>
<td>2. How many have special work permits?</td>
</tr>
<tr>
<td>3. Insurance policy</td>
<td></td>
</tr>
<tr>
<td>4. Passport</td>
<td></td>
</tr>
<tr>
<td>5. School record</td>
<td></td>
</tr>
<tr>
<td>2. Types of work permits</td>
<td>STRESS: Types of work permits to be used in Industrial Work Experience.</td>
</tr>
<tr>
<td>a. General</td>
<td></td>
</tr>
<tr>
<td>b. Hazardous</td>
<td></td>
</tr>
<tr>
<td>c. Special</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

A. Discuss your own job and its relation to the child labor laws.
B. Discuss actual cases concerning Child Labor Laws.

IV. TEST

Have students fill out sample work permit.
SUGGESTED ACTIVITIES:

A. Tour of industry or trade involving hazardous occupations.
B. Have students list hazardous occupational jobs and non-hazardous occupational jobs. (Competitive game, see Game II-1-4).

NEST LESSON: Wage-Hour Laws
OPTIONAL PRETEST - POSTTEST

1. Every student learner under (b) years of age must have a work permit.
   a. 21
   b. 18
   c. 16
   d. 14

2. Legal employment means (d).
   a. being hired
   b. working part-time
   c. working 40 hrs/wk
   d. having a work permit

3. The three kinds of work permits are (a), (d), and (f).
   a. general
   b. child
   c. adult
   d. hazardous
   e. non-hazardous
   f. special

4. A hazardous occupation is one that can be (e) to the student's health and well-being.
   a. dangerous
   b. helpful
   c. beneficial
   d. detrimental
   e. A & D
   f. none of these

5. Student learners are protected by (f) regulations.
   a. Federal
   b. State
   c. local
   d. A & C
   e. A & B
   f. all of these
PROCEDURE FOR OBTAINING A WORK PERMIT

A work permit is a legal document and should not be issued unless the minor's occupation and hours of work are legal for his or her age at the time of issuance. It should bear no erasures or discrepancies.

Minors may apply to their local issuing officer (in the area where they will be working) for the forms necessary for the issuance of the work permit. These are:

1. **Intention to Employ.** This is to be completed by the employer and sets forth the number of hours per day, days per week and the allotted meal or rest period for the minor.

2. **Permission for Employment.** This is to be completed by the parent giving his permission for the minor to work in the stated job. Minors 12 to 16 years of age must be accompanied by parent or guardian.

3. **Physician's Certificate of Physical Fitness.**
   a. This must be completed by the examining doctor. If the local authorities do not have the facilities for physicians' examinations, certificate may be completed by the family physician. This form certifies that the minor can physically perform this specific job.
   b. This examination must be made no more than 30 days before permit is issued.
   c. When work is similar, although for a different employer, it will not be necessary to obtain an additional physical fitness examination.
   d. This form is valid for two years unless the physical requirements of subsequent employment substantially increase.

These three forms, when completed, should be taken to the issuing officer along with permissible evidence of age, such as:

1. Birth certificate or transcript thereof issued by registrar of vital statistics.
2. Bible or baptismal record.
3. Insurance policy at least one year old.
4. Passport.
5. School record.
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1. Birth certificate or transcript thereof issued by registrar of vital statistics.
2. Bible or baptismal record.
3. Insurance policy at least one year old.
4. Passport.
5. School record.
THIS IS NOT AN EMPLOYMENT CERTIFICATE
PERMISSION FOR EMPLOYMENT
(In accordance with Section 40.1-92, Code of Virginia)

Boys 12 to 16 and girls 14 to 16 years of age:
I have personally appeared before the issuing officer and given my consent for

_________________________ (Name of minor)
to be employed at:_________________________ (Name and address of place of employment)
Date: ________________________________ Signature: ________________________________
( Parent or Guardian)

Boys and girls 16 and 17 years of age:
This will serve as the issuing officer notice that I give my consent for

_________________________ (Name of minor)
to be employed at:_________________________ (Name and address of place of employment)
Date: ________________________________ Signature: ________________________________
( Parent or Guardian)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

INTENTION TO EMPLOY

We intend to employ ____________________________ Age ____________________________
As ____________________________ (exact nature of work)
when he presents an employment certificate duly signed, hours of employment not to exceed 8
hours per day or 40 hours per week. He will have at least a 30-minute rest or meal period no
later than after 5 consecutive hours of work. I agree to comply with all provisions of Section
40.1-90, Code of Virginia, as set forth on reverse side of this form.

_________________________ (Date)
_________________________ (Signature of employer or agent)

Name of Firm ____________________________ Address ____________________________

NOTE: This card must be presented by the minor to the issuing officer along with a parent's
permission form and certificate of physical fitness and proof of age before an employment
certificate will be granted.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS
For minors 12 to 18 years of age in accordance with Section 40.1-95 of the Code of Virginia

Name of Applicant ____________________________ Address ____________________________
Parent or Guardian ____________________________ Address ____________________________

Col. Sex ____________________________
Height ____________________________
Weight ____________________________

TO DOCTOR: Child must be 66" in height and weigh 80 pounds to be certified as having reached the physical age of 14; and
must be 57" in height and weigh 85 pounds to be certified as
having reached the physical age of 16.

Nutrition ____________________________ Lungs ____________________________
Skin ____________________________ Deformities ____________________________
Glands ____________________________ Nervous System ____________________________
Eyes R L ____________________________ Teeth ____________________________
Teeth ____________________________ Nose & Throat ____________________________
Nose & Throat ____________________________ General Health ____________________________
Ears R L ____________________________ Heart ____________________________

THIS IS NOT AN EMPLOYMENT CERTIFICATE.
COMPETITIVE GAME ON LISTING OCCUPATIONS

Divide the class into four groups. Two groups are to list all the hazardous occupations which they can think of. The remaining two groups will do the same for non-hazardous occupations.

Award one point for every correct occupation given on each of the lists.

Compare both hazardous lists. For every occupation on one hazardous list which does not appear on the other hazardous occupation list, award two points.

Do the same for the two non-hazardous occupations lists.

The highest point total wins.

Compile two comprehensive lists on the chalkboard after the game is over showing all the occupations which the class listed.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALY RELATED LESSONS

PHAMPHLETS


Excerpts of Virginia Labor Laws. Department of Labor and Industry, Ninth Street Office Building, P.O. Box 1814, Richmond, Virginia 23214, 1974.
SUBJECT: Wage-Hour Laws

OBJECTIVE: The student will be able to define terms used in wage-hour laws. Given a wage problem involving an employer engaged in interstate commerce, the student will provide the correct solution.

TEACHING AIDS: Blackboard, opaque projector


SPEAKER (optional): Local representative of the Department of Labor and Industry. (Should be told in advance concerning type of group he is to talk to.)

I. PREPARATION (of the learner)

Introduction (Refer to Pretest - Posttest II-2-1)

Bill is employed as a car wiper at Eddie's Car Wash, which is a chain car wash found in many states. He wipes off the cars as they come out of the car wash. He makes $2.40 per hour, clear. Are his earnings legal under Federal law?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Definition of:

1. Interstate commerce
2. Work week
3. Tips
4. Overtime
5. Hours worked
6. Enterprise
7. Student-Learner certificate
8. Fair Labor Standards Act

Teacher, put definitions on the chalkboard.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

<table>
<thead>
<tr>
<th>B. Who is covered by the law?</th>
<th>Key Points (Things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employees engaged in interstate or foreign commerce</td>
<td>Point out legal number of hours a student-learner may work.</td>
</tr>
<tr>
<td>2. Employees engaged in the production of goods for interstate or foreign commerce.</td>
<td>1. 8 hours in any one day.</td>
</tr>
<tr>
<td>3. Other specific enterprises as defined by the Fair Labor Standards Act</td>
<td>2. 6 days in any one week.</td>
</tr>
<tr>
<td>4. Equal coverage for men and women.</td>
<td>3. 40 hours in any one week.</td>
</tr>
<tr>
<td></td>
<td>4. Which hours? (see p. 13, Excerpts from Virginia Labor Laws)</td>
</tr>
</tbody>
</table>

C. Overtime Provisions

- After 40 hours, must be paid time and a half for these hours.

D. Exemptions from Minimum Wage and Overtime Provisions

- 1. Administrative workers, professional and executive employees
- 2. Student-learners
- 3. Other defined cases

E. Enforcement of the Laws

- Wage and Hour and Public Contracts Division of U.S. Labor Department.


- Explain sub-minimum wage requirements.

- Point out: Student workers cannot work overtime.

III. APPLICATION (drills, illustrations, questions)

A. Students tell about their classification on the job, if they are employed.
B. Cite cases of industries involved in hour-wage laws.
3. Role Playing (see Games 16-2-2)

IV. TEST

Give wage problem with overtime and define 8 wage-hour terms.
Example - John makes $3.75 per hour. He works 5 hrs/day on week days and 8 hours on Saturday. How much does he make before taxes?
SUGGESTED ACTIVITIES:

A. Discuss the pros and cons of having minimum wage guidelines.
B. Bring in local representative of the Department of Labor and Industry.
C. Set up a buy grade system. Print class money in various denominations ($1, $5, $10, $20, etc.) Assign monetary values to attendance, tardiness, participation, assignments, etc. At the end of each grading period the student buys his grade with the money paid for his prior work.

1. Virginia has a minimum wage law:
   True or False

2. The Federal Minimum Wage is:
   a. $1.00
   b. $1.75
   c. $2.20
   d. $2.00
   e. $2.50

3. A student worker may receive overtime pay.
   True or False

4. Which federal department enforces the Fair Labor Standards Act?
   a. Treasury
   b. Health, Education and Welfare
   c. Labor
   d. State

   True or False
ROLE PLAYING

Choose one student to be the manager of a company.

Give each of the other students a slip of paper telling him how many
hours he is working per week and his monthly check before taxes.

Each student must first compute his hourly wage.

He then must discuss with the "manager" his pleasure or displeasure with
his salary, hours, etc., and state facts (i.e. minimum wage, overtime, etc.)
as to why it should or should not be changed.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALY RELATED LESSONS

Unit II
Lesson 2

BOOKLETS


INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Social Security, Workmen's Compensation and Unemployment Compensation

OBJECTIVE: 1. The student will be able to properly fill out forms related to Social Security, Workmen's Compensation and Unemployment Compensation.
2. The student will have, or obtain, a social security card.

TEACHING AIDS: Blackboard, 16 MM projector, overhead projector


SPEAKER (optional).: Local representative from the Social Security Office.
(Should be told in advance concerning the level of group he will be addressing.)

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-3-1)
Do you have a social security card? If so, what does it mean to you in your present work?
How will it affect you in the future?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. What is social security?
1. A federally sponsored retirement plan
2. Paid for by both employer and employee
3. Paid upon retirement to worker by the government at stipulated rates, governed by the amount of income earned
## B. Purposes of Social Security
1. Supplementary retirement plan for the individual
2. Provides income for old age along with benefits for death and disability
3. Provides financial assistance for health through Medicare

## C. What jobs are covered?
1. Workers in
   a. Factories
   b. Offices
   c. Stores
   d. Mines
   e. Shops
   f. Mills
2. Some
   a. State employees
   b. Farm workers
   c. Household workers
   d. Clergy
   e. Federal workers
   f. Fishermen
   g. Members of Armed Services
   h. People who work at home
3. Self-employed workers

## D. Workmen's Compensation
1. What is it?
2. Who receives it?
3. What are the benefits?
4. When are you covered?
5. When are you not covered?
6. Who pays for it?

## E. Unemployment Compensation
1. What is it?
2. Who pays for it?
3. Who is entitled to receive it?
4. How long do payments continue?
5. When are you not covered?
6. Where do you file for it?

---

**STRESS:** Benefits for young people 18-22 who are full-time college students and disabled.

**STRESS:** Almost every kind of employment and self-employment is covered by Social Security.

**Teacher, Supply answers on chalkboard.**

**Point out times in which students are not covered by workmen's compensation.**
1. Under the influence of alcohol.
2. Under the influence of drugs.

**EMPHASIZE:** Students are to report all injuries to employer immediately.

**Have students answer questions orally.**

**Teacher, Write answers on chalkboard.**

**STRESS:** Part-time working students are not entitled to workmen's compensation.
III. APPLICATION (drills, illustrations, analogies, etc.)

A. Discuss some cases in which workmen's compensation has been involved.
B. Is an individual able to provide the same security for himself and his family that social security provides?
C. Describe how to go about applying for unemployment compensation if the need arose.
D. Have students write the Social Security Office and obtain statements of their contributions.

IV. TEST

Give posttest.

SUGGESTED ACTIVITIES

A. Arrange for a representative of the Workmen's Compensation Office to speak with students.
C. Game of money for compensation. (See Games II-3-3)

NEXT LESSON: Sources of employment
1. What is your Social Security Number?

2. What are some advantages of Social Security?

3. Are all jobs covered under Social Security?

4. How can workmen's compensation help you?

5. Who pays for unemployment compensation?
MONEY FOR COMPENSATION

Give each student a Workmen's Compensation Disability Form (sheet with diagram of body showing monetary compensation for loss of various appendages).

Have students draw slips of paper describing loss of appendages during job related accidents.

Students must first compute what their compensation will be.

The student with the largest compensation wins. However, if he computes it wrong, he loses half of his compensation. Then the student with the highest compensation which is correct, is declared the winner.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

BOOK

Appleton-Century-Crafts, Educational Division, Meredith Corporation, 440
Park Avenue, South, New York, New York 10017.

BOOKLETS

An Analysis of the Ford Type Plan for Supplemental Unemployment Compensation.
National Association of Manufacturers, Education Department, 2 East 48th
Street, New York, New York 10017.

Education Department, 2 East 48th Street, New York, New York 10017.

School Certification of Full-time Attendance for Social Security Purposes.
U.S. Department of Health, Education and Welfare, Social Security
Administration, Baltimore, Maryland 21235.


Social Security Information for Young Families. U.S. Department of Health
Education and Welfare, Social Security Administration, Washington, D.C.,
20402.

Social Security Ignorance Can Cost You Money. National Research
u, Inc. 424 North 3rd Street, Burlington, Iowa 52601, $.20.

Office, Washington, D.C. 20402, 5¢ or $2.50 per 100.

Unemployment Compensation in a Free Economy. National Association of Manu-
factors, 14 West 49th Street, New York, New York 10020.

Virginia Workmen's Compensation Act, 1972, Amended 1973. Commonwealth of
Virginia Department of Purchase and Supply, Richmond, Virginia 23219.

Social Security Administration, Washington, D.C. 20402.

FILMS

Samuel and Social Security. This film is the saga of Samuel J. Pilgrim,
one of the millions whose work is covered by the social security law.
It explains the benefits which are available under the law. 14 minutes,
color, Social Security District Office.
SUBJECT: Sources of Employment

OBJECTIVE: The student will be able to find a job lead from 3 different sources. He will be able to compare the differences between public and private employment agencies.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Pretest, transparencies, phone book, classified ads (local newspaper)


SPEAKER: Representative of the Virginia Employment Commission

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-4-1)

Joe lost his job due to the fact that the company had too many workers. Where would you, as a student, look for a job if placed in this position?

II. PRESENTATION

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Sources
1. Tips from relatives and friends
2. Teacher-coordinator
3. Classified ads
4. Applying to local industry without lead
5. State employment agency
6. Civil Service announcements
7. Yellow pages
8. News stories about new industries
9. Private employment agencies
10. School guidance counselors

Ask: When looking for a job, there are a number of good sources for leads. What are some of them?

STRESS: Best source is tips from relatives' and friends.

Refer to Transparency II-4-2.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Public Versus Private Employment Agencies</td>
<td></td>
</tr>
<tr>
<td>1. Public</td>
<td>STRESS: Differences between public and private employment agencies.</td>
</tr>
<tr>
<td>a. Free</td>
<td>STRESS: Most employers have good relationships with employment agencies (public).</td>
</tr>
<tr>
<td>b. Various types of jobs available</td>
<td>Refer to Transparency II-4-3.</td>
</tr>
<tr>
<td>c. Testing is available to determine applicant's qualifications.</td>
<td></td>
</tr>
<tr>
<td>2. Private</td>
<td>STRESS: Many good employers do not work with private agencies.</td>
</tr>
<tr>
<td>a. Charge a fee</td>
<td>Refer to Transparency II-4-4.</td>
</tr>
<tr>
<td>b. Often handle jobs with high qualification requirements</td>
<td></td>
</tr>
<tr>
<td>c. Some employers pay job fees</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

A. Have each student read a classified ad for employment. Have him tell whether it is a good or bad source of employment and explain his answer.

B. Have an employee of the Virginia Employment Commission speak to the class as a guest speaker.

IV. TEST

Have students list three sources they would use in finding a job, in order of use.

Have students give the advantages and disadvantages of public and private employment agencies.

SUGGESTED ACTIVITIES:

A. Arrange for trips to an industry to talk to a personnel man.

B. Arrange for private employment agent to talk to class.


NEXT LESSON: Job Application Procedures
OPTIONAL PRETEST

1. The most productive source of finding a job is tips from friends and relatives.
   (True or False)

2. Three other sources of employment are classified ads, Civil Service announcements, and the yellow pages.
   (True or False)

3. Two types of employment agencies are public and private.
   (True or False)

4. The private employment agency charges a fee for its services.
   (True or False)
SOURCES OF EMPLOYMENT

TIPS FROM FRIENDS AND RELATIVES

YELLOW PAGES

NEW INDUSTRY COMING!

NEWS STORIES ABOUT NEW INDUSTRIES.

GUIDANCE COUNSELORS

CLASSIFIED ADS
PUBLIC EMPLOYMENT AGENCIES

SERVICES ARE FREE

VARIOUS TYPES OF JOBS

TESTS ARE AVAILABLE FOR DETERMINING THE APPLICANTS' QUALIFICATIONS
PRIVATE EMPLOYMENT AGENCIES

CHARGES FOR SERVICE

VERY SELECTIVE.

DO YOU PAY JOB FEES?

YES, WE PAY JOB FEES.

SOME EMPLOYERS PAY JOB FEES
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 4

BOOKLETS


Can I be a Technician? Let's Find Out. General Motors, Public Relations Staff, Detroit, Michigan 48933.


Getting the Right Job. The Glidden Company, Executive Offices, 900 Union Commerce Building, Cleveland, Ohio 44101 (no cost).


FILMS

Finding the Right Job. Shows job lead sources, some of the crucial stages in obtaining a job, what the company has to offer, and how to find the right job. 10 minutes, State.

Planning Your Career. This film shows how a high school boy goes about choosing and planning for his future career. 20 minutes, 1954, State.

Your and Your Work. State.
SUPPLEMENTAL
TEACHING MATERIALS FOR THE
GENERALLY RELATED LESSONS

PHAMPHLETS

Can I Get the Job? Public Relations Staff, General Motors Corporation, Detroit, Michigan 48202.

Steps Toward Employment, C & P Telephone Company, 703 East Grace Street, Richmond, Virginia 23206.

How to Find and Apply for a Job, Helen J. Kelly and R. G. Walters, Southwestern Publishing Company, Cincinnati, Ohio 45202.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Job Application Procedures

OBJECTIVE: The student will be able to fill out a job application form.
The student will be able to prepare a list of information to take
with him when applying for a job.

TEACHING AIDS: Blackboard, 16 MM projector, opaque projector, overhead projector


Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-5-1)
Show students an application form.
Refer to Handout II-5-4a and II-5-4b.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)
A. General Information Needed for Completing Application
   1. Letter of application
      a. Source of job information
      b. Why you are applying
      c. Personal data sheet
         (1) Name, address, phone number and age
         (2) Skills
         (3) Education
         (4) Previous employment and experience
         (5) Hobbies and interests
         (6) Extra curricular activities
         (7) Character references
      d. Request for interview
   Show film Aptitudes and Occupations
   Ask: How can a letter of application and a personal data sheet help you get a job?
   STRESS: Personal data sheet is a separate sheet attached to the letter of application. Include in personal data sheet qualities you do have, not what you don't have. Personal data sheet is also called a résumé.
   Refer to Handout II-5-2.
   Handout II-5-3.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

B. Employer's Application Form
   1. Social Security card
   2. Rules to follow in completing the form
      a. Read all instructions
      b. Print carefully and neatly
      c. Use ink
      d. Fill in all blanks
      e. Answer all questions

   Refer to Job Application Form II-5-4a, II-5-4b.

   Ask: What information is needed from the letter of application and personal data sheet?

   Refer to Handout II-5-5.

   STRESS: Rules to follow in completing job application forms.

III. APPLICATION

   A. Have students complete an application form for practice.
   B. Have students complete an op-scan type application form.

IV. TEST

   A. Have students list all information needed when they go for job interview.
   B. Have students fill in an employer's application form.

SUGGESTED ACTIVITIES

   A. Have students write a letter of application.
   B. Have students collect and compare application forms from local industries.

NEXT LESSON: The Job Interview
1. Should an application for a job be written in pencil, ink, or completed on a typewriter?

2. What is meant by marital status?

3. How should you sign your application?

4. In what situation should you write a letter of application?

5. What kind of information should be presented on a personal data sheet?
PERSONAL DATA

Personal Name: Ann Kiwaski
Address: 2100 Broad Street, Richmond, Virginia 23200
Phone: 804-769-1401
Age: 16
Height: 5 feet, 5 1/2 inches
Weight: 112 pounds
Health: excellent

Skills Cash register operator
Floor polisher

Education Freshman at Central High School

Subjects studied English, 1 year
Math, 1 year
Science, 1 year
Industrial Work Experience, 1 year

Experience One year as cash register operator at Hardee's Restaurant.

Outside interests and hobbies car racing
music

References Mr. Ben Jones, Manager, Hardee's Restaurant, 1726 Main Street,
Richmond, Virginia 23200.
Mr. Glen Hargrave, Work-Experience Counselor, Central High
School, Richmond, Virginia 23200.
Miss Charmaign Douwth, Vocational Instructor, Central Middle
School, Richmond, Virginia 23200.
Mr. Theodore McKinney  
Personnel Director  
McDonald's  
1147 Main Street  
Richmond, Virginia 23200

Dear Mr. McKinney:

Mr. Glen Hargrave, Work Experience Counselor at Central High School suggested that I contact you about the cash register operator at your restaurant. Please consider me an applicant for that position.

During my freshman year in high school, I participated in work-experience education. My job assignment was as cashier at Hardee's Restaurant where I made use of and improved the skills which I learned in school.

I plan to continue my education next year and hope someday to become a manager. May I have an interview? I shall be glad to call at your convenience. My home telephone is 769-1401.

Your truly,

Ann Kiwaski
APPLY FOR EMPLOYMENT

PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>Date</td>
</tr>
<tr>
<td>First</td>
<td>Middle</td>
</tr>
</tbody>
</table>

Present Address

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

Permanent Address

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

Phone

<table>
<thead>
<tr>
<th>Street</th>
<th>Rent</th>
<th>Board</th>
</tr>
</thead>
</table>

Date of birth

<table>
<thead>
<tr>
<th>Height</th>
<th>Weight</th>
<th>Color of Hair</th>
<th>Color of Eyes</th>
</tr>
</thead>
</table>

Married

<table>
<thead>
<tr>
<th>Single</th>
<th>Widowed</th>
<th>Divorced</th>
<th>Separated</th>
<th>Dependents other</th>
<th>Citizen</th>
<th>Yes</th>
</tr>
</thead>
</table>

Number of children

<table>
<thead>
<tr>
<th>than wife or children</th>
<th>of U.S.A</th>
<th>No</th>
</tr>
</thead>
</table>

If related to anyone in our employ, state name and department

Referred by

EMPLOYMENT DESIRED

Position

<table>
<thead>
<tr>
<th>Date you can start</th>
<th>Salary desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>If so, may we inquire</td>
<td></td>
</tr>
</tbody>
</table>

Are you employed now?

<table>
<thead>
<tr>
<th>of your present employer</th>
</tr>
</thead>
</table>

Ever applied to this company before?

<table>
<thead>
<tr>
<th>Where</th>
<th>When</th>
</tr>
</thead>
</table>

EDUCATION

<table>
<thead>
<tr>
<th>Name and Location of School</th>
<th>Years</th>
<th>Date</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended</td>
<td>Graduated</td>
<td>Studied</td>
<td></td>
</tr>
</tbody>
</table>

Grammar School

High School

College

Trade, Business

or Correspondence

School

Subjects of special study or research work

What foreign languages do you speak fluently?

<table>
<thead>
<tr>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Military or Present membership in</td>
<td></td>
</tr>
</tbody>
</table>

Naval service

<table>
<thead>
<tr>
<th>Rank</th>
<th>National Guard or Reserves</th>
</tr>
</thead>
</table>

Activities other than religious

<table>
<thead>
<tr>
<th>(civic, athletic, fraternal, etc.)</th>
</tr>
</thead>
</table>

Exclude organizations the name or character of which indicated the race, creed, color or national origin of its members.

(CONTINUED ON NEXT PAGE)
### Former Employers

List below last four employers, starting with last one first.

<table>
<thead>
<tr>
<th>Date</th>
<th>Month and Year</th>
<th>Name and Address of Employer</th>
<th>Salary &amp; Position</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### References

Give below the names of three persons not related to you, whom you have known at least one year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Business</th>
<th>Years Acquainted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Physical Record

List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date __________________ Signature __________________

I ____________________

DO NOT WRITE BELOW THIS LINE

Interviewed by __________________ Date __________________

### Remarks

Neatness __________________ Character __________________

Personality __________________ Ability __________________

Hired __________________ For Dept. __________________ Position __________________ Will Report __________________ Salary Wages __________________

Approved: 1. __________________ 2. __________________ 3. __________________

Employment Manager __________________ Department Head __________________ General Manager __________________

Handout II-5-4b
RULES TO FOLLOW IN FILLING OUT AN APPLICATION FORM

1. Fill out the application by printing in ink or use a typewriter.

2. Answer every question that applies to you (if a question does not apply, you may write "NA", (meaning not applicable), or draw a line through the space to show that you did not overlook the question).

3. Give your complete address, including zip code.

4. The question on marital status simply means whether you are single, married, separated, divorced, or widowed.

5. Spell correctly (if you are not sure about how to spell a word, try to use another word with the same meaning).

6. The question on place of birth means the city and state in which you were born, not the name of the hospital.

7. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything"; employers expect you to state clearly what kind of work you can do.

8. Try to have in mind all of the schools you have attended and the dates of your attendance (if there are several, it is a good idea to write them down before you apply for a job).

9. Be prepared to list several good references. It is much better to ask permission for those you plan to list. Those considered good references include (a) the pastor of your church, (b) a former employer, (c) a teacher who knows you well, (d) friends who are established in business.

10. When you write or sign your name on the application, use your correct name, not a "nickname". Your first name, middle initial, and last name is usually preferred.

11. Be as neat as possible (the employer expects that your application will be an example of your best work).
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 5

BOOKLETS


FILMS

Getting a Job. Shows how a high school boy goes about getting a job which will lead to his ultimate vocational goal. 20 minutes, 1954, State.

Personal Qualities for Job Success. This film shows how students can get a job the right way. 1952, State.

Planning for Success. Bill learns that his failure in track is due to setting higher goals than he is able to fulfill. 11 minutes, 1957, State.
SUBJECT: The Job Interview

OBJECTIVE: The students will be able to successfully participate in an interview with a potential employer.

TEACHING AIDS: Chalkboard, overhead projector

MATERIALS: Pretest, handouts, transparencies, video tape


I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-6-1)
Refer to Transparency II-6-2, First impressions are lasting ones.
Role play of humorous interview.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Interview Procedures
   1. Prepare for interview. STRESS: Why people aren't hired.
   2. Know something about the industry.
      a. Executives
      b. Type of production system
      c. Products
      d. Interviewer's name

B. Personal Appearance
   1. Personal grooming of girls
   2. Personal grooming of boys
   3. Girl's dress
   4. Boy's dress
      STRESS: Appropriate dress for the particular job.

Refer to Handout II-6-3.
Refer to Transparency II-6-4.
Refer to Handout II-6-5, Personal Appearance of Applicants.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

KEY POINTS (things to remember to do or say)

C. The Interview
1. Be on time
2. Use good posture
3. Use normal grip in handshake
4. Avoid mannerisms
5. Show spirit and enthusiasm
6. Talk about your IWC training
7. Show courtesy to all
8. Be confident and prepared
9. Be specific about your abilities
10. Leave when employer terminates the interview

STRESS: Points to remember when preparing for or at an interview.

III. APPLICATION

A. Have a local businessman put on a mock interview.
B. Have students conduct mock interviews and have class evaluate.
C. (Optional) Have students prepare and act out skits of interviews on video tape recorder to determine their errors.

IV. TEST

A. Posttest.
B. Have a mock interview with obvious mistakes and ask students to use constructive criticism.

SUGGESTED ACTIVITIES:

A. Have students prepare a survey of employers on questions most frequently asked on interviews.
B. (Optional) Readings: Succeeding in the World of Work, McKnight and McKnight Publishing Company, pp. 52-64.

NEXT LESSON: Employer-Employee Relations
OPTIONAL PRETEST

True or False:

1. When applying for a job, one should dress conservatively.  T   F

2. One should always know something about the firm when applying for a job.  T   F

3. If asked in the interview what type of job you want, the best answer is "just anything".  T   F

4. Self-confidence is bad when applying for a job since it makes the applicant appear "too cocky".  T   F

5. Some employers give a test during the interview process.  T   F
JOB INTERVIEW

FIRST IMPRESSIONS ARE LASTING ONES.
WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
   Overbearing - overaggressive - conceited "superiority complex" - "know-it-all".
   Inability to express himself clearly - poor voice, diction, grammar.
   Lack of planning for career - no purpose and goals.
   Lack of interest and enthusiasm - passive, indifferent.
   Lack of confidence and poise - nervousness - ill-at-ease.
   Failure to participate in activities.
   Overemphasis on money - interest only in best dollar offer.
2. Poor scholastic record - just got by.
3. Unwilling to start at the bottom - expects too much too soon.
5. Lack of tact.
7. Lack of courtesy - ill-mannered.
8. Condemnation of past employers.
9. Lack of social understanding.
10. Marked dislike for school work.
11. Lack of vitality.
12. Fails to look interviewer in the eye.
13. Limp, fishy handshake.
15. Loafs during vacations - lakeside pleasures.
17. Friction with parents.
18. Sloppy application blank.
19. Merely shopping around.
20. Wants job only for short time.
21. Little sense of humor.
22. Lack of knowledge in field of specialization.
23. Parents make decisions for him.
24. No interest in company or in industry.
25. Emphasis on whom he knows.
26. Unwillingness to go where sent.
27. Cynical.
28. Low moral standards.
29. Lazy.
30. Intolerant - strong prejudices.
31. Narrow interests.
32. Spends much time in movies.
33. Poor handling of personal finances.
34. No interest in community activities.
35. Inability to take criticism.
36. Lack of appreciation of the value of experience.
37. Radical ideas.
38. Late to interview without good reason.
40. Failure to express appreciation for interviewer's time.
41. Asks no questions about the job.
42. High pressure type.
43. Indefinite response to questions.
REMEMBER: DRESS FOR A JOB, NOT FOR A PARTY!
A. Personal Grooming

Girls

1. Hair - clean, neat, and suitably styled.
2. Skin - clean.
3. Teeth - clean.
4. Make-up - not too much; suitable for time of day.
5. Nails - clean, not too long, not too highly polished.

Boys

1. Hair - well groomed, clean, acceptable style.
2. Skin - clean.
3. Teeth - clean.
4. Face - cleanly shaved.
5. Nails - clean and well-shaped.

B. Wearing Apparel

Girls

1. Dress - conservative as to cut and color.
2. Accessories - clean and of a type to enhance appearance.
3. Shoes - clean, polished, and in good condition.
4. Jewelry - appropriate to costume and for work.

Boys

1. Acceptable dress - well pressed suit or sportcoat and slacks.
2. Shirt - clean, well pressed, no frayed collar and cuffs.
3. Tie - clean and well pressed; in harmony with suit.
4. Socks - in harmony with suit and tie; DO NOT GO WITHOUT SOCKS.
5. Shoes - clean, well-polished, in good condition.
6. Jewelry - Acceptable if it does not draw attention. NO MEDALLIONS, BEADS, etc.
JOB INTERVIEW

BE CONFIDENT AND PREPARED!!
JOB INTERVIEW

WHAT TYPE OF WORK DO YOU DO BEST?

WELL, I'M GOOD AT CARPENTRY, MASONRY, COOKING, MANAGING, RUNNING MACHINERY—EVERYTHING!

SPECIFY: DON'T BE A JACK OF ALL TRADES.
USE A FIRM HANDSHAKE: BUT DON'T TRY TO PROVE HOW STRONG YOUR GRIP CAN BE!
LEAVE WHEN THE EMPLOYER ENDS THE INTERVIEW.
THE JOB INTERVIEW

1. Always go alone.

2. Be on time for your appointment; be 15 minutes early if possible.

3. Do not chew gum or smoke; refuse if either or both is offered.

4. Greet everyone with a smile and a firm handshake.

5. Introduce yourself by your proper name; do not use nicknames or use Miss, Mr., or Mrs.

6. Have completed letter of application, employer's application, and your personal data sheet.

7. Call the employer by his correct given name.

8. Look at the interviewer while talking to him.

9. Answer questions briefly using good grammar and do not use slang. Do not interrupt while interviewer is talking.

10. Be truthful.

11. Sell your qualifications for the job rather than your need for work.

12. Avoid discussing politics or religion if possible, unless it pertains to the job.

13. If you are offered the position, you may ask about the salary, but don't appear interested only in the benefits.

14. Do not fumble with hands or objects in lap.

15. Use good posture at all times.

16. The interviewer will close the interview.

17. Thank him for his time.
QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you like most?
4. What do you wish to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you held? Why did you leave?
12. What salary do you wish to earn?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Do you attend school regularly? How many days were you out last year?
18. What grades have you received in your school work?
19. When can you begin work?
20. How did you become interested in this company?
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

BOOKLETS


Can I Get the Job? General Motors Corporation, Detroit, Michigan 48233, free.

Grooming for the Job. The Mennen Company, Morristown, New Jersey 07960.

FILMS

Getting a Job. Film shows a high school student going about getting a job. It discusses the six major roads to a job, the preparation of a personal data sheet and the interview. 20 minutes, 1954, State.

Good Grooming Wardrobe. How to select clothes to suit individual needs. Importance of style and selection of clothes as well as posture. 14 minutes, 1961, State.

I Want a Job. Although clothing styles of actors are outdated, this film is excellent in describing the job interview. 20 minutes, 1941, State.
UNIT III

EMPLOYER-EMPLOYEE RELATIONS

Lesson 1. Getting Along With Your Employee
Lesson 2. Getting Along With Co-workers

Developed by
Harvey L. Crone
INSTRUCTOR'S LESSON PLAN

Generally Related Information

Unit III
Lesson 1

SUBJECT: Getting Along With Your Employer

OBJECTIVES: The student will be able to discuss ways of succeeding with an employer. The student will be able to list attitudes and characteristics needed on the job. The student will be able to explain why a company has rules and regulations.

TEACHING AIDS: Overhead projector, movie projector, tape recorder

MATERIALS: Transparencies; film: The Bright Newcomer, 10 minutes, McGraw-Hill Book Company, 330 West 42nd Street, New York, New York; Employer's Rating Sheet (Refer to Handout III-1-1 at the end of this lesson); Tape: "Attitude," by Earl Nightengale.


SPEAKER: Invite a speaker from a local industry to speak to the class about employer-employee relations.

I. PREPARATION (of the learner)

A. Relate a case of an employee who has been dismissed and cite the reason.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Know your employer
1. Define "employer"
2. Explain employer's responsibility
   a. Customers
   b. Community
   c. Employees

Ask students to define the term "employer".

In what ways is an employer responsible to:
   Customer Produce a good quality of goods at a fair price.
   Community Provide jobs and pay taxes.
   Employees Fair wages and job security.

Show Transparency III-1-1.
II. PRESENTATION (continued)

A. Know your employer (continued)
   3. Define: "Good Human Relations"

   (The Art of getting along with people.)

   a. Why human relations are important.
      1. We all live and work with people.
      2. Job success and happiness depend on good human relations.
      3. The way I treat others affect their treatment of me.

   Ask: What information would be helpful for each member to know about the other?

   To develop an understanding for the need of human relations between employer and employee.

   Draw ideas from group.

B. What an employer looks for.
   1. Admit your errors
   2. Be attentive
   3. Try to please
   4. Regularity and dependability
   5. Be agreeable
   6. Temperament
   7. Initiative
   8. Liking your work
   9. Friendliness
   10. Responsibility
   11. Do your job well

   Hand out: "I want a Worker", III-1-3.

   Show Transparency III-1-4.

   STRESS: Personal qualities importance.

C. The most important factor in job success is attitude.
   1. Your employer expects a positive attitude
      a. Smile
      b. See other person's point of view
      c. Never make excuses
      d. Respect ideas and opinions of others
      e. Never complain
      f. Seldom criticizes others
      g. Accept responsibility for mistakes

   Play tape: Attitude, by Earl Nightengale.

   Discuss success in terms of characteristics.

   Refer to Transparency III-1-5.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Why a company has rules and regulations</td>
<td>Refer to Transparency III-1-6.</td>
</tr>
<tr>
<td>1. How they affect you</td>
<td>Invite a personnel director from a local industry to discuss why a company has rules and regulations.</td>
</tr>
<tr>
<td>2. Why they are important</td>
<td>Have students to explain a rule or regulation which they do not agree with at their place of employment.</td>
</tr>
<tr>
<td>3. Your protection</td>
<td>Invite a school principal to explain why a school has rules and regulations.</td>
</tr>
<tr>
<td>4. Safety regulations</td>
<td>Refer to Handout III-1-7 at the end of this lesson.</td>
</tr>
<tr>
<td>5. Necessity in industry</td>
<td>Explain the evaluation sheet to the students. Tell them what they will be graded on.</td>
</tr>
</tbody>
</table>

E. Employee evaluations

<table>
<thead>
<tr>
<th>Why use them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For grades</td>
</tr>
<tr>
<td>2. To know where you stand on the job</td>
</tr>
<tr>
<td>3. Promotion policies</td>
</tr>
<tr>
<td>4. Increase in wages</td>
</tr>
<tr>
<td>5. To gain information</td>
</tr>
<tr>
<td>6. To discover weaknesses and strengths of the employee</td>
</tr>
<tr>
<td>7. To create a communications path for the employer and employee</td>
</tr>
</tbody>
</table>

III. APPLICATION (oral reports, panel discussion, demonstrations)

A. Have students discuss a rule or regulation at their place of employment that they disagree with or do not understand.
B. Have students give examples of safety regulations at their places of employment.
C. Use a skit to demonstrate how uncooperative workers affect others on the job.

IV. TEST

A. Test made up by the coordinator (see example at the end of this lesson).
B. Have students list the attitudes and characteristics necessary for job adjustments.
C. Have students rate themselves on the employer rating sheet at the end of this lesson. Refer to Handout II-1-7.
SUGGESTED ACTIVITIES:

A. Have students cite examples of employer-employee conflicts on the job and how they were solved.

B. Have students conduct a survey of personality problems, personnel attitudes, employee morale and report findings to class. (Optional)

NEXT LESSON: Getting Along With Co-Workers
RESPONSIBILITIES of MANAGEMENT

MANAGEMENT SERVES 3 MASTERS

CUSTOMERS

EMPLOYEES

COMMUNITY

THROUGH ITS RESPONSIBILITIES:

DECISION - MAKING

POLICY - SETTING

CONTROLLING

PLANNING
YOUR EMPLOYER

MAN? BEAST? OR COMPANY?

FOUR FACTS ABOUT YOUR EMPLOYER

1. HE IS HUMAN.
2. IN BUSINESS, HE IS MORE LIKELY TO BE RIGHT.
3. THE BUSINESS IS HIS PERSONAL JOB.
4. HE ACTS AS YOU WOULD IF PUT IN HIS PLACE.
I WANT A WORKER

Who likes his job.
Who knows his job.
Who keeps himself physically fit.
What wants to do a day's work for a day's pay.
Who wants to get ahead.
Who is always on the job unless excused.
Who is cheerful—not sullen.
Who works safely—with due consideration for himself
and his fellow workers.
Who gets a bang out of a job well done.
Who tries to avoid waste and cut costs.
Who looks for a better way to do the job.
Who tells the truth; who is sincere.
Who gripes little and looks forward.
Who keeps a spirit of team work.
Who asks questions when he needs help.
Who is willing to face his personal problems squarely.
Who tries to put himself in my place now and then.
Who feels that his job is a privilege—not a right.

I WOULD GIVE A WORKER LIKE THAT

MY BEST!

YOU WOULD TOO!
HOW TO SUCCEED WITH YOUR BOSS

ADMIT YOUR ERRORS

BE ATTENTIVE

TRY TO PLEASE

REGULARITY AND DEPENDABILITY

BE AGREEABLE

TEMPERAMENT

INITIATIVE

LIKING YOUR WORK

FRIENDLINESS

RESPONSIBILITY

DO YOUR JOB WELL
SUCCESS DEPENDS ON YOUR CHARACTERISTICS

COOPERATION
HONESTY
INTEREST
LOYALTY
PATIENCE
AMBITION
NEATNESS
ENTHUSIASM
POLITENESS
RESPONSIBILITY
PERSEVERANCE
DEPENDABILITY
GOOD MEMORY
WILLINGNESS TO LEARN
RESPECT FOR AUTHORITY
PERSONAL CLEANLINESS
SAFETY IS PART OF THE JOB

DON'T MAKE A FOOL OF YOURSELF

OBSERVE ALL RULES

BE COOPERATIVE
# Employee Evaluation Sheet

**Progress Report of**  
Student [Name] in [Training Agency]  

**Date** __________

**Directions:** Read over each line carefully. Place a check mark over phrase which describes the student most accurately. Make only one mark on each line, and be sure to mark every line.

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Usually Neat and Appropriate in Appearance</th>
<th>Sometimes Neglects Appearance</th>
<th>Should Improve Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes an Excellent Appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Has a Pleasing Personality</th>
<th>Personality is Unimpressive</th>
<th>Does Not Get Along Well with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality is Outstanding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Shows Interest in Work Most of Time</th>
<th>Interested Only in Certain Phases of Job</th>
<th>Should Show More Interest in Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually Enthusiastic About Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Is Usually Cooperative</th>
<th>Helps Only When Asked</th>
<th>Does Not Work Well with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes out of the Way to Cooperate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Usually Follows Directions Well</th>
<th>Sometimes Careless in Following Directions</th>
<th>Cannot Always Be Relyed Upon to Follow Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable in Following Directions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student Characteristics | Sometimes Goes Ahead in Work Not Assigned | Performs Regular Routine Duties Only | Seldom Seeks Work Beyond Regular Routine Duties |
|-------------------------|------------------------------------------|--------------------------------------|------------------------------------------------|---|
| Recognizes Work to Be Done and Does It Without Direction |  |  |  |

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Usually Shows Sound Judgment</th>
<th>Sometimes Shows Lack of Judgment or Discretion</th>
<th>Lacks Ability to Make Sound Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wise in Actions and in Making Decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Occasionally Absent But with Good Excuse and Advance Notification</th>
<th>Occasionally Absent Without Good Excuse or Notification</th>
<th>Frequently Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has Perfect Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Occasionally Late But with Good Excuse</th>
<th>Occasionally Late Without Good Excuse</th>
<th>Frequently Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always on Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Exceeds Average Production</th>
<th>Is Average in Production</th>
<th>Should Produce Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Outstanding in Production</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consider quantity and quality in checking production above.  

Handout III-1-7

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INSTRUCTOR'S LESSON PLAN

Generally Related Information

SUBJECT: Getting Along with Co-Workers

OBJECTIVES: The student will list methods of getting along with co-workers.

TEACHING AIDS: Blackboard, handouts, movie projector (16 MM), tape recorder, overhead projector, transparencies.

MATERIALS: Film, Personal Qualities for Job Success, State Film Laboratory.


I. PREPARATION (of the learner)

A. Cite case of an employee who has been dismissed for not being able to get along with co-workers.
B. Have students take the Personality Inventory test at the end of this lesson. Refer to Handout III-2-1a, III-2-1b.
C. Have students read the Personality Chart at the end of this lesson. They can see if they are on the positive or negative side. Refer to Handout III-2-2.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. People are not square, they are many-sided.
   1. Interests
   2. Aptitudes
   3. Emotions
   4. Morals
   5. Ideals
   6. Beliefs
   7. Ability
   8. Attitudes
   9. Intelligence
  10. Self confidence
  11. Friendliness

   STRESS: How important is it to get along with your fellow workers?
   Transparency III-2-3.

   Ask: Do you think it is necessary to get along with your fellow workers? Defend your position.

   What happens to company morale when co-workers do not get along on the job?

   Refer to Transparency III-2-4.

   Play tape, Attitude, by Earl Nightengale.

   Show film, Personal Qualities for Job Success.

   Discuss the Personality Inventory Test.
III. APPLICATION

A. Have students tell of their conflicts with co-workers and how they solved them.
B. Have students make a list of individual characteristics they consider most important in working with others.
C. Let class discover weak points in student skits, demonstrating poor cooperation with co-workers.

IV. TEST:

A. List why it is important that you get along with co-workers?
B. List ways of getting along with co-workers.
C. Pass out case of Sour Sue (refer to Handout III-2-5) at the end of this lesson. Have students solve this case.

SUGGESTED ACTIVITIES:

A. Invite a Supervisor to talk to the class about employee cooperation.
B. Reading: Succeeding in the World of Work, Chapter 4, pp. 79-82.
C. Reading: Getting Along with Others, Booklet.
Here are twenty traits without which, though you may have ability, brains, skill and information, you can hardly expect to succeed in competition with other people. Read over each statement carefully and then rate yourself as follows on each:

A - Excellent  B - Good  C - Fair or Average  D - Poor

1. IS SOCIABLE: Smiles a great deal; gets along with people; and has a keen sense of humor.
2. IS COURTEOUS: Is considerate of other people; gives extra service; and says "please" and "thank you".
3. SPEAKS EFFECTIVELY: Expresses ideas clearly and convincingly, and speaks distinctly.
4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; and works for the organization.
5. SHOWS INITIATIVE: Makes the best use of time; thinks up new ideas; and makes suggestions for improvement.
6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed and is a "doer"; not a "dreamer".
7. IS TACTFUL: Says the right thing at the right time; does not argue; and makes the other fellow feel he is doing things his way.
8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; and does his job as if he owned the business.
9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; and is always on the alert to help others.
10. IS ORDERLY: Systematizes his work; keeps things in their proper place; and is a clean storekeeper.
11. IS HONEST: Is held in highest confidence; takes responsibility for his own errors and avoids temptation, bad companions and bad personal habits.
12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; and does what he is told to do.
13. HAS SELF CONFIDENCE: Believes he can and will succeed; does not know it all; and never alibis.
14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; and observes company policies.

Handout III-2-46
15. IS INTELLIGENT: Knows what he is doing; knows his facts and makes an effort to learn new methods.

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudice.

17. HAS A GOOD MEMORY: Remembers and can associate names and faces; and discards non-essentials.

18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc.; that are costly; and saves his own money as well as money for his employer.

19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; and is noted for sound judgment.

20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again and is not easily discouraged.
If you can work on just one or two areas so that your behavior shows a desirable, positive attitude instead of a negative attitude, the behavior of others toward you will change. People will like you better, and you will like them better. Study the chart below and see where you fit in.

**PERSONALITY CHART**

POSITIVE ATTITUDE

| 1. | Smiles easily. |
| 2. | Willing to change his ideas, dress and behavior when appropriate. |
| 3. | Able to see other person's viewpoint. |
| 4. | Almost never complains. |
| 5. | Accepts responsibility for mistakes. |
| 6. | Seldom criticizes others. |
| 7. | Considers what is good for or helpful to others. |
| 8. | Respects the ideas and opinions of others. |
| 10. | Has a variety of interests. |

NEGATIVE ATTITUDE

| 1. | Rarely smiles. |
| 2. | Unwilling to change. |
| 3. | Unable to see the other person's point of view. |
| 4. | Complains about nearly everything. |
| 5. | Blames others for own mistakes. |
| 6. | Very critical of others. |
| 7. | Thinks only of himself. "What's in it for me?" |
| 8. | Tries to force his ideas and opinions on others. |
| 9. | Always makes excuses. |
| 10. | Few interests, is often bored. |
PEOPLE ARE NOT SQUARES
THEY ARE MANY-SIDED

A

P.

0/PLE

ARE NOT SQUARES
THEY ARE MANYSIOED

INTERESTS

INTELLIGENCE.

SELF

CONFIDENCE

ABILITY

ATTITUDES

APTITUDES

EMOTIONS

FRIENDLINESS

BELIEFS

IDEALS

MORALS

Transparency III-2-3
EMPLOYEES ACT BECAUSE OF NEEDS

FIVE BASIC NEEDS:

1. NEED TO BE ALIVE AND STAY ALIVE
2. NEED TO FEEL SAFE
3. NEED TO BE SOCIAL
4. NEED TO FEEL WORTHY AND RESPECTED
5. NEED TO DO THE WORK WE LIKE
SOUR SUE

Sue, 18, is an attractive waitress in a restaurant known for its fine food and excellent service. She seldom makes mistakes on customers' checks and the arithmetic is always right. Sour Sue has a problem -- she does not smile easily. She does not seem happy. Furthermore her co-workers have trouble working with her. Sometimes there are arguments in front of the customers. This has caused customers to avoid her whenever possible. The manager has decided to fire Sue even though she was a good worker and very efficient. What could she have done to save her job?
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit III
Lessons 1 and 2

BOOKS

Andrews, Margaret. About Him. Gregg Division, McGraw-Hill, 330 West 42nd Street,
New York, New York 10001.

Bailard, Strang. Ways to Improve Your Personality. McGraw-Hill, 330 West 42nd
Street, New York, New York 10001.

Stefflne, Donald L. Polishing Your Personality. Keystone Education Press,
New York, New York 10001.

BOOKLETS

A Collection of Important Questions and Answers to Everyone. National Research
Bureau, 424 North Third Street, Burlington, Iowa, 52601.

What Is Honesty? Science Research Associates, Inc., 259 East Erie Street,
Chicago, Illinois 60611.

How to Make People Like You. National Research Bureau, Inc., 424 North Third
Street, Burlington, Iowa, 52601, 20c.

Understanding Yourself. Science Research Associates, Inc., 259 East Erie Street,
Chicago, Illinois 60611, 65c.

Street, Chicago, Illinois 60611.

FILMS

Effective Criticism. Concerned with skill of taking and giving criticism.
10 minutes, State Film Laboratory.

Improve Your Personality. Shows how personality is developed and controlled.
10 minutes, State Film Laboratory.

Control Your Emotions. Nature endows us at birth with three general patterns
of emotional responses—rage, fear, love. 13 1/2 minutes, State Film
Laboratory.

By Jupiter. Film on human relations, 27 minutes, State Film Laboratory.

Your Job—Filling In. Challenges the employee to work to the best of his
abilities, 16 minutes, State Film Library.

Your Job—You and Your Boss. Relates the Relationship between worker and boss
as seen from both points of view, 16 minutes, State Film Library.
UNIT IV

LEARNING CAN BE EASY

Lesson 1. How We Learn
Lesson 2. Tools Used in Studying
Lesson 3. Tips to Improve Studying
Lesson 4. Being Active in Class Discussion
Lesson 5. Taking Tests

Developed by
John B. Moore
and
William G. Wyatt

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INSTRUCTOR'S LESSON PLAN

Generally Related Information

SUBJECT: How We Learn

OBJECTIVE: The student will be able to discuss the various factors influencing learning.

TEACHING AIDS: Overhead projector, 16 MM projector, and games

MATERIALS: Transparencies and handouts

REFERENCES: How to Study, Thomas F. Staton, distributed by author, Montgomery, Alabama.
Learning Discussion Skills Through Games, Stanford and Stanford, Citation Press, New York, New York.

I. PREPARATION (of the learner)

A skilled mechanic makes the repair of an automobile look simple. Watch a good draftsman - an electrician wiring a house, for example. He works easily and quickly, and seems to enjoy his work. This is true of any good worker at his job.

Right now your work is studying and learning, and your main job is being a student. As with every job, there are efficient and inefficient ways of getting the work done. Watch a good student at work and you will discover that he proceeds easily and quickly. He knows what has to be done and he knows how to do it with the least possible strain.

This lesson is about how we learn. You will need to know this information in order to be an efficient student and proceed further in the unit.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Motivation
   1. Definition
   2. Importance of motivation
   3. How to become motivated

B. Concentration
   1. Definition
   2. Attention
   3. Motivation and concentration
   4. Aids to concentration
   a. Physical surroundings
   b. Study when studying

Refer to Transparency IV-1-1

Refer to Transparency IV-1-2.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

C. Reaction
   1. Definition
   2. Reaction and learning
   3. Promoting reaction
      a. Taking notes
      b. Restating material in own words
      c. Anticipation of material to be learned

D. Organization
   1. Definition
   2. How to become organized
      a. Get the general picture
      b. Get details

E. Comprehension
   1. Definition
   2. Skills required for comprehension
      a. Motivation
      b. Organization
      c. Reaction

F. Repetition
   1. Definition
   2. Repetition and learning
   3. Review and repetition

G. Use of our five senses
   1. Sight
   2. Hearing
   3. Touch
   4. Taste
   5. Smell

KEY POINTS (things to remember to do or say)

Refer to Transparency IV-1-3.

Refer to Transparency IV-1-4.

Refer to Transparency IV-1-5.

Refer to Transparency IV-1-6.

Refer to Transparency IV-1-7.

III. APPLICATION

Have students discuss the factors which help a student to learn.
Have them also discuss how the material in this unit may be used to help them become better students.

IV. TEST

The student will identify the six factors which help learning to take place, identify the five senses we have that help us to learn (in a test situation).
SUGGESTED ACTIVITIES:

1. Have students participate in exercises dealing with each of the six factors which help learning take place.
2. Have students participate in games that stress organization of material.

NEXT LESSON: Tools Used in Studying
WHICH IS YOU?

OH! I AM ANGRY!!!
I READ THIS STUFF 3 TIMES!!! GRRRR-

THE FIRST INSTANCE OF MM...... CLOSED. BLAH..BLAH...

OBJECTIVE: TO COVER PAGES

WHAT "JUDICIAL PREVIEW" IS, HOW IT STARTED
AND WHAT PURPOSE IT SERVES...

OBJECTIVE: TO UNDERSTAND

I SPOTTED
THE MAIN POINTS
AND THOUGHT
THEM THROUGH AS
I STUDIED.

Transparency IV-1-1
ATTENTION DIVIDED

RESULT

ATTENTION CONCENTRATED

RESULT

AMOUNT LEARNED %

CHROMOSOMES?
CHROMATIC?
CONVALESCENT?
OR WHAT?!

J O B  
SCHOOL
AUTOMOTIVE
REPAIR

AMOUNT LEARNED %
NOT THIS... BUT, THIS!

REACTION LEADS TO LEARNING
USE OUTLINE FORM

USE SYMBOLS

ASK QUESTIONS

7/28/76 — DATE
HOW TO STUDY — SUBJECT
MR. BEJOO — SOURCE

PUT DOWN THE KEY POINTS — DON'T TRY TO WRITE EVERY WORD

1. MAIN DIVISIONS
   A. FIRST TOPIC
      1. SUBTOPIC
         a. RELEVANT FACTS
GET THE MEANING...

SUCCESS DEPENDS ON YOUR CHARACTERISTICS!

NOT JUST THE WORDS!
REPETITION!
HOW DO WE LEARN?
BY USING OUR 5 SENSES

1. SIGHT

2. HEARING

3. TOUCH

4. TASTE

5. SMELL
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 1

BOOKS


BOOKLETS

How to Study. American Guidance Service, Inc., 770 Washington, S.W.,
Minneapolis, Minnesota 55401.

How to Study. Channing L. Bete Company, Inc., Greenfield, Massachusetts,
01301, 1965.

Staton, Thomas F., How to Study, Distributed by author, P.O. Box 6133,

Stanford and Stanford. Learning Discussion Skills Through Games, Citation


FILM

How to Study. This film is for students who have bad study habits and want

to improve them. 11 minutes, 1963, color, State.

Improving Study Habits. Covers skills that constitute the first steps in
the learning process such as (a) listening, (b) reading, (c) note taking,
(d) preparation of written reports. 14 minutes, 1965, State.

TRANSPARENCIES

How to Study. Set of 15 transparencies, booklet, binder, etc. Channing L.
Bete Company, Inc., 45 Federal Street, Greenfield, Massachusetts, 01301.
Coordinator can make his own transparencies.
SUBJECT: Tools Used in Studying

OBJECTIVES: Each student will be able to: (1) Take better notes, (2) Summarize accurately, and (3) Listen effectively.

TEACHING AIDS: Overhead projector, 16 MM projector

MATERIALS: Transparencies and handouts

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery, Alabama.
How to Study, Channing L. Bete Company, Greenfield, Massachusetts, 01301.

I. PREPARATION (of the learner)

In the previous unit we considered the six factors which encourage learning and the uses of our five senses. In this unit we will look at some devices you can use to increase your learning efficiency in classroom and study situations. These might be called tools to assist you in applying the six factors involved in the learning process.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Notetaking
   1. Personal diary
      a. Helps you concentrate
      b. Uses three senses
         (1) Hearing
         (2) Touch
         (3) Sight
      c. Aid to recall when receiving

   2. Personal system
      a. Abbreviate
      b. Symbolize
      c. Show importance by size
      d. Outline
      e. Write with phrases

Refer to Transparency IV-2-1.

Expand on the senses and their relation to the retention of knowledge.

Refer to Handout IV-2-2.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS  KEY POINTS (things to remember to do or say)

A. Notetaking (continued)

3. How to listen
   a. Tune-in
   b. Question
   c. Listen
   d. Review

4. Class note-taking
   a. Keep alert
   b. Pay attention
   c. Write down key words, clues, etc.
   d. Listen

5. Reference note-taking
   a. Get overview of the material
   b. Glance at chapter headings
   c. Read summary paragraphs
   d. Notice key points
   e. Read with a purpose
   f. Understand the material before continuing
   g. Outline
   h. Summarize to yourself
   i. Review by recall

6. Completion of notes
   Seek clarification from:
   a. Lecturer
   b. Students
   c. Textbook
   d. Library

7. Summarizing
   a. A review of the facts and concepts
   b. Not helpful when dealing with highly complicated and complex material
   c. Use of marginal notes
   d. Underlining key words or sentences

Refer to Transparency IV-2-3.

Have students list on the board the correct procedure for listening and taking notes.

Refer to Handout IV-2-4.

Give example of how to do.

Have students summarize material from a page found in one of their textbooks.

III. APPLICATION

Have students take notes while reading a pamphlet. Discuss methods of students' note taking; let them share ideas. Have students take notes on a film.
IV. Test

Have the students take notes on a short presentation by the instructor delivered in class. Inform them that they should utilize their recently acquired skills and that a quiz covering the material will be given the next day. The next day give the short quiz, correct the quiz but do not grade. Compare the mistakes on the quiz with the notes that each student took on the material covered. Discuss this comparison with each student.

SUGGESTED ACTIVITIES: Have student compare notes taken after reading a pamphlet.

NEXT LESSON: Tips to Improve Studying
1. IT'S YOUR PERSONAL DIARY.
2. IT'S AN AID TO RECALL WHEN YOU WANT TO REVIEW.
3. IT HELPS YOU CONCENTRATE.
4. YOU USE 3 SENSES (SIGHT, HEARING AND TOUCH).
5. TAKE NOTES IN CLASS AS WELL AS FROM BOOKS.
DEVELOP YOUR OWN SHORTHAND SYSTEM

Class Notes

1. Don't try to write everything down -- listen for KEY POINTS.
2. Listen for clues such as "The four courses were" or "to sum up".
3. If the class gets into a discussion, just note any major conclusion.
4. If it's not important -- relax and listen.

Reference Material

1. Get the overall picture -- what is the author talking about?
2. Take a look at chapter headings and sub-headings.
3. Read last summary paragraph of each section or chapter to give general idea.
4. Then read for KEY POINTS.
LISTEN WITH YOUR MIND NOT JUST YOUR EARS
IMPROVING NOTE TAKING SKILLS

1. Make some preparation for every class you attend.
   a. Complete outside reading or reference assignments.
   b. Read textbook assignments or notes taken from the textbook.
   c. Review notes from previous classes.
   d. The more you know about the content of a lesson the more you will get from it. It will be easier to spot key words and ideas.

2. Copy everything on chalkboard.

3. Develop a proper attitude. Listening well is a matter of paying careful attention.

4. Write the topic, the course and the date on your paper.

5. Give careful attention to the closing or summing up. The teacher will sometimes go over the main points and you can check them against your notes.

6. At the end of the class, ask questions about points you did not understand.

7. Review your notes as soon after the class as possible.

8. Practice taking notes.
SUPPLEMENTAL
teaching materials for IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 2

BOOKS


BOOKLETS

Staton, Thomas F. How to Study. Distributed by author, P.O. Box 6133, Montgomery, Alabama, 36106, 1968.

FILMS

Improving Study Habits. Illustrates the steps in the learning process; careful reading and listening, accurate comprehension and adequate note taking. 14 minutes, color, 1965, State.

Listening Skills - An Introduction. Images suggesting a stream of consciousness vividly illustrate what is going through your mind with what should be going through it while you listen. 11 minutes, color, 1966, State.
SUBJECT: Tips to Improve Studying

OBJECTIVE: The student will be able to differentiate between good and poor study habits and skill in using good study habits.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts; transparencies, pretest; film, How to Study, 1963, State Film Library.

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery, Alabama.
How to Study, Science Research Associates.

I. PREPARATION (of the learner)

Today we will discuss a subject which all of you will find interesting and helpful. Studying is a subject which is the most needed and probably the most disliked in school.
1. What is studying?
2. What is studying for? (Bring up tests.)
3. Why, then, do we study?
Pretest (Refer to Pretest IV-3-1)

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Learning Processes
1. Senses
2. Attitude
3. Alertness

B. Personal Study Plan
1. Physical factors
   a. Work area
   b. Study time
   c. Conditions
2. Personal factors
   a. Alertness
   b. Readiness

You must want to learn if learning is to be effective.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. How to Study (PQ3R Plan)</td>
<td>Refer to Transparency IV-3-2.</td>
</tr>
<tr>
<td>1. Preview</td>
<td></td>
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<tr>
<td>2. Question</td>
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<tr>
<td>3. Read</td>
<td></td>
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<td>4. Review</td>
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<tr>
<td>5. Recite</td>
<td></td>
</tr>
<tr>
<td>D. What to do When you Can't Study</td>
<td>STRESS: A student must be free of all outside distractions, both physical (noise) and mental (worries).</td>
</tr>
<tr>
<td>1. Move</td>
<td></td>
</tr>
<tr>
<td>2. Relax</td>
<td></td>
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<tr>
<td>3. Review</td>
<td></td>
</tr>
<tr>
<td>E. Aids to Study</td>
<td>Refer to Transparency IV-3-3.</td>
</tr>
<tr>
<td>1. Mental</td>
<td>Refer to Transparency IV-3-4.</td>
</tr>
<tr>
<td>a. Relaxed</td>
<td></td>
</tr>
<tr>
<td>b. Alert</td>
<td></td>
</tr>
<tr>
<td>c. Ready</td>
<td></td>
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<tr>
<td>2. Physical</td>
<td></td>
</tr>
<tr>
<td>a. Rest</td>
<td></td>
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<tr>
<td>b. Exercise</td>
<td></td>
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<tr>
<td>c. Hygiene</td>
<td></td>
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<tr>
<td>d. Meals</td>
<td></td>
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<tr>
<td>e. Recreation</td>
<td></td>
</tr>
<tr>
<td>F. Learning</td>
<td>Refer to Transparency IV-3-5 and IV-3-6.</td>
</tr>
<tr>
<td>1. Use what you learn</td>
<td></td>
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<tr>
<td>2. Tie in your studies with your life</td>
<td></td>
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<tr>
<td>3. Be self-critical</td>
<td></td>
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<tr>
<td>4. Take criticism</td>
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<td>5. Help others learn</td>
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<tr>
<td>G. Memory</td>
<td></td>
</tr>
<tr>
<td>1. Intention to remember</td>
<td></td>
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<tr>
<td>2. Familiarity with material</td>
<td></td>
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<tr>
<td>3. Organization</td>
<td></td>
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<tr>
<td>H. Faster Reading</td>
<td>Refer to Transparency IV-3-7.</td>
</tr>
<tr>
<td>1. Posture</td>
<td></td>
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<tr>
<td>2. Concentration</td>
<td></td>
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<tr>
<td>3. Speed</td>
<td></td>
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<tr>
<td>4. Reading habit</td>
<td></td>
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<td>5. Will power</td>
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</tbody>
</table>

III. APPLICATION

Have the student work on a self-study plan for all subjects.
IV. TEST

Present to the student several different study situations and have them rate each and correct the poor situations.

SUGGESTED ACTIVITIES: Have student complete Handout IV-3-°.

NEXT LESSON: Being Active in Class Discussion
PRETEST ON HOW TO STUDY

1. Without good study habits one will waste much time and the study effort won't be effective. True or False?

2. Without review, material which has been covered can be easily forgotten. Review fixes this material in the student's mind. True or False?

3. List the steps to effective study:
   
   Answer:
   a. Preview the material to be covered
   b. Question yourself on the material
   c. Read the material carefully
   d. Review the material
   e. Recite what you have learned

4. List three things which hinder studying for teenagers:
   
   Answer:
   a. Other activities
   b. No time to yourself to study
   c. Interest in other things

5. Make a list of poor study habits which you commonly practice:
   
   Answer:
   a. Studying with radio or T.V. on
   b. Studying with a group where concentration is difficult
   c. Studying at the last minute (cramming)
   d. Staying up too late for a test

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Pretest IV-3-1
## PLAN YOUR STUDY

<table>
<thead>
<tr>
<th>ASSIGNMENT TO DO</th>
<th>DATE DUE</th>
<th>ESTIMATED HOURS NEEDED</th>
<th>DATES TO STUDY AT SCHOOL</th>
<th>DATES TO STUDY AT HOME</th>
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</table>

**GIVE YOURSELF PLENTY OF TIME**
IMPORTANCE OF HAVING THE RIGHT STUDY SETTING

KEEP REGULAR STUDY HOURS AT HOME AS WELL AS SCHOOL

ASSEMBLE NEEDED MATERIALS

CLEAN WORKING AREA

COMFORTABLE

QUIET
TO KEEP FROM GETTING BOGGED DOWN

1. GET ENOUGH SLEEP
2. GET PLENTY OF EXERCISE
3. EAT REGULARLY.
4. PLAY HARD, STUDY HARD
5. HAVE A REGULAR CHECK-UP
DOING IS IMPORTANT TO INCREASE LEARNING

1. Try to use what you learn as soon and as often as possible
2. Try to tie-in your studies with interest
3. Be self-critical
4. Take criticism
5. Help others
YOUR ATTITUDE TOWARD LEARNING

WILLING AND EAGER TO LEARN

UNWILLING AND BELLIGERENT

DECIDE IF YOU WANT TO LEARN

IF SO...

1. THINK POSITIVELY

2. MAKE LEARNING A GAME

3. BE ALERT

4. BE IN THE RIGHT FRAME OF MIND
TO READ FASTER...

PRACTICE THIS

NOT THIS

Transparency IV–3–7
Set up a time schedule using all hours of the day that you are awake. Place in this schedule a study-time allotment for all of your classes. Take into consideration all hours involved and all activities participated in.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:00 A.M.</td>
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<td>8:00 A.M.</td>
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<td>9:00 A.M.</td>
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<td>10:00 A.M.</td>
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<td>11:00 A.M.</td>
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<td>12:00 Noon</td>
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<td>1:00 P.M.</td>
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<td>2:00 P.M.</td>
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<td>3:00 P.M.</td>
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<td>4:00 P.M.</td>
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<td>6:00 P.M.</td>
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<td>11:00 P.M.</td>
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</tbody>
</table>
SUPPLEMENTAL
TEACHING MATERIAL FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 3

BOOK

Peters, Donald L. For Thinking Teens, Richard Rosen Press, Inc., New York,

BOOKLETS

Staton, Thomas F. How to Study, Distributed by author, P.O. Box 6133,
INSTRUCTOR'S LESSON PLAN

Generally Related Information

SUBJECT: Being Active in Class Discussion

OBJECTIVE: The student will be able to regulate his participation in class discussions.

TEACHING AIDS: Overhead projector and chalkboard

MATERIALS: Transparencies and games

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery, Alabama. Learning Discussion Skills Through Games, Stanford and Stanford, Citation Press, New York, New York.

I. PREPARATION (of the learner)

Up to this point we have been spending our time learning to take in information and ideas and organize them into knowledge. It is also important to be able to show what you have learned when called on to do so. This may be done by discussing material with other members of the class and your teacher.

1. How can you do that?
2. What are some advantages and disadvantages of oral participation?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Types of discussion
   1. Simple recitation
   2. Inductive questioning
   3. Open-ended questions
   4. Problem solving

B. Purposes of discussion
   1. Solve problems
   2. Air opinions
   3. Find out what others think (be a good listener)
   4. Vent feelings
   5. Clarify one's point of view
   6. Re-evaluate one's opinions
   7. Gain feelings of acceptance and belonging

Refer to Transparency IV-4-1.

Have students participate in discussion games.

Emphasize the role of discussion in the determination of grades.
III. APPLICATION

Have students present a list of advantages and disadvantages of oral participation.

IV. TEST

No test is required for this lesson. Participation in games and actual class discussion will be the actual assessment of this lesson.

NEST LESSON: Taking Tests
LEARNING DISCUSSION SKILLS

4 TYPES OF DISCUSSION:
1. SIMPLE RECITATION
2. INDUCTIVE QUESTIONING
3. OPEN ENDED QUESTIONS
4. PROBLEM SOLVING
BOOKLETS

Staton, Thomas F., How to Study. Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.

Stanford and Stanford, Learning Discussion Skills Through Games. Citation Press, New York, New York.
SUBJECT: Taking Tests

OBJECTIVES: The student will be able to differentiate between good and poor methods of preparing for a test. The student will design a plan to follow when preparing for a test.

TEACHING AIDS: Overhead projector and chalkboard

MATERIALS: Handouts and transparencies


I. PREPARATION (of the learner)

Taking tests is often the downfall of many otherwise capable students. Since course grades are assigned largely on the basis of these tests, students often get so shook that they become easily rattled and blow a test by forgetting material which they could previously recall without much trouble. Why?—for most, the basic cause is test anxiety due to a lack of self-confidence. They either feel that they are poorly prepared for the test or they lack confidence in their test-taking techniques. Thus, the two keys to conquering such anxiety are to study the subject thoroughly and to develop test-taking skills.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Before Studying for a Test
1. Challenge yourself
2. Guess at the questions to be asked
3. Review notes
4. Look up unclear points
5. Reread
6. Memorize by recitation
7. Be able to explain the material
8. Cramming vs. reviewing

STRESS: Importance of good preparation before actually studying for a test.

Refer to Transparency IV-5-1.

Refer to Handout IV-5-2.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. During the Test</strong></td>
<td><strong>STRESS:</strong> Factors to take into consideration during a test.</td>
</tr>
<tr>
<td>1. Relax</td>
<td>Have students complete Handout IV-5-3.</td>
</tr>
<tr>
<td>2. Read directions</td>
<td>Remember to eliminate distractors in multiple choice tests.</td>
</tr>
<tr>
<td>3. Scan the test</td>
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<tr>
<td>4. Read questions</td>
<td></td>
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<tr>
<td>5. Think</td>
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<tr>
<td>6. Outline the answer</td>
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<tr>
<td>7. Write</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C. After the Test</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read comments</td>
<td></td>
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<tr>
<td>2. Restudy wrong answers</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

Have each student work on a plan to follow when preparing for a test.
Review tests.

IV. TEST

Have the students identify five points to be aware of in a test. Then have them differentiate between good and poor methods of preparing for a test.
SO, YOU ARE GOING TO TAKE A TEST!

1. WHAT TO DO BEFORE THE TEST:
   A. CONSIDER IT A GAME
   B. TRY TO GUESS THE QUESTIONS
   C. REVIEW YOUR NOTES
   D. LOOK UP POINTS NOT CLEAR

2. WHAT TO DO DURING THE TEST:
   A. RELAX AND FORGET ABOUT OTHER PEOPLE
   B. READ DIRECTIONS CAREFULLY
   C. READ THE ENTIRE TEST FIRST—TO BUDGET YOUR TIME, AND AVOID DUPLICATION
   D. COVER ALL THE POINTS ASKED FOR
   E. THINK BEFORE YOU WRITE
   F. LEAVE TIME TO GO OVER YOUR PAPER

3. WHEN YOU GET YOUR PAPER BACK:
   A. READ ALL THE COMMENTS AND CORRECTIONS SO YOU WON'T MAKE THE SAME MISTAKES AGAIN
CRAMMING

There is all the difference in the world between reviewing and cramming. Cramming is a frantic attempt to stuff one's mind as full as possible of facts and ideas in and for a short time. Review is a re-examination of familiar material to clarify one's understanding, refresh one's memory, and pick up any important material which has been overlooked or has slipped out of mind.

1. The advantages of cramming
   a. Benefits the lazy student
   b. Greater value to the industrious student when he uses it in addition to regular study

2. The disadvantages of cramming
   a. Should not substitute for regular study
   b. It substitutes haste for care
   c. It substitutes rote memory for reasoning
   d. Clogs the mental processes
   e. It is not a sound method of studying
5 MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so turn your paper over to show when you have completed all the work.

Do not begin until your teacher say "go", then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "x" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of your math book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state you live in.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.
BOOKLETS


Staton, Thomas F. *How to Study.* Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.


Lesson 1. Public Speaking
Lesson 2. Listening Skills
Lesson 3. Correct Telephone Use

Developed by
Hugh D. Byrd
SUBJECT: Public Speaking

OBJECTIVE: Students will be able to give a speech on his job, IWE, or VICA which will be a minimum of three minutes.

TEACHING AIDS: Tape recorder, overhead projector and video-tape machine.

MATERIALS: Handouts, recordings and transparencies


I. PREPARATION (of the learner)

Tell students that they will be asked to give a short talk before the IWE class. The talk will be on a subject that they are interested in and are knowledgeable about. Give students cards to list possible subjects for a talk.

Ask students the importance of being able to give a speech.
1. Where are some places you might give a speech?
2. How can ability to speak well help you on the job?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Suggestions for a Successful Speech

1. Know your audience
   a. Don't memorize
   b. Make outline
2. Know your subject well
3. Have a good eye contact
4. Speak loudly and clearly
5. Show enthusiasm
6. Be moderate in movement
7. Use gestures for emphasis
8. Involve audience
9. Have good posture
10. Be dressed properly

Draw suggestions from students and list them on the board.
Have students hand in an outline of a speech.
Refer to Transparency V-1-1.
(Use of IWE character on this transparency.)
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Reasons for Speech</td>
<td>Discuss the type of speeches</td>
</tr>
<tr>
<td>1. To interest</td>
<td>1. Informative</td>
</tr>
<tr>
<td>2. To inform</td>
<td>2. Persuasive</td>
</tr>
<tr>
<td>3. To stimulate</td>
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<td>4. To convince</td>
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<td>5. To persuade</td>
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</table>

C. Content of Speech

1. Speaker should be familiar with subject
2. Speaker should use reference materials to supplement his speech
3. The speech should contain
   a. Main idea
   b. Well-written body
4. It should be concrete
5. It should be argumentative as well as persuasive

D. Characteristics of a Successful Speaker

1. Quality of vocabulary
2. Friendly
3. Firmness
4. Correlate the subject with the audience
5. Regard for listeners

STRESS: Use supplements:
1. Illustrations
2. Comparisons and contrasts
3. Specific instances
4. Facts and figures

III. APPLICATION

Play recording made of a speaker and let students point out the good and bad points of the speech. Using Handout V-1-2, have students practice rate of speaking and articulation.

IV. TEST

Each student will prepare and present a speech on some phase of his job, VICA or IWE. He will be evaluated both by the coordinator and students. Evaluation forms will be used. Video-tape each student's speech and replay it. The video-tape of each student's talk should be evaluated by the instructor. He should point out good points and show students where improvement is needed.
SUGGESTED ACTIVITIES:

Have experienced speaker talk. After he leaves, have the students evaluate his talk.

Have the better speakers enter the VICA speech contests.

NEXT LESSON: Listening Skills
Don't

Dress according to audience.

Have good eye contact.

Speak loudly and clearly.

Show enthusiasm.

Gesture for emphasis.

Involve the audience.

Don't lean on the podium.

Don't fidget.

Do

Good evening, it is a pleasure to be here.

What a boring occasion!

(Yawn)
RATE OF SPEAKING

Read the following passage aloud in your normal speaking voice. Time yourself.

Mr. Carter? Charles Moore, of Olson Sporting Goods. Nice to be talking with you again. Say, I've been reading that you have been having some pretty cold weather up there. I hope you're getting the ice shack ready. It won't be long at that rate. Mr. Carter, I have some especially good news for you today. Olson has taken on a line of ski mittens that are unbelievably warm. I tell you; they're like wearing stoves. They are the first in the industry, Mr. Carter, and we are calling to make sure that you will be well stocked to meet the demand that is expected. The manufacturer is putting on a special advertising and promotion campaign that should be a real boom to your sale of ski equipment, and a full color ad in four national ski magazines for October and November.

ARTICULATION PRACTICE

Read the passage aloud in 90 seconds without stumbling, mumbling, or slurring.

Once upon a time there lived in the San Fernando Valley a boy by the name of Théophile Thistle who was a successful thistle sifter. Next door to the thistle sifter, Théophile, lived another boy, Peter Piper, the pickled pepper picker. Unfortunately, Théophile Thistle often thrust three thousand thistles through the thick of his thumb and Peter, while picking peppers, often got pickled himself. One afternoon, after picking a peck of pickled peppers and becoming quite pickled, Peter wandered down to the beach of Santa Monica (to do a little surfing), and there he met the girl of this story. Now for the sake of simplicity, we shall call the girl "She". She sold sea shells by the seashore, and Peter, the pickled pepper picker, often purchased the sea shells and they became quite good friends. As time passed, their friendship grew and they were finally married. Peter Piper picked Théophile Thistle to be his best man. Théophile Thistle said he gladly would. The day of the wedding, Woe! Théophile Thistle, who was really a very successful thistle sifter, thrust three thousand thistles through the thick of his thumb. But Peter, who wasn't pickled, and She, who wasn't selling sea shells, got married anyway. And they lived happily evermore.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit V
Lesson 1

BOOKS


FILMS

Communicating with the Public. Gives vital qualities for dealing with the public—courtesy, patience, tact. 12 minutes, 1970, State.

Getting Yourself Across. Shows the role of the speaker's personality in getting ideas across to the audience. 21 minutes, color, 1968, available, State.

Language and Communication. Gives understanding of our heritage of spoken and written language and its role in the communication of ideas. 16 minutes, color, 1966, State.

Public Speaking Fundamentals. Examine 3 public speakers in terms of the speech, the audience and the speaker. 14 minutes, color, 1970, State.


TRANSPARENCIES


INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 2

SUbject: Listening Skills

Objective: Students will be able to list the facts in becoming a good listener.

Teaching AIDS: Tapes from Educational Progress Corporation, tape recorder

Materials: Record by Dr. Ralph Nichols, "Listening is Good Business," University of Minnesota

Listening Tapes, Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

I. PREPARATION (of the learner)

Whisper a simple sentence or a rumor to a student and then let him whisper it to another student. Let this student whisper it to another student and see how it changes before it comes back to the teacher.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS         KEY POINTS (things to remember to do or say)

A. What are some of the results of poor listening?          Lecture and discuss effects of poor listening.
   1. Bad communication
   2. Accidents
   3. Bad morale

B. What have studies revealed about listening?          STRESS: The advantages of good listening.
   1. You can comprehend at about 3 times normal conversation speed
   2. Skills can be taught
   3. 30% of the time in a day is spent in listening
   4. Listening skills need to be improved

C. Some Implications in Business            Discuss effects of business due to bad communication.
   1. Workers communicate better horizontally
   2. Workers want a manager to be a good listener
   3. Cite some examples.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS  KEY POINTS (things to remember to do or say)

D. Hints for listening correctly

1. Think ahead and guess what the speaker is working toward
2. Try to identify with what the speaker has to say
3. Be mentally active
4. Listen for ideas, not facts
5. Don't make an outline for every presentation which you hear
6. Pay attention
7. Get a central idea
8. Switch off emotional attitudes

Refer to Handout V-2-1.

III. APPLICATION

Play record "Good Listening is Business" by Dr. Ralph Nichols.

IV. TEST

Students will list five good listening habits and explain why they are helpful.

SUGGESTED ACTIVITES:

Encourage students to use the hints they learned in other classes.

NEXT LESSON: Correct Telephone Use
KEYS TO GOOD LISTENING ON THE JOB

LIMIT YOUR OWN TALKING
You can't talk and listen at the same time.

THINK LIKE THE CUSTOMER
His problem and needs are important... and you'll understand him better if you keep his point of view.

ASK QUESTIONS
If you don't understand something... and feel you may have missed a point... clear it up now before it embarrasses you later.

DON'T INTERRUPT
A pause... even a long pause... doesn't always mean he has finished saying everything that he wants to say.

CONCENTRATE
Focus your mind on what the person is saying. Practice shutting out outside distractions.

TAKE NOTES
This will help you remember important points. But... be selective. Trying to note down everything the person says can result in being left far behind or in retaining irrelevant details.

LISTEN FOR IDEAS... NOT JUST WORDS
You want to get the whole picture... not just isolated bits and pieces.

INTERJECTIONS
An occasional "Yes,"... "I see"... shows the customer you're still with him... but... don't overdo or use it as a meaningless comment.

TURN OFF YOUR OWN WORRIES
This isn't always easy... but personal fears, worries, problems not connected with contact, form a kind of "static" than can block out the customer's message.

PREPARE IN ADVANCE
Remarks and questions prepared in advance... when possible... free your mind for listening.

REACT TO IDEAS... NOT THE PERSON
Don't allow irritation at things the person may say... or at his manner... to distract you.

DON'T ARGUE MENTALLY
Keep your mind on the person's point of view; too much mental arguing will surface in the way you respond back.

DON'T JUMP TO CONCLUSIONS
Avoid guessing what the customer is going to say... or mentally trying to complete the person's sentences.
SUBJECT: Correct Telephone Use

OBJECTIVE: Students will be able to identify the proper techniques for use of a telephone.

TEACHING AIDS: Telephone


Bryant, Donald C., Oral Communications. Appleton-Century-Crofts, New York.
C & P Film Library, Richmond, Virginia 800-522-3881.

I. PREPARATION (of the learner)

Use a mock telephone conversation in which poor telephone manners are used.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Importance of Good Manners
   1. You are representing your business; much business is done by phone.
   2. Promotes future relationships
   3. Telephone calls interrupt a person's thoughts and work.
   4. Calls take time; good telephone manners make up for inconveniences which may have been caused by interruptions.

B. Preparation and Making the Call
   1. Organize conversation before calling
      a. Provides a basis to begin and end the call.
      b. Jot down notes to remember.
      c. Let party know what you are going to talk about so a cutting point for the talk can be established.

Role-play skit on correct procedure.

Role-play skit.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

C. Receiving a Call
1. Answer promptly.
2. Identify yourself and company or agency.
3. Attempt to give the caller full attention.
4. Direct call to someone else.
   a. Assure caller that the party is available.
   b. Ask him to wait a moment.
5. If a party is not available, take a message as follows:
   a. Name of caller
   b. Number and extension
   c. City and state (long distance)
   d. Nature of message
   e. Action requested
   f. Number of long distance operator
   g. Date and hour of call

D. Voice is important in making yourself understood.
1. Soft or high voice
2. Mouth too close or too far from mouthpiece
3. Poor enunciation of words

Lecture and discussion.

Role-play skit. The instructor could borrow a phone to put on his classroom desk. The instructor could then make a fake call using poor telephone manners. This could help get the class's attention for the lesson. Ask the class what they think of your just completed conversation.

Set up a situation in which a disgruntled customer calls a student's place of work. Use one student to play the role of the customer and another to play the role of the employee. The basic complaint would be written for the customer. The employee would react to his complaint. Student and teacher would analyze the student employee's reaction and make suggestions. The skit could be repeated two or three times with different students.

List and discuss important voice problems.

Refer to Transparency V-3-2.

III. APPLICATION

Role-playing skits from local telephone company on how to properly make and receive calls.

Have students look for points which were learned during presentation.

IV. TEST

Ask student to list points to keep in mind when making a business call and also points to keep in mind when receiving a business call.

SUGGESTED ACTIVITIES: Practice proper manners when using phone and invite a telephone company representative to conduct telephone demonstrations in the classroom.

NEXT LESSON: Federal, State, and Local Tax Systems
THERE IS ALWAYS TIME FOR COURTESY

1. GREET THE CALLER PLEASANTLY. (BE ENTHUSIASTIC AND SINCERE)

2. USE THE CUSTOMER'S NAME. (THE SWEET MUSIC OF A PERSON HEARING HIS OWN NAME)

3. TRY TO VISUALIZE THE PERSON. (SPEAK TO THE PERSON, NOT AT THE TELEPHONE)

4. BE ATTENTIVE. (THE OTHER PERSON WILL APPRECIATE YOUR LISTENING POLITELY AND ATTENTIVELY)

5. TAKE THE TIME TO BE HELPFUL. (IT'S BETTER TO SPEND SECONDS KEEPING A CUSTOMER HAPPY THAN MONTHS REGAINING HIS CONFIDENCE)

6. APOLOGIZE FOR ERRORS OR DELAYS. (THINGS DO NOT ALWAYS GO RIGHT, SO BE GENUINELY SINCERE AND YOU WON'T SOUND PHONY)

7. SAY "THANK YOU" AND "YOU'RE WELCOME". (COURTESY ON THE TELEPHONE USUALLY MEANS COURTESY IN BUSINESS)
QUALITIES OF A GOOD VOICE;

ALERTNESS
( BE WIDE AWAKE)

NATURALNESS
( BE YOURSELF)

DISTINCTNESS
( BE CLEAR)

PLEASANTNESS
( BE FRIENDLY)

EXPRESSIVENESS
( BE DIRECT)
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

BOOKS


BOOKLETS


Win More Friends by Telephone. Available at the American Telephone and Telegraph Company.

FILMS


Listening Skills-An Introduction. Pointers for the improvement of listening habits. 11 minutes, black and white, 1966.

Perception and Communication. This film is a series of concrete examples of how human perceptions affect the communication process and the individual's concept of reality. 32 minutes, color, 1967, State.

Speech-Effective Listening. Demonstrates the importance of good listening in the communication process. 15 minutes, 1969, State.

PAMPHLETS

Communication Skills. Win more friends by telephone. Available at your local C & P Office.

How to Succeed in Business by Telephone. Available at your local C & P Office.
UNIT VI

INCOME TAX

Lesson 1. Federal, State, and Local Tax Systems
Lesson 2. Filling out Federal, State, and Local Tax Forms

Developed by
Edward A. Atkins
and
Tom Verbeke
SUBJECT: Federal, State and Local Tax Systems

OBJECTIVES: The student will be able to tell the difference between various types of taxes.
            The student will be able to explain where tax money comes from and how it is spent.

TEACHING AIDS: Overhead projector, blackboard

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D.C., transparencies, and handouts


I. PREPARATION (of the learner)

Refer to Pretest-Posttest VI-1-1 and discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Taxes
   1. Definition: A compulsory payment of a percentage of income, property value... etc. for the support of government.
   2. Purpose
      a. Raise revenue
      b. Protection (defense)

B. Classification of Taxes
   1. Progressive - is levied proportionately on the ability of the person to pay (income tax).
      Refer to Transparency VI-1-2.
   2. Regressive - is when the taxation rate remains the same regardless of the ability to pay (estate tax).
      STRESS: Taxes are to pay the expenses of operating government.
      Refer to Handout VI-1-3.
      Discuss: Call for examples of each classification from group.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS  KEY POINTS (things to remember to do or say)

C. Types of Taxation
   1. Direct
      a. Inheritance and gift tax
      b. General sales tax
      c. Excise tax
      d. Property tax
      e. Social Security tax
      f. Income tax
   2. Indirect
      a. Estate tax
      b. Import tax

D. Types of Taxes
   1. Federal
      a. Income
      b. Estate
      c. Import
      d. Excise
      e. Inheritance
   2. State
      a. Income
      b. Sales
      c. Estate
      d. Inheritance
   3. Local Property
      a. Property
      b. Sales
      C. Capitation (poll tax)

E. Where Your Tax Money Goes
   1. Defense - 43%
   2. Internal affairs - 2%
   3. Veterans - 4%
   4. Interest - 7%
   5. Space research - 2%
   6. Health and welfare - 26%
   7. Education - 4%
   8. Community development - 1%
   9. Transportation - 4%
  10. Agriculture - 3%
  11. National resources - 1%
  12. General government - 2%

F. Sources of Federal Income
   1. Individual income taxes - 46%
   2. Corporation income taxes - 20%
   3. Social insurance and retirement - 41%
   4. Excise taxes - 8%
   5. Other - 5%
III. APPLICATION

Question:
Have students compute percentage of Federal, State, and F.I.C.A. taken out of their checks.

IV. TEST

Posttest VI-1-1.

SUGGESTED ACTIVITY:

Have students figure out how much of their tax dollars went to each spending area.

NEXT LESSON: Filling out Federal, State, and Local Tax Forms
1. Name the deductions from your pay check.

2. Which of these deductions are taxes?

3. Where does the money go?

4. What is the money from taxes used for?

5. Is our tax system a fair system?
TAXES: A COMPULSORY PAYMENT OF A PERCENTAGE OF INCOME, PROPERTY VALUE ETC. FOR THE SUPPORT OF GOVERNMENT.
Congress shall have the power to lay and collect taxes, duties, impost and excises, to pay the debts and provide for the common defense and general welfare of the United States: but all duties, impost, and excises shall be uniform throughout the United States.
TAX CLASSIFICATION

PROGRESSIVE: is levied proportionately on the ability of the person to pay (income tax).

REGRESSIVE: is when the taxation rate remains the same regardless of the ability to pay (estate tax).

TYPES OF TAXATION

DIRECT: is paid directly to the government by the taxpayers.

INDIRECT: is when taxes are placed on goods and services.
WHERE YOUR TAX MONEY GOES

1% Community Development
1% Natural Resources
43% National Defense
2% General Government
4% Education
2% Internal Affairs
4% Veterans
7% Interest
26% Agriculture
3% Health and Welfare
4% Transportation
2% Space Research
WHERE THE TAX MONEY COMES FROM

- 8% Excise Tax
- 21% Social Insurance Tax
- 46% Individual Income Tax
- 20% Corporation Income Tax
- 5% Other
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VI
Lesson 1

BOOKLETS


FILMS

Federal Taxation. This film analyzes the sources and uses of federal tax revenue with emphasis on defense and the general welfare as authorized by the Constitution. 11 minutes, 1966, State.

Teaching Taxes. Internal Revenue Service, Richmond, Virginia, 23219.

PAMPHLETS

Understanding Taxes. Publication #21, Internal Revenue Service, U.S. Treasury Department.


TRANSPARENCIES

The Income Tax. Set of 20 or more visuals, Visual Products Division, 3M Center, St. Paul, Minnesota, 55101, request price.
INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Filling out Federal, State, and Local Tax Forms

OBJECTIVE: The student will be able to properly complete Federal, State, and local tax forms.

TEACHING AIDS: Overhead projector, opaque projector

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D.C.


I. PREPARATION (of the learner)

Cite a brief case study describing a man who did not fill out his tax forms properly and as a result did not receive all the money to which he was entitled.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Federal Income Tax
1. Who must file
2. When and where to file
3. Where to secure forms
4. Social Security card
5. W-2 forms

Use Understanding Taxes and discuss.

B. Federal Tax Forms
1040 with supporting schedules
1. Exemptions
2. Deductions
3. Joint return

Use opaque projector to show forms and discuss.

C. State Income Tax
1. Who must file
2. When and where to file
3. Where to obtain forms
4. Virginia W-2 forms

Use opaque projector to show forms and discuss.
## II. PRESENTATION (continued)

**INSTRUCTIONAL TOPICS**  | **KEY POINTS (things to remember to do or say)**
---|---

### D. State Tax Forms
1. Exemptions
2. Deductions
3. Joint return

Use opaque projector to show forms and discuss how to fill out.

### E. Local Tax Forms
- Personal property form
  1. When to file
  2. Where to file
  3. When you must pay
  4. Where to obtain

Ask questions and derive answers from class.
List the items taxable under personal property.
How is personal property tax payed?

### F. How to Complete Forms
1. Procedure
2. Keep accurate records
3. Recheck forms for accuracy and signature
4. Must include W-2 and Virginia W-2 forms

### III. APPLICATION

Have students practice filling out their own tax forms on extra forms which you have provided.

### IV. TEST

Students properly complete tax forms.

**SUGGESTED ACTIVITIES:** Have students prepare a bulletin board using the tax forms from this lesson.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VI
Lesson 2

BOOKLETS


FILMS

Federal Taxation. This film analyzes the sources and uses of federal tax revenue with emphasis on defense and the general welfare as authorized by the Constitution. 11 minutes, 1966, State.

Teaching Taxes. Internal Revenue Service, Richmond, Virginia 23219.

PAMPHLETs

Understanding Taxes. Publication #21, Internal Revenue Service, U.S. Treasury Department.


TRANSPARENCIES

Income Tax. Set of 20 or more visuals. Visual Products Division, 3M Center, St. Paul, Minnesota, 55101. Request price.
UNIT VII

BASIC INDUSTRIAL ECONOMICS

Lesson 1.  Wages, Prices and Profits in an Industrial Economy
Lesson 2.  The Role of Competition in Industry
Lesson 3.  Labor Relations

Developed By

William Wyatt
Edward A. Atkins
Roy M. Billingsby

Hugh D. Byrd
Joseph D. Dunker
John B. Moore
Thomas A. Verbeke
INSTRUCTOR'S LESSON PLAN
Generally Related Information

Subject: Wages, Prices and Profits in an Industrial Economy

Objective: The student will be able to explain how prices, wages and profits are determined.

Teaching Aids: Overhead projector

Materials: Transparencies


I. Preparation (of the learner)

Introduction

1. How do you determine the price of a product?
2. How do employers arrive at wages?
3. Of all the money you receive, how much is profit?

II. Presentation (of the information)

Instructional Topics Key Points (things to remember to do or say)

A. Prices are determined by:
1. Material cost
2. Labor cost
3. Overhead cost
4. Distribution cost
5. Supply and demand

Ask students what determines prices and list factors on the board.

Refer to Transparency VII-1-1.

B. Wages are determined by:
1. Supply and demand of labor
2. Unions
3. Wage laws

With the use of a transparency, illustrate how supply and demand of labor, unions and wage laws effects wages paid to employees.

Refer to Transparency VII-1-2.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

<table>
<thead>
<tr>
<th>Profits are determined by:</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have students define competition and</td>
</tr>
<tr>
<td></td>
<td>have a brief discussion of its effect</td>
</tr>
<tr>
<td></td>
<td>on profit.</td>
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<tr>
<td></td>
<td>See Transparency VII-1-3.</td>
</tr>
<tr>
<td></td>
<td>See Transparency VII-1-4.</td>
</tr>
<tr>
<td></td>
<td>List on the board other factors affecting</td>
</tr>
<tr>
<td></td>
<td>profits:</td>
</tr>
<tr>
<td></td>
<td>1. Labor demands</td>
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<tr>
<td></td>
<td>2. Market trends</td>
</tr>
<tr>
<td></td>
<td>3. Production cost</td>
</tr>
<tr>
<td></td>
<td>Ask: Are profits necessary in business</td>
</tr>
<tr>
<td></td>
<td>and if so, why?</td>
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<tr>
<td></td>
<td>Use transparency to illustrate how</td>
</tr>
<tr>
<td></td>
<td>profits are distributed within a business.</td>
</tr>
<tr>
<td></td>
<td>Refer to Transparency VII-1-5.</td>
</tr>
</tbody>
</table>

D. Necessity of Profits

1. Expansion and updating of business
2. Provides for future needs
3. Incentives
   a. Owner
   b. Investor
   c. Manager
   d. Employees

III. APPLICATION

Select three groups of students. Have one group represent unions, the second group represent management, and the third represent the consumer. By using the role playing technique, have each group bring out problems that would affect prices, wages, and profits.

IV. TEST

The student will match factors affecting prices, wages and profits.

SUGGESTED ACTIVITY:

1. Students will be divided up into small groups with each group preparing and presenting to the class one of the wage systems used in industry.
2. Students can list the other financial considerations affecting employment other than wages.

NEXT LESSON: The Role of Competition in Industry
WHAT DETERMINES PRICE?

1. MATERIAL COST
2. LABOR COST
3. OVERHEAD COST
4. DISTRIBUTION
5. SUPPLY AND DEMAND
WHAT DETERMINES WAGES? $$$

WAGE LAWS

SUPPLY AND DEMAND FOR LABOR

UNIONS
PROFITS ARE DETERMINED BY...

SLICK-O GAS

SCHMALT-ZO-GAS

COMPETITION!
PROFITS ARE DETERMINED BY SUPPLY AND DEMAND

\[
\text{Production} + \text{Demand} = \text{Profit}
\]

\[
\text{Production} + \text{Demand} = \text{Loss}
\]
WHERE DO PROFITS GO?

* Owner
* Investor
* Manager
* Employees
* Other
THE BRIDGE GAME

Follow directions on bridge game manufactured by Training Development Center, Sterling Institute.
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 1

BOOKS


Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics, Gregg Division, McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

BOOKLETS

American Battle for Abundance, A Story of Mass Production, General Motors, Detroit, Michigan, 48233.

Industry’s Profits, National Association of Manufacturers, 2 East 48th Street, New York, New York, 10001.


Prices, Profits, and Wages, Chamber of Commerce Industrial Council, 121 South Broad Street, Philadelphia, Pennsylvania, 19104.

Profits at Work, The Industrial Relations Center, University of Chicago, 60607.

Wages and Prices in an Industrial Economy, National Association of Manufacturers, 2 East 48th Street, New York, New York, 10017.

Films

Economic Growth, National Association of Manufacturers, Film Bureau, 277 Park Avenue, New York, New York, 10001.
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

FILMS (continued)

Equation for Profit, describes the economic growth involved in moving earth and relates these factors to the operation of a 15.5 yard scraper, 20 minutes, color, General Motors, Box 177, North End Station, Detroit, Michigan, 48233.

Let's Face It, Part I, shows the power of consumers over business, covers the five basic factors of production. 20 minutes, 1951, State.

Let's Face It, Part II, stresses cooperation of labor and management to increase production for their own welfare. Covers job improvement. 16 minutes, 1951, State.
# INSTRUCTOR'S LESSON PLAN

**Generally Related Information**

**Subject:** The Role of Competition in Industry

**Objective:** The student will be able to list factors affecting competition. The student will be able to define principal terms related to competition.

**Teaching Aids:** Games: High Bid, Monopoly, Acquire

**Materials:** Pretest (Refer to Pretest VII-2-1)

Principal of Economics, Clifford James, Barnes and Noble, New York, New York, 1968.

## I. Preparation (of the learner)

**Introduction**

Pretest (Refer to Pretest VII-2-1)

Ask the students what is competition and give some examples of various types of competition.

## II. Presentation (of the Information)

<table>
<thead>
<tr>
<th>Instructional Topics</th>
<th>Key Points (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Terms to be defined:</td>
<td>Pass out previously prepared list of terms. Define and discuss each with the class.</td>
</tr>
<tr>
<td>a. Public</td>
<td>Leading Question: &quot;Should we buy foreign cars?&quot;</td>
</tr>
<tr>
<td>b. Private</td>
<td></td>
</tr>
<tr>
<td>2. Competition</td>
<td></td>
</tr>
<tr>
<td>3. Normal run</td>
<td></td>
</tr>
<tr>
<td>4. Long run</td>
<td></td>
</tr>
<tr>
<td>5. Copyright</td>
<td></td>
</tr>
<tr>
<td>6. Patent</td>
<td></td>
</tr>
<tr>
<td>7. Franchise</td>
<td></td>
</tr>
<tr>
<td>B. Why competition is desirable</td>
<td>Ask the class what are some of the advantages and disadvantages of competition and list each on the board.</td>
</tr>
<tr>
<td>1. Efficiency is increased</td>
<td></td>
</tr>
<tr>
<td>2. Costs are lowered</td>
<td></td>
</tr>
<tr>
<td>3. Prices are fairer</td>
<td></td>
</tr>
</tbody>
</table>
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. What competition involves</td>
<td>List on the board and discuss with the class the major elements involved in competition.</td>
</tr>
<tr>
<td>1. Labor</td>
<td>Refer to Handout VII-2-2.</td>
</tr>
<tr>
<td>2. Management</td>
<td>Ask: Should labor get more of the profit?</td>
</tr>
<tr>
<td>3. Capital</td>
<td>Provide background information on the development of both private and public monopolies. Examples, Xerox, ATT</td>
</tr>
<tr>
<td>4. Materials</td>
<td>Ask: What would happen if there were no public monopolies?</td>
</tr>
<tr>
<td>5. Prices</td>
<td>List on the board examples of public monopolies:</td>
</tr>
<tr>
<td>6. Cost</td>
<td>1. Telephone</td>
</tr>
<tr>
<td>7. Markets</td>
<td>2. Electric</td>
</tr>
<tr>
<td></td>
<td>3. Gas</td>
</tr>
<tr>
<td>D. Monopolies</td>
<td>4. Water</td>
</tr>
<tr>
<td>1. How they originated</td>
<td>List on the board both the advantages and disadvantages of monopolies to both the consumer and company.</td>
</tr>
<tr>
<td>a. Private monopolies</td>
<td></td>
</tr>
<tr>
<td>(1) Superior skill(s)</td>
<td></td>
</tr>
<tr>
<td>(2) Privilege</td>
<td></td>
</tr>
<tr>
<td>(3) Ownership of capital</td>
<td></td>
</tr>
<tr>
<td>(4) Control of materials</td>
<td></td>
</tr>
<tr>
<td>(5) Control of processes (patents and copyrights)</td>
<td></td>
</tr>
<tr>
<td>b. Public monopolies</td>
<td></td>
</tr>
<tr>
<td>(1) Owned by the city, county, and state governments</td>
<td></td>
</tr>
<tr>
<td>(2) Utilities controlled (regulated) by governmental agencies</td>
<td></td>
</tr>
<tr>
<td>2. Advantages</td>
<td></td>
</tr>
<tr>
<td>a. Consumer</td>
<td></td>
</tr>
<tr>
<td>b. Company</td>
<td></td>
</tr>
<tr>
<td>3. Disadvantages</td>
<td></td>
</tr>
<tr>
<td>a. Consumer</td>
<td></td>
</tr>
<tr>
<td>b. Company</td>
<td></td>
</tr>
<tr>
<td>4. Factors affecting monopoly's prices</td>
<td></td>
</tr>
<tr>
<td>a. Uncertainty of demand</td>
<td></td>
</tr>
<tr>
<td>b. Possible substitutes</td>
<td></td>
</tr>
<tr>
<td>c. Possible competition</td>
<td></td>
</tr>
<tr>
<td>d. Fear of public (governmental control)</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

A. Have the students debate the pros and cons of competition.
B. Have the students debate the pros and cons of having all telephone service controlled by one company.
IV. TEST

The student will be asked to list factors affecting competition and define principal terms related to competition.

SUGGESTED ACTIVITY: Have students make up a list of examples of all new terms used. Example: monopoly; Vepco.

NEXT LESSON: Labor Relations
The Role of Competition in Industry

Instructions: Based on your knowledge and experiences, answer the questions below to the best of your ability. The section on definitions should be completed as each term is covered by the instructor and discussed by the class.

1. What is competition and what effect does it have on business?

2. List two (2) examples of business monopolies. (Public or Private)

3. What are some of the differences between public and private monopolies?
IMPORTANT TERMS
TO DEFINE

a. Monopoly:
b. Competition:
c. Normal Run:
d. Long Run:
e. Copyright:
f. Patent:
g. Franchise:
h. Labor:
i. Management:
j. Capital:
k. Materials:
l. Prices:
m. Costs:
n. Markets
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 2

BOOKS
Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. Gregg Division of McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

BOOKLETS
Competition Prices in Action. The Joint Council of Economics Education, 2 West 46th Street, New York, New York, 10036, 50c.

FILMS
The Anatomy of Free Enterprise. Thomas and Lincoln, Professors of Economics at Claremont Men's College, trace the powers of the market to reflect the free choice of the buyer in what we produce, how we produce it and how we distribute it. 20 minutes, 1967, State.
Competition in Business. This film explores the concept underlying business competition and shows how competition and its key factors are basic to our free enterprise. 14 minutes, 1966, State.
It's Everybody's Business. Explains how profits and individual investment creates jobs. Stresses the fact that competition keeps values high. 22 minutes, 1954, State.
The Story of Wholesale Marketing. This film follows the basic activities of one work day at the wholesale product market. Introduces the elementary concepts of economics and public health. 11 minutes, 1965, State.
SUPPLEMENTAL TEACHING MATERIALS FOR ICT

Generally, related lessons - Films (continued)

This is Advertising. The importance of competition through Advertising.

Minutes, 1962, State.

Thlin.is Advertising.

The importance of competition through advertising.

27

ONAES, High Bid - 3M Company

Monopoly - Parker Brothers

Acquire - 3M Company

UNIT VII

Lesson 2
INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 3

SUBJECT: Labor Relations

OBJECTIVE: The student will identify the advantages and disadvantages of labor unions.
The student will be able to identify principal terms concerning labor.

TEACHING AIDS: Overhead projector


I. PREPARATION (of the learner)

Introduction
1. Whom do you know who belongs to a union?
2. You are the boss and your friends are the workers. How do you settle problems?
3. How do the workers and the boss work together so that they both make more money?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS  KEY POINTS (things to remember to do or say)

A. The Union
1. Brief history
2. Growth
3. Advantages of membership
4. Accomplishments
5. Disadvantages of membership
6. How it functions
   a. Organizations
   b. Types
   c. Area covered
   d. Dues

Use overhead projector: display AFL-CIO chart and discuss contents with students.
Illustrate to students by use of transparencies:
Growth of unions - Transparency VII-3-1;
Craft Unions - Transparency VII-3-2.
What is a union contract? Transparency VII-3-3.
II. PRESENTATION (of the information)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Collective Bargaining</td>
<td>Illustrate and discuss the advantages and disadvantages of collective bargaining.</td>
</tr>
<tr>
<td>1. How it functions</td>
<td>Refer to Transparency VII-3-4.</td>
</tr>
<tr>
<td>2. Why it functions</td>
<td>Relate bargaining to labor, management, and the consumer by having students discuss the effects they have on each other.</td>
</tr>
<tr>
<td>3. Importance of labor</td>
<td>Have students offer advantages from their standpoint with regards to collective bargaining.</td>
</tr>
<tr>
<td>4. Importance of management</td>
<td>List major terms of labor relations on the board and give a brief definition of each term. Ask students to cite examples of unions in the area.</td>
</tr>
<tr>
<td>5. Terms</td>
<td></td>
</tr>
<tr>
<td>a. Arbitration</td>
<td></td>
</tr>
<tr>
<td>b. Mediation</td>
<td></td>
</tr>
<tr>
<td>c. Open Shop-&quot;Right To Work Law&quot;</td>
<td></td>
</tr>
<tr>
<td>d. Closed shop</td>
<td></td>
</tr>
<tr>
<td>e. NLRB</td>
<td></td>
</tr>
<tr>
<td>f. Union shop</td>
<td></td>
</tr>
<tr>
<td>g. Strike</td>
<td></td>
</tr>
<tr>
<td>h. Picket</td>
<td></td>
</tr>
<tr>
<td>i. Boycott</td>
<td></td>
</tr>
<tr>
<td>j. &quot;Cooling off&quot; period</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

1. Have the students discuss the advantages and disadvantages of unions and labor organizations in general.
2. Discuss the advantages and disadvantages of Virginia's Right to Work Law.

IV. TEST

A. The students will identify the advantages and disadvantages of unions.
B. The students will match principal terms concerning labor with their definitions.

SUGGESTED ACTIVITY:

A. Bring in local union and management officials to discuss labor unions.
B. Have a role playing problem between the boss and the workers concerning wage-time per day; week-end work.

NEXT LESSON: Money, and Banking and Consumer Law
GROWTH OF MEMBERSHIP IN LABOR ORGANIZATIONS

20
18
16
14
12
10
8
6
4
2
0

1910 1920 1930 1940 1950 1965

Millions

Transparency VII-3-1
CRAFT UNIONS
ORGANIZED BY TYPE OF WORK PERFORMED

MACHINISTS' UNION
ELECTRICIANS' UNION
CARPENTERS' UNION
PLUMBERS' UNION
BRICK MASONS' UNION
UNSKILLED LABORERS' UNION

BASIS OF AFL-CIO
WHAT IS IN A UNION CONTRACT?

1. WAGES AND HOURS
2. SENIORITY RIGHTS
3. FRINGE BENEFITS
4. EMPLOYERS' RIGHTS
5. GRIEVANCE PROCEDURES
COLLECTIVE BARGAINING HAS BROUGHT...

HIGHER WAGES

SHORTER HOURS

ORDERLY GRIEVANCE PROCEDURES

VACATIONS WITH PAY

Transparency VII-3-4
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

UNIT VII
LESSON 3

BOOKS

Black, James., Developing Competent Subordinates. American Management

Bloom, Gordon F., Economics of Labor Relations. Irwin Press, Homewood, Illinois,
60430, 1965.

Chandler, Margaret K., Management Rights and Union Interests. McGraw-Hill,
330 West 42nd Street, New York, New York, 10001, 1964.

Galenson, Walter, Labor and Trade Unionism. Wiley, New York, New York, 10001,
1960.

Gitlow, Abraham, Labor and Industrial Society. Irwin Press, Homewood, Illinois
60430, 1963.

Johnston, Rossall, Personnel and Industrial Relations. Irwin Press, Homewood,

Kerr, Clark, Labor and Management in Industrial Society. Anchor Brooks, Garden
City, New York, 11530, 1964.

Owens, Williams, Labor Relations. Appleton-Croft, New York, New York, 10001,
1964.


Selekman, Benjamin, Problems in Labor Relations. McGraw-Hill, 330 West 42nd
Street, New York, 10001, 1964.

Vollmer, Howard M., Employee Rights and the Employment Relationship. Institute
of Labor Relations, University of California, Berkeley, California, 97400,
1960.

BOOKLETS

AFL-CIO Code of Ethical Practices, AFL-CIO Department of Publications, Pamphlet
Division, 815-16th Street, N.W., Washington, D.C., 20006.

Labor in Learning, University of California, Los Angeles, California, 9244
Social Science, Building, 90024.

Compulsory Arbitration, National Association of Manufacturers, 2 East 48th
Street, New York, New York, 10017.
SUPPLEMENTAL TEACHING MATERIALS FOR IWE GENERALLY RELATED LESSONS

BOOKLETS (continued)

A Short History of Labor, William Stull. O.E. Coordinator, Benton Harbor High School, Benton Harbor, Michigan, 49020.


This is the AFL-CIO, Publication #20, AFL-CIO, Department of Publications, 815-816th Street, Washington, D.C., 20000.

FILMS

The Grievance. Illustrates and explains the relationship between union and management. 16 mm, 30 minutes, 1968, Canadian Embassy, 1746 Massachusetts Avenue, Washington, D.C., 20000.

The Rise of Organized Labor. This film presents the essential facts relating to the rise of organized labor with special emphasis on the conditions and organizations which contributed to the present labor movement. 18 minutes, 1960, State.

The Structure of Unions. A cartoon describing the organization of labor unions today. 11 minutes, Business Education Films, Brooklyn, New York, 11201.

It's Everybody's Business. Illustrates how freedoms guaranteed by the Constitution have enabled American business and labor to outproduce the world. 22 minutes, 1954, State.
UNIT VIII

MONEY MANAGEMENT AND BANKING

Lesson 1. Managing Money
Lesson 2. Using Bank Services
Lesson 3. Using Your Checking Account

Developed by
J. D. Dunker
INSTRUCTOR'S LESSON PLAN

Generally Related Information

SUBJECT: Managing Money

OBJECTIVES: The student will be able to identify reasons for preparing a budget.

The student will be able to identify the information needed to prepare a budget.

The student will be able to plan a program of spending.

TEACHING AIDS: Overhead projector, pretest, 16 MM projector


I. PREPARATION (for the learner)

Pretest (Refer to Pretest VIII-1-1)

Have students prepare their own budget on $350 per month. Then discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. What is a budget?
(Spending plan for managing money.) Refer to Handouts VIII-1-2, VIII-1-3 and discuss with class to determine what a budget actually is.

B. Why have a budget?
1. It will force you to establish goals in using your money.
2. It will help you live on the money you earn.
3. Helps eliminate wasteful habits of spending money.
4. Helps achieve long-range goals.
5. Helps develop ability in money management.

Show film, **Beginning Responsibility**: Using Money Wisely.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. The Basis of your budget.</td>
<td>STRESS: Income is take home pay.</td>
</tr>
<tr>
<td>1. Income</td>
<td>Show how to estimate yearly income.</td>
</tr>
<tr>
<td>2. Expenses</td>
<td>List future fixed expenses.</td>
</tr>
<tr>
<td>a. Future fixed expenses</td>
<td>Refer to Handout VII-1-7.</td>
</tr>
<tr>
<td>b. Future flexible expenses</td>
<td>List future flexible expenses.</td>
</tr>
<tr>
<td></td>
<td>List daily expenses.</td>
</tr>
<tr>
<td></td>
<td>Refer to Handout VII-1-9.</td>
</tr>
</tbody>
</table>

III. APPLICATION

Prepare a personal budget. Refer to Handout VIII-1-10.

SUGGESTED ACTIVITIES:

Discuss Chapter 8 in Succeeding in the World of Work.
Discuss budgeting with your parents and find out what procedures they use in their spending plan.
Game of Life (student participation).

NEXT LESSON: Using Bank Services
True or False. Circle one.

1. A budget is a systematic means of planning the spending of income so as to gain the maximum amount of satisfaction from it.

2. The percentage of outlay for clothing is approximately the same, whatever the income.

3. If your income is small, you should not consider a budget.

4. Extra income such as gifts should not be included in your budget.

5. A budget should include the money that you are planning to save for the future.
Managing Money

Connie Martin

Connie Martin is 16 years old and a junior at Washington High School. She lives within a few blocks of the school with her father and mother, Fred and Majorie Martin; her brother, Larry; and her sister, Linda. Larry is 14 years old and a freshman at Washington. Both Connie and Larry walk to school each day. Linda attends Lincoln School which is eight blocks from their home on West Sycamore Street.

Fred Martin is a carpenter. Bad weather and strikes have caused Fred to lose considerable work time the last three years, and the family has found it necessary to adjust the budget several times.

Connie has been given a small allowance for school supplies and clothing. Any extra money Connie has for luxuries and entertainment must come from her own earnings. She has been earning and saving some of her money for the last two years. Connie understands that the family financial picture is not too bright at the present time and that she will need to be responsible for herself after graduation from high school.

Connie has studied the occupations that are available to young women, and cosmetology appears to be very interesting. Connie's friend, Jane, has an older sister who is a licensed cosmetologist; and Connie enjoys visiting her shop.

After discussing future goals with her school counselor, her mother and father, and with her friends, Connie has decided to take a cosmetology course after graduating.

The cost of a cosmetology course is about $800. Connie has started saving one-half of the money she earns working at the public library three hours after school each day. With the additional money Connie makes baby-sitting, she expects to have the $800 saved before graduation. Is this a realistic goal?
Helen Lane had always wanted to become a secretary. Even as a high school freshman, she had informed her typing teacher of plans to become a legal secretary. Helen lived with her parents on a large ranch in Kansas. Helen’s mother encouraged her to prepare for secretarial work by attending the Northern Area Vocational School.

The idea of leaving the ranch where she had lived all her life to live in a small apartment was frightening to Helen, who had graduated from the small Madison County Rural High School last June. Only Helen’s strong determination could force her into this new level of responsibility where she would need to be completely independent.

Helen found a small apartment about five blocks from the school. She selected the apartment on Maple Street because it was about equal distance to the shopping center and to the school. It was very important to live near the shopping center since Helen didn’t want to be bothered with a car. A shopping center with a bank, a number of stores, and a restaurant would serve her needs quite well. The apartment was furnished with just about everything a student would need in furniture and in appliances. Helen enjoyed entertaining the students in her class by cooking special dishes.

After four months of managing her affairs, Helen found she was quite capable at managing a budget, buying food and clothing, and maintaining the apartment. Her mother and father were proud of the ability she displayed.

Managing for herself was easy for Helen because she had had practice. Her mother and father had encouraged self reliance. Helen had also received instruction which built her confidence. The study of consumer education in homemaking classes had been very useful, as was the study of budgeting in high school business courses. Helen’s success was partly because she knew how to plan. Helen not only knew how to keep accounts; she knew how to be a good consumer. The allowance Helen’s father sent her each month was more than adequate.
Managing Money
Phil and Mary Kirby

Phil and Mary Kirby had wanted to buy their own home for several years. Only recently had they been able to save enough money for a down payment on a new home in the North Hill addition. Phil and Mary had been married for six years. Phil, who is 29, liked to live in the three room apartment on Tenth Street because it was close to the plant where he worked.

Mary, who is a nurse, had worked at the Memorial Hospital for the first three years after marriage. Now that Bruce, their two-year-old son, needed more room to play, they were anxious to find a small home. Six months ago they found a small, three bedroom home on Kennedy Street in North Hills. The planning for selecting, financing, and contracting for the house was done over a number of months. With Phil's latest raise in salary, they were sure that they could pay off the mortgage in twenty years.

After Phil and Mary had reviewed their budget plan several times, they visited Mr. Jones at the First National Bank. He reviewed their financial situation and recommended that they pay no more than $175 per month on house payments. He also recommended that they be given a loan and promised to help in appraising the property.

The little house on Kennedy Street was the best they could find to fit their particular needs and still be within their financial range. A check list to be used in buying a house was furnished by their bank. According to the check list, it appeared the house had a good location for their needs. A school was within five blocks, and the neighborhood appeared to be quiet, with few busy streets. Most of the houses in the addition were less than three years old and were occupied by young families. The exterior of the house was in good condition, newly painted and well landscaped.

The interior of the house also was in good condition, but a little painting was needed before occupancy. The room arrangement was satisfactory; all equipment and appliances were a good brand and were nearly new.

Phil and Mary like the house even more after moving in four months ago. The payments of $160 per month were not easy to make; so a number of cuts in spending had to be made. The family budget for recreation was reduced by dropping their membership in the country club. It would not be possible to pay dues each month as they had before. After three monthly payments were paid, it seemed that by using savings for a 20% down payment and using 25% of their earnings based on an average of the last three years, Phil and Mary would not be overburdened with their payments. They had shown considerable responsibility in planning and buying of their first home.

Phil and Mary acted wisely in managing their money. First, they saved enough money to make a good down payment. Second, they planned their spending and selected a house within their financial ability. Responsibility in financial matters is extremely important to the young family.

Handout VIII-1-4
MANAGE YOUR MONEY FOR THINGS YOU WANT:
IT IS IMPORTANT TO LIVE WITHIN ONE'S MEANS

DON'T BUY THIS—

WHEN THIS IS WHAT YOU CAN AFFORD!
Managing Money

Fixed Expenses

**Taxes**
- Federal income tax
- State income tax
- Property tax

**Monthly Rent or Mortgage Payments**

**Utilities**
- Telephone
- Gas
- Electricity
- Water
- Fuel

**Insurance**
- Life
- Health and accident
- Hospitalization
- Fire and theft
- Automobile
  - Property--Personal
  - Social security
  - Others

**Investments Toward Retirement**

**Union Dues**

**Regular Payments**
- Interest on loans
- On furniture or equipment
- On car
- Christmas Club

**Car Licenses--State and City**

**School Tuition, Textbooks and Fees**
Managing Money

Future Flexible Budget Items

Clothing

Home Furnishings and Household Equipment—including repairs

Home Improvement—including equipment and repairs

Contributions
- Church
- Charities
- Civic Groups
- Professional Groups
- Fraternal Groups
- Social Clubs

Annual Subscriptions
- Magazines
- Papers

Medical and Dental Care—not covered by insurance, including medicines

Entertainment—including hobbies, unless included under personal allowances or day-to-day expenses

Gifts
- Birthdays
- Wedding and Anniversaries
- Christmas
- Babies
- Graduation

Cushion—for the unexpected and emergencies
Managing Money

Day-to-Day Living Costs

Car Upkeep and Transportation

Entertainment
- Extra food
- Travel
- Bowling
- Dating
- Parties
- Stereo tapes or records
- Movies
- Sports
- Hobbies

Family Personals
- Toothpaste
- First Aid
- Shaving Supplies
- Cosmetics

Food
- Meals Eaten at Home
- Meals Eaten out

Household Help (Future)
- Care of House
- Care of Yard
- Care of Baby

Laundry: Dry Cleaning: Clothing Repairs

Stationery, Postage, Newspapers

Clothing, Shoes
Managing Money
A Trial Plan

<table>
<thead>
<tr>
<th>Income:</th>
<th>For one budget period</th>
<th>For one year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtract Future Fixed Expenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Balance: | |
| Subtract Future Flexible Expenses | |

| Balance: | |
| Subtract Day-to-Day Living Costs | |

| Balance: | |
| Savings For Goals | |
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VIII
Lesson 1

BOOKS


Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern

Feir, Richard, Economics for Everyday Living. New York: College Entrance


Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. McGraw-Hill, New
York, New York.

BOOKLETS

Coins and Currency. Federal Reserve Bank of New York, 33 Liberty Street, New
York, New York, 10045.

Facts About U.S. Money. U.S. Treasury Department, Office of Information, Wash-
ington, D.C., 20224 (free).

Fundamental Facts About U.S. Money. Federal Reserve Bank of Atlanta Bank and
Public Services Department, Atlanta, Georgia, 30304.

How Much is Your Money Worth? William Frederick Press, 55 East 16th Street,
New York, New York, 20028, 30c.


Let's Learn Money. Virginia Bankers Association, Box 462, Richmond, Virginia
23203.

The Mystery of Money. National Research Bureau, Inc., 424 North 3rd Street,
Burlington, Iowa, 52601.

Open Market Operations. Federal Reserve Bank of New York Public Information,
Federal Reserve, P.O. Station, New York, New York, 10045 (free).

3rd Street, Burlington, Iowa, 52601.

What is Money? Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.
BOOKLETS (continued)


PAMPHLETS


Understanding the Dollar. How money changes in value and the effect of this change on our economic system. 11 minutes, 1966, State.

What is Money? Follows the daily journey of a $5 bill through many transactions. 11 minutes, 1947, State.

Moderns Make Money Behave. Education Division, Institute of Life Insurance, New York, New York, 10001.
INSTRUCTOR'S LESSON PLAN

Unit VIII
Lesson 2

SUBJECT: Using Bank Services

OBJECTIVES: Students will be able to discuss and explain the various services available to them at their bank. Students will be able to discuss the functions of a bank and the different types of banks.

TEACHING AIDS: Overhead projector, opaque projector, 16 MM projector

MATERIALS: Transparencies; booklet, "How to do Your Banking," available from Bank Marketing Associates, Box 2985, Richmond, Virginia, 23235, or from local bank; outside speaker from local bank; handouts; film, Fred Meets a Bank, Virginia State Department of Education.


I. PREPARATION (of the learner)

Bring in news item on bank robbery. Stimulate from this a discussion of banks in general and lead students to a discussion of the usefulness of banks.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. What is money?
   1. Medium of exchange.
   2. Unit of value
   3. Means of future payment
   4. Storehouse of value

Point out that money has certain functions. Refer to Transparency VIII-2-1.

B. What is a bank's function?
   Specializes in the transfer of money and credit.

Show film, Fred Meets a Bank. Point out a bank's function.
   1. Receives deposits of money subject to withdrawal on demand.
   2. Makes loans to customers.
   3. Pays interest to depositors.
   4. Invests money.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS  KEY POINTS (things to remember to do or say)

C. What types of banks are there?
   1. Commercial
   2. Savings and loans
   3. Trust company
   4. Credit unions

Point out that a commercial bank receives deposits of money and loans money.
A savings and loan association also accepts deposits for money and loans to business and industry as their primary loans. A trust company handles estates of deceased persons. Savings are insured.

D. Services offered by banks
   1. Checking accounts
   2. Savings accounts

Ask: What are some services offered by banks?
Ask: What is purpose of a checking account? (Mention that you will go into more detail later.)

Point out types of savings accounts.
   1. Passbook
   2. Savings certificates
   3. Christmas club

Ask: What is another name for a savings account? (time deposit)

Bring in outside speaker from local bank.

3. Loans
   a. Personal installment
   b. Installment
   c. Home improvement
   d. Education
   e. Collateral
   f. Mortgage

4. Safety deposit box

Ask: What is a safety deposit box used for? (Refer to Transparency VIII-2-5.)

5. Trust
6. Offers substitutes for cash

Ask: What are some substitutes for cash?
   1. Personal checks (Refer to Transparency VIII-2-6.)
   2. Certified checks (Refer to Transparency VIII-2-7.)
   3. Cashier's check (Refer to Transparency VIII-2-8.)
   4. Bank card services (Refer to Transparency VIII-2-9.)
   5. Travelers' checks.

III. APPLICATION

A. Student discussion centered about when they might use the various bank services.
B. Invite speaker to talk to students about what banks can offer young people.
IV. TEST

Give a brief description or explanation of the services available from the bank.

SUGGESTED ACTIVITIES: Students open their own savings account.

NEXT LESSON: Using Your Checking Account
A MEDIUM OF EXCHANGE

KISSES 1$
How many hours of work does a motorcycle represent?

Money is a unit of value $$$

Transparency VIII-2-2
A MEANS OF FUTURE PAYMENT
A STOREHOUSE OF VALUE
SAFETY DEPOSIT BOX
A PLACE TO STORE YOUR VALUABLES

Transparency VIII-2-5
CERTIFIED CHECK

PAY TO THE ORDER OF...

Good for $500

ROBERT P. BRADEN
FEAF L. BRADEN
Personal

northern virginia bank
springfield, virginia

Transparency VIII-2-7
CASHIER'S CHECK

Sample only

Bank of Virginia - Pomona
formerly
The American Bank
WOODBRIDGE, VIRGINIA

Sample only
89-9106

Pay to the order of NOT NEGOTIABLE - Sample use only $0.00

No. Dollars and No. 00/00

CASHIER'S CHECK

John D. Smith

11-26 1975
68-4085

244
BANK CARD SERVICES

Master Charge*

*Mast Charge supplied courtesy of BankVirginia Credit Card Company, Richmond, VA 23260

BANKAMERICARD**

**BANKAMERICARD supplied courtesy of BankAmerica Service Corporation, San Francisco, California 94104
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

UNIT VIII
LESSON 2

BOOKS


BOOKLETS


Money and Banking--Our Everyday Living. American Bankers Association Banking Education Committee, 12 East 36th Street, New York, New York, 10016


Using Bank Services. American Bankers Association or Virginia Bankers Association, P.O. Box 462, Richmond, Virginia, 23203


You and Your Money. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.


What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

UNIT VIII
LESSON 2

FILMS

Banks and Credit. Shows how your transactions relate to bank's extensions of
credit. 10 minutes, $2.50, Business Education films. 16th Avenue,
Brooklyn, New York.

Federal Reserve System. Shows what happened during the panic of 1917 and the
part Woodrow Wilson and Carter Glass played in 1912-13 in instituting the
Federal Reserve System. 20 minutes, State.

The Role of the Commercial Banking System. Virginia Bankers Association,
Box 462, Richmond, Virginia, 23203.

You and Your Money. Cartoon of how money circulates and makes possible the
ready exchange of goods and services. 12 minutes, State.

PAMPHLETS

The Federal Reserve at Work. Virginia Bankers Association, Box 462, Richmond,
Virginia, 23203.

The Federal Reserve System. Federal Reserve Bank of Atlanta, Atlanta, Georgia,
30304.

Personal Money Management. Savings Division, American Banking Association,
New York, New York.

The Story of American Banking. Savings Division, American Banking Association,
New York, New York.

What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia,
23203.

TRANSPARENCIES

About Money and Banking, 16 page booklet, 2 colors (for making own transparencies)
Channing L. Bete Company, 75¢.
INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 3

SUBJECT: Using Your Checking Account

OBJECTIVES: The student will be able to discuss the benefits of a checking account.
The student will be able to properly write a check.
The student will be able to reconcile a bank statement.

TEACHING AIDS: Overhead projector, opaque projector, blackboard, 16 MM projector


I. PREPARATION (of the learner)

Bring to class, play money in one hand and blank checks in the other. Offer both to class. Stimulate a discuss on which one students would prefer to have and use.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Advantages of your Checking Account

Point out that checks can serve as receipts for tax purposes.

1. Substitute for money which can be sent through mail.
2. Canceled checks are receipt of payment.
3. Not necessary to carry large amounts of money on your person.
4. Accurate record of where your money is spent.

Show film, The Story of a Check.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS

B. Opening a Checking Account
   1. Types of checking accounts
      a. Individual
      b. Joint
      c. Partnership
      d. Corporation

C. Writing a Check
   Information for register
   a. Check number
   b. Date
   c. Name of payee
   d. Amount of check
   e. Balance

D. Information on Check
   1. Date
   2. Payee
   3. Amount in numbers
   4. Amount in words
   5. Signature

E. Endorsements
   1. Blank
   2. Restrictive
   Special

F. Reconciling Your Checking Account
   1. Bank Statement
      a. Returned canceled checks
      b. Beginning and ending monthly balances.
   2. Balancing Your Checkbook
      a. Sort checks numerically.
      b. Check off in check register each of checks written and paid by bank.
      c. List checks written but not returned on back of statement.
      d. Reconcile your account.

Ask: How do you go about opening a checking account?
List on board procedure involved.
   1. Visit bank of your choice, introduce yourself to an officer of the bank. He will usually direct you to the person who opens accounts.
   2. Sign signature card; use signature you will use on all checks you write.
   Refer to Transparency VIII-3-1.
   3. Fill out deposit slip. Refer to Transparency VIII-3-2.

Point out differences between individual and joint checking accounts. Stress importance of having joint account as Mr. OR Mrs.

Refer to Handout VIII-3-3.

Refer to Handout VIII-3-4.
Refer to Transparency VIII-3-5.

Begin at $ sign.
Begin at left and space words closely.

Refer to Transparency VIII-3-6, VIII-3-7, and VIII-3-8.

Point out what is included, and ask how it relates to balancing your checking account.

Refer to Transparency VIII-3-9.

Ask: How should one balance his checkbook?
Refer to Handout VIII-3-3.

Refer to Handout VIII-3-10.
Refer to Transparency VIII-3-11.
III. APPLICATION

Have students properly write a check, enter information in check register and reconcile bank statement, using handouts.

IV. TEST

Explain the procedure for opening a checking account.
List types of endorsements and explain.
Properly write a check.
Reconcile an account.

SUGGESTED ACTIVITIES:

Read "The Story of Checks".
Discuss Chapter 12 in Succeeding in the World of Work.
This account is accepted by First National Bank of Christiansburg subject to the provisions stated on the reverse side of this card. Above are the duly authorized signatures which the bank will recognize in the payment of funds or other transactions of other business.
**CHECKING ACCOUNT DEPOSIT SLIP**

<table>
<thead>
<tr>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
</tr>
</tbody>
</table>

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

The **FIRST NATIONAL BANK, christiansburg, va.**

<table>
<thead>
<tr>
<th>CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Total from other side

**VOID**

Transparency VIII-3-2
## Managing Money

### Sample Check Register

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Date</th>
<th>Check Issued to (Payee)</th>
<th>Amount of Check</th>
<th>Date of Deposit</th>
<th>Amount of Deposit</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Handout VIII-3-3
Managing Money

Sample Checks

Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

Pay to the order of

Hometown National Bank
Hometown, Virginia

For

$182


Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

Pay to the order of

Hometown National Bank
Hometown, Virginia

For

$183

Handout VIII-3-4
NATIONAL BANK
NO. 15

August 12, 1974
John M. Doe
$100.00

Dollars

James L. Smith

ISSUING BANK
PAYEE
CHECK NUMBER
DATE
AMOUNTS
(WRITTEN AND NUMBERS)
ENDORSEMENT
PAYOR
A BLANK ENDORSEMENT

NATIONAL BANK

NO. 27

Nov 20, 1974

M. Doe

$15.75

ty-five and 75/100 DOLLARS

Harry B. Smith
A RESTRICTIVE ENDORSEMENT

NATIONAL BANK
NO. 28

Sept. 24, 1974
John M. Doe
$50.00
Fifty and 00/100
Dollars

Harry K. Smith
A SPECIAL ENDORSEMENT (RESTRICTIVE)

NATIONAL BANK  NO. 16

April 3, 1974

John M. Doe $28.75

eight and 75/100 DOLLARS

Harry H. Smith

PAY TO THE ORDER OF
## Financial Profile

**First National Exchange Bank**
A Dominion Bankshares Bank

**Ralph M. Griffis**
1560 Mountain View Drive
Pittsburg, Pennsylvania 15140

**DEPOSITS**

<table>
<thead>
<tr>
<th>BEGINNING BALANCE</th>
<th>NO.</th>
<th>AMOUNT</th>
<th>ENDING BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>921.54</td>
<td></td>
<td></td>
<td>313.18</td>
</tr>
</tbody>
</table>

**CHECKS**

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>ACT. CHG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>608.36</td>
<td>.00</td>
</tr>
</tbody>
</table>

**BANKAMERICARD**

**INSTALLMENT LOAN(S)**

<table>
<thead>
<tr>
<th>NO.</th>
<th>BALANCE</th>
</tr>
</thead>
</table>

**MORTGAGE LOAN(S)**

<table>
<thead>
<tr>
<th>NO.</th>
<th>BALANCE</th>
</tr>
</thead>
</table>

**CHRISTMAS SAVINGS**

<table>
<thead>
<tr>
<th>NO.</th>
<th>AMOUNT SAVED</th>
</tr>
</thead>
</table>

**SAVINGS**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTEREST EARNED</th>
<th>INTEREST RECEIVED</th>
</tr>
</thead>
</table>

**TOTAL INTEREST AND SAVINGS**

**ITEMS SYMBOLS EXPLAINED BELOW**

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td>DEPOSIT REVERSAL</td>
</tr>
<tr>
<td>MC</td>
<td>INTEREST</td>
</tr>
<tr>
<td>L</td>
<td>MISC</td>
</tr>
</tbody>
</table>

**DATE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-10</td>
<td>709.62</td>
</tr>
<tr>
<td>07-11</td>
<td>704.22</td>
</tr>
<tr>
<td>07-16</td>
<td>496.14</td>
</tr>
<tr>
<td>07-18</td>
<td>487.93</td>
</tr>
<tr>
<td>07-19</td>
<td>473.33</td>
</tr>
<tr>
<td>07-20</td>
<td>470.08</td>
</tr>
<tr>
<td>07-23</td>
<td>444.59</td>
</tr>
<tr>
<td>07-25</td>
<td>402.59</td>
</tr>
<tr>
<td>07-26</td>
<td>385.18</td>
</tr>
<tr>
<td>07-30</td>
<td>375.18</td>
</tr>
<tr>
<td>08-02</td>
<td>313.18</td>
</tr>
</tbody>
</table>

If you wish to have new accounts shown on your Financial Profile, please notify us.

*Transparency VIII-3-9*
Managing Money

TO RECONCILE YOUR BANK ACCOUNT, FOLLOW THE PROCEDURE BELOW:

Enter Balance Shown On Bank Statement $________

Add Deposits Not on Statement $________

TOTAL $________

SUBTRACT Checks Issued But Not on Statement

Date or No. Amount $_____

TOTAL $________

BALANCE $________

Balances Shown in Your Checkbook $_____

SUBTRACT Activity charges and other bank charges not in checkbook

TOTAL $________

BALANCE $________

THESE TOTALS REPRESENT THE CORRECT AMOUNT OF MONEY YOU HAVE IN BANK AND SHOULD AGREE.

IF YOUR ACCOUNT DOES NOT BALANCE, Check the items below:

1. Are the amounts of all the deposits you have entered in your checkbook the same as shown on this statement?
2. Did you write any checks which are not entered in your checkbook?
3. Is the amount of each check correctly recorded in your checkbook?
4. Are all additions and subtractions in your checkbook correct?
5. If unable to balance your accounts, contact the bank for assistance.

Handout VIII-3-10
Transparency VIII-3-11

260
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

UNIT VIII
LESSON 3

BOOKS


BOOKLETS


FILMS

The Story of a Check. Illustrates how the checking system works and the steps a check takes, until final payment. 13 minutes, State.

Paying by Check. An introduction to a checking account. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

PAMPHLETS

What is a Check? Virginia Bankers Association.


How to Do Your Banking. Dr. George E. Klise, Box 840, Richmond, Virginia, 23219.

UNIT IX

EMPLOYEE LEGAL RIGHTS AND RESPONSIBILITIES

Lesson 1. You and the Law
Lesson 2. Contracts

Developed by
Roy M. Billingsby
INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: You and The Law

OBJECTIVE: The student will be able to recognize basic terms of law.

TEACHING AIDS: Overhead projector, 16 MM projector, and blackboard


I. PREPARATION (of the learner)

Refer to Transparency IX-1-1, and discuss.
Question: What would happen if there were no laws? Example: Driving your car.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Law
1. Definition
2. Purpose

B. Classification
1. Natural
2. Moral
3. Man-made
   a. Institutional
   b. Constitutional
   c. Administrative
   d. Criminal
   e. Private

C. Origin of the Law
1. Tribal laws
2. English, common law
3. Roman or Civil law
4. Statute law

Refer to Transparency IX-1-2 and discuss.

Refer to Transparencies IX-1-3 through IX-1-9 and discuss.

List on blackboard and discuss.
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Classification of Wrongful Acts</td>
<td>Refer to Handout IX-1-10 and discuss.</td>
</tr>
<tr>
<td>1. Crimes</td>
<td></td>
</tr>
<tr>
<td>a. Treason</td>
<td>Show film, &quot;Understanding the Law&quot;.</td>
</tr>
<tr>
<td>b. Felonies</td>
<td></td>
</tr>
<tr>
<td>c. Misdemeanors</td>
<td></td>
</tr>
<tr>
<td>2. Torts</td>
<td></td>
</tr>
<tr>
<td>a. Assault</td>
<td></td>
</tr>
<tr>
<td>b. Battery</td>
<td></td>
</tr>
<tr>
<td>c. Negligence</td>
<td></td>
</tr>
<tr>
<td>d. Libel and slander</td>
<td></td>
</tr>
<tr>
<td>e. Trespassing</td>
<td></td>
</tr>
<tr>
<td>E. Remedies for Wrongful Acts</td>
<td>Point out that an injunction only stops an unlawful act.</td>
</tr>
<tr>
<td>1. Injunction</td>
<td></td>
</tr>
<tr>
<td>2. Law suit for damages</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

A. Discuss actual cases in class.
B. Have local attorney talk to class.

IV. TEST

Have students match terms of the law to definitions.

SUGGESTED ACTIVITIES: Field trip to attend court session and discuss procedure.

NEXT LESSON: Contracts
PERSONAL APPLICATION OF LAW

TIME IS REGULATED BY LAWS ESTABLISHING STANDARD TIME ZONES.

PROPERTY RIGHTS ARE PROTECTED BY LAW.

FOODS ARE REGULATED BY STATE AND FEDERAL LAWS.

CLOTHES ARE LABELED IN COMPLIANCE WITH THE TEXTILE PRODUCTS IDENTIFICATION ACT.

SAFETY AND FREEDOM ARE POSSIBLE IN A NATION OF LAW AND ORDER.
DEFINING LAW

LAW HAS BEEN DEFINED AS RULES OF CONDUCT GOVERNING MEN IN THEIR RELATIONS WITH ONE ANOTHER, JUST AS THESE ARE RULES FOR PLAYING:

BASEBALL

FOOTBALL

BASKETBALL

LAW CAN BE THOUGHT OF AS THE RULES FOR LIVING IN A CIVILIZED SOCIETY
NATURAL LAW

LAWS OF GRAVITY

SURVIVAL OF THE FITTEST

Transparency IX-1-3
MORAL LAW

A PERSON, HEARING SOMEONE CALL FOR HELP, HAS A MORAL OBLIGATION TO CALL THE POLICE OR TRY TO HELP IN SOME WAY.
CONCERNED WITH THE CONDUCT OF NATIONS IN RELATION WITH OTHER NATIONS
CONSTITUTIONAL LAW

CONCERNED WITH THE APPLICATION OF THE FEDERAL CONSTITUTION

Transparency IX-1-6
ADMINISTRATIVE LAW

CITY COUNCIL
CONCERNED WITH CONDUCT OF GOVERNMENT ADMINISTRATIVE AGENCIES AND THEIR REGULATIONS
CRIMINAL LAW

CONCERNED WITH ACTS AGAINST SOCIETY
PRIVATE LAW

CONTRACT

CONCERNED WITH RIGHTS AND OBLIGATIONS OF INDIVIDUALS.
CLASSIFICATION OF WRONGFUL ACTS

CRIMES:  
Treason--is a serious crime of treachery against the federal government, such as revealing defense secrets to a foreign power.

Felony--is a serious crime against society, such as murder, arson, embezzlement, or bribery, and is usually punishable by imprisonment or in some states death.

Misdemeanor--is a less serious crime, such as a traffic violation, and is usually punishable by a fine or a relatively short period of imprisonment.

TORTS:  
The purpose of tort law is to provide compensation for losses suffered by persons whose legally protected interests have been violated, not to punish wrongdoers.

EXAMPLES:  
Negligence--When a person, through his own carelessness causes injury to another person or damage to this property, the party may sue for damages.

Libel and Slander--making false statements about a person's reputation and denying him the right to a good name. If the statement is written or published it is libel, and if it is spoken it is slander.

Trespassing--going on posted property; property that has been posted "Keep Out". Violator will be prosecuted for trespassing. Posting property is to keep people from damaging property.

Assault--An unlawful physical attack upon another; an attempt to do violence to another.

Battery--as by holding a club or other weapon in a threatening manner.
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED MATERIALS

Unit IX
Lesson 1

BOOKS


BOOKLETS


Equal Justice for the Poor Man. Public Affairs Committee, Inc., 381 Park Avenue, South, New York, New York, 10016, N.Y.


You and the Law—Owning or Renting a Home. Research Institute of America, Inc., 489 Fifth Avenue, New York, New York, 10017.


FILMS

The Bill of Rights in Action. A story of a trial. The film follows two young men who are accused of a misdemeanor offense, 22 minutes, color, 1966, State.
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED MATERIALS

FILMS (continued)

A Family Affair. A study of people, problems, and principles. The points
made in this film about national legislature issues and the citizens' part
in solving them. 30 minutes, color, National Association of Plumbing,

Why We Respect the Law. Main theme is the development of an attitude of re-
spect for the law. 13 minutes, 1950, State.

PAMPHLETS

Meat Inspection for Your Protection. Division of Animal Health and Dairies,
1444 East Main Street, Richmond, Virginia.

Virginia's Weights and Measures Law. Virginia Department of Agriculture and
Commerce, P.O. Box 1163, Richmond, Virginia 23209.

You and The Law. Kiwanis International, 101 East Erie Street, Chicago, Illinois,
60607.
SUBJECT: Contracts

OBJECTIVE: The student will be able to recognize the required elements of a contract.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Samples of different types of contracts, transparencies


I. PREPARATION (of the learner)

Introduction
A. Have you made a contract today?
B. Have you made an oral contract today?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)
A. What is a contract?
   1. Purpose of contracts
   2. Types of contracts
      a. Express
      b. Implied
         d. Formal (written or oral)
      c. Informal (written or oral)
    Review and discuss.
    Refer to Transparency IX-2-1.
B. Required Elements of a Contract
   1. Mutual assent
   2. Competent parties
   3. Consideration
   4. Legal bargain
   5. Required form
    Discuss.
    Refer to Transparency IX-2-4.
C. Sales Contracts
   1. Uniform sales act
   2. Conditional sales contracts
   3. Truth and lending law
    Discuss.
    Refer to Handout IX-2-2, IX-2-3.
**II. PRESENTATION (continued)**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Minors' Liability on Contracts</strong></td>
<td><strong>Ask:</strong> Can minors make a contract? If so, under what conditions?</td>
</tr>
<tr>
<td>1. Necessities</td>
<td></td>
</tr>
<tr>
<td>2. Station in life rule</td>
<td></td>
</tr>
<tr>
<td><strong>E. Things That Make a Contract Void</strong></td>
<td><strong>Refer to Handout IX-2-5 and discuss.</strong></td>
</tr>
<tr>
<td>1. Duress</td>
<td></td>
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<tr>
<td>2. Undue influence</td>
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<tr>
<td>3. Fraud or misrepresentation</td>
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</tr>
<tr>
<td>4. Incompetence</td>
<td></td>
</tr>
<tr>
<td><strong>F. Remedies for Breach of Contract</strong></td>
<td><strong>Explain terms and call for examples from the class.</strong></td>
</tr>
<tr>
<td>1. Rescission (to do away with)</td>
<td></td>
</tr>
<tr>
<td>2. Damages</td>
<td></td>
</tr>
<tr>
<td>3. Specific performance</td>
<td></td>
</tr>
</tbody>
</table>

**III. APPLICATION**

**A.** Have students fill out a contract for the sale of an automobile.  
**B.** Have someone who is familiar with sales contracts speak to group.

**IV. TEST**

Have students identify types of contracts and elements necessary for a contract by matching terms and definitions.

**SUGGESTED ACTIVITIES:**

- Have students list how many contracts they or their parents may have made.  
- Have students prepare a bulletin board of sample contracts.  
- Have students prepare a skit on buying a car and signing a contract.

**NEXT LESSON:** You and the American Economy
CONTRACT

AN AGREEMENT BETWEEN TWO OR MORE PARTIES FOR THE DOING OR NOT DOING OF SOME DEFINITE THING.

Express—Contracts that specifically state the agreement of the parties orally or in writing.

Implied—Not stated or written but are understood from the acts or conduct of the parties, from the customs of the trade, or from the conditions or circumstances.

Example: Bill entered a men’s shop, ordered an overcoat, and left instructions that it was to be delivered to his house. The price of the coat, when payment was to be made, and the exact time of delivery were not discussed. This is an implied contract. Several implied agreements are involved: (1) That the market price of the coat will be paid, (2) that payment will be made on delivery or when it is customary to make payments, and (3) that delivery will be made within a reasonable time.

Informal—They are made when you make purchases of clothing at a local store, have clothes cleaned at the dry cleaner, or have your shoes repaired at the shoe shop. They may be written or oral.

Formal—These contracts are written and usually require a seal to make them enforceable by law.
SIMPLE CONTRACT

MICHAEL ALLAN OF 659 Biscayne Boulevard, Hollywood, Florida 33023, purchased an Apex television set, model 0109, cherry finish, for $320.00. The price of the set included an outdoor aerial and installation. Terms of the sale: $80.00 down, $40.00 a month for six months. Complete this sample contract or order form, using the current date and your name as the name of the salesman.

LINCOLN RADIO AND TELEVISION COMPANY
3180 South Ocean Drive, Hallandale, Florida 33009
(305) 929-3965
Date________

Please deliver and install the following instrument as specified herein, and in accordance with prices, terms, and conditions made in this order, at,

Name of Customer______________________________________ Phone____________________
Address___________________________ (No.)________________________ (Street)__________________
(city)________________________ (State)________________ (Zip)________________
Installation address__________________________________________

Model________________________ Price________________________ Description of Instrument________________________

Terms:_____________________________________________________

It is expressly understood that there is no verbal understanding or additional written agreement existing that can change or modify the prices, conditions of sale, or terms of payment as specified herein, and acceptance of this order becomes a binding contract subject to the terms and conditions set forth herein.

Salesman________________________ Accepted by________________________
(Your Name)________________________ (Customer)________________________

NAME AND DATE

Handout IX-2-2
Eric Herberts, owner of a wholesale notion business located at 619 Westfield Avenue, Elizabeth, New Jersey 07208, agreed to employ Joel Allan of 58 Huyler Avenue, Newark, New Jersey 07105, as a salesman for a period of two years. He was to receive a salary of $175 a week plus six percent commission on gross sales, payable weekly on the last working day of each week. Write the contract of employment by completing the following form.

FORMAL CONTRACT

AGREEMENT made this day of , 19 , between

, hereinafter called "the employee",

and

hereinafter called "the employer".

WITNESSETH:

In consideration of their mutual promises contained herein, the parties hereto agree as follows:

The employee agrees to work for the period of years from the date herein

as

of the employer and agrees faithfully to serve the employer and to devote all his time and attention to the interest of his employer's business.

The employer agrees to pay to the employee the sum of payable weekly on the last working day of each week during the term of this agreement.

IN WITNESS OF, the said parties have hereunto set their hand on this, the date first above written.

Signed, Sealed, and Delivered in Presence of

(L.S.)

(L.S.)
REQUIRED ELEMENTS OF A CONTRACT

1. MUTUAL ASSENT — THE PARTIES TO A CONTRACT MUST BE IN COMPLETE AGREEMENT. THIS IS CALLED MEETING OF THE MINDS. BOTH PARTIES SHOULD UNDERSTAND WHAT THEY ARE UNDERTAKING.

2. COMPETENT PARTIES — THE PARTIES TO A CONTRACT MUST BE CAPABLE OF KNOWING WHAT THEY ARE DOING. THEY MUST BE OF LEGAL AGE AND NORMAL MENTALLY.

3. CONSIDERATION — EACH PARTY TO A CONTRACT MUST PROMISE TO EITHER GIVE UP SOMETHING OF VALUE THAT HE HAS LEGAL RIGHT TO KEEP OR AGREE TO DO SOMETHING THAT HE IS OTHERWISE NOT LEGALLY REQUIRED TO DO.

4. LEGAL BARGAIN — ALL CONTRACTS MUST BE IN COMPLIANCE WITH FEDERAL, STATE, AND LOCAL LAWS. IF THEY ARE NOT THEY ARE NOT CONSIDERED A LEGAL BARGAIN AND CANNOT BE COLLECTED LEGALLY.

5. REQUIRED FORM — CERTAIN CONTRACTS, SUCH AS THOSE INVOLVING AN AMOUNT OF $500 OR MORE MUST BE IN WRITING TO BE ENFORCEABLE.

MAKING A CONTRACT
CIRCUMSTANCES THAT MAKE A CONTRACT VOID

DURESS—Pressure or influence applied to a person's will by threat of bodily harm against him or his family or the threat of serious damage to his property in order to compel him to do something that he does not want to do.

UNDUE INFLUENCE—When a person who has the power to control the actions of another because he bears a special or confidential relationship to that person, uses his power to his advantage.

FRAUD OR MISREPRESENTATION—Fraud is the intentional misrepresentation of a material fact by one party with the hope of influencing the other party. It may be made by spoken or written words or by acts or conduct.

INCOMPETENCE—Parties involved in contracts who have been declared mentally incompetent or who are highly intoxicated are void from contracts if the person can return the goods. If not, he is liable.
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IX
Lesson 2

BOOKS

BOOKLETS

FILMS
What is a Contract? Describes oral and written contracts and shows how they must have mutual assent. 10 minutes, $2.50, Business Education Films, Brooklyn, New York, 11201.
UNIT X

JOB SAFETY

Lesson 1. Accidents: Causes and Effects
Lesson 2. Material Handling
Lesson 3. Personal Protective Equipment

Developed by
William G. Wyatt
and
John R. Moore
SUBJECT: Accidents - Causes and Effects

OBJECTIVE: Students will be able to identify the chief causes of accidents and discuss their effects from the viewpoint of both the employer and employee.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies, Handouts

REFERENCES: Industrial Safety, Blake, R. P., Prentice-Hall
              Falls, Virginia Department of Labor and Industrial, Safety
              Division, Box 1814, Richmond, Virginia

I. PREPARATION (of the learner)

Tell the story of an accident which obviously could have been prevented.

Ask: What caused the accident? How could it have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Five Factors in the Accident Refer to Transparency X-1-1, X-1-2
   Sequence
   1. Ancestry and Social environment
      a. Stubbornness
      b. Recklessness
      c. Environment may cause the development of undesirable traits of the person
   2. Fault of person
      a. Superior attitude
         (1) Deliberate chance taking
         (2) Not paying attention to instruction
         (3) Failure to follow known safety procedure
         (4) Forgetfulness
         (5) Horseplay
         (6) Hot temper
      b. Improper operation of equipment

Stress: Behavioristic reasons are the main cause of accidents.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS     KEY POINTS (things to remember to do or say)

(1) Not knowing how to operate machines safely.
(2) "Know it all" - over-confidence.
3. Unsafe act and/or mechanical or physical hazard
   a. Unsafe act
      (1) Poor housekeeping
      (2) Improper dress
      (3) Physical or mental defects
      (4) Standing under a lifted load
   b. Mechanical or physical hazard
      (1) Poor ventilation
      (2) Poor lighting
      (3) Machinery poorly guarded
      (4) Defective or broken equipment
5. The Accident
   a. Being hit
   b. Striking against
   c. Caught in
   d. Falling
   e. Electrical contact
6. Effects of Injury
   a. Fractures (breaks)
   b. Lacerations (cuts)
   c. Contusions (bruises)
   d. Permanent or temporary disability
   e. Loss of wage
   f. Loss of product
   g. Suffering of injured worker
   h. Loss of job
   i. Death
   j. Death

III. APPLICATION

Have students form teams of five and list on handout form, the safety hazards in the school environment.
(See reference - Safety Education)
IV. TEST

A. Students list and explain three causes of accidents.
B. Students will list three of the effects of an accident on the job.

SUGGESTED ACTIVITIES:

1. Have students find newspaper story of an industrial accident.
2. Divide into teams of five; appoint captain to supervise the students.
   Consider school a model industry which has requested a safety inspection. Make a list of unsafe conditions within the school.

   See Handout X-1-14a and X-1-14b.

NEXT LESSON: Material Handling
FIVE FACTORS IN THE ACCIDENT SEQUENCE

[Diagram showing domino effect with blocks labeled 'SOCIAL ENVIRONMENT', 'FAULT OF PERSON', 'UNSAFE ACT', 'ACCIDENT', 'INJURY']
ANCESTRY AND ENVIRONMENT MAY CAUSE THE DEVELOPMENT OF UNDESIRABLE HABITS LEADING TO ACCIDENTS

STUBBORNNESS

RECKLESSNESS

NAH- WE'LL NEVER GET CAUGHT!

30 MPH

HERE COMES THE POLICE

CHANCE TAKING
BEHAVIORISTIC CAUSES OF ACCIDENTS

- INEXPERIENCE
- HOT TEMPER
- NO TIES
- NOT FOLLOWING KNOWN SAFETY PRECAUTIONS

USE SAFETY GLASSES

Ignoring instruction

Who needs it?

"Know it all!"

Transparency X-1-3
IS THIS AN ACT OF GOD OR AN UNSAFE ACT?
IS THIS AN ACT OF GOD, OR...

AN UNSAFE ACT?
IS THIS AN ACCIDENT, OR AN UNSAFE ACT?
WHAT'S WRONG WITH THIS PICTURE?
Answers To
What's Wrong With This Picture

1. Unsafe lifting of load with hoist - proper slings not being used.
2. Broken window panes.
3. Operator of grinder is not wearing safety glasses.
4. Unsafe operation of grinder - guard and tool rest not in place - grinding high on the wheel.
5. High load on hand truck - operator cannot see in front of load because of the type of hat he is wearing and the height of the load.
6. Broken wheel on hand truck.
7. Employee riding on load of hand truck.
8. Unsafe wiring, improper light fixture, broken light bulb, etc.
9. Open door on electric fuse box.
10. Fire extinguisher is missing from rack.
11. Door is open and "first aid kit" is empty. Lettering is on the inside of the door.
12. No smoking sign is partly covered by man's jacket.
13. Employees are smoking.
14. Mezzanine enclosure is unsafe because it is not high enough (the proper enclosure would prevent anyone from sitting on the top rail as a man is doing and the ledger book would not be falling from this rail if properly designed).
15. Hand rails are missing on stairs to mezzanine.
16. Unsafe or improperly guarded floor opening to stairway at mezzanine.
17. Broom on stairs.
18. Spike protruding from post.
19. Rods or bars propped against post.
20. Lathe operator is wearing unsafe clothing (long sleeves and tie).
21. Lathe operator is not wearing eye protection.
22. Goggles and wrench are lying on ways of the lathe.
23. Gas can and spilled gasoline are on the floor.
24. Empty bottles have been left on the floor.
25. Open floor drain and loose drain hole cover.
26. Man carrying pane of glass without hand protection.
27. Wrench on floor. (This type of wrench is no longer used in industry as it is unsafe).
28. Banana peel on floor.
29. Board with protruding nail on floor.
30. Spilled oil on floor.
31. Sharp pencils in man's shirt pocket.
32. Hole in sole of man's shoe - poor footwear.
33. Woman wearing high spike heels.
34. Horseplay with air hose.
35. Cloth or glove should be removed from oil barrel (metal cover is missing).
36. Fire should be extinguished in trash barrel and metal cover is missing and trash barrel, of course, is being used improperly.
37. Man is carrying a broken and unsafe ladder (we hope to the junk yard).
38. Man is carrying the ladder improperly with disregard to other employees.
40. Stepladder is not opened properly.
41. Stepladder is being used in a doorway with the door closed.
42. The shop has a sanitation problem, as evidenced by the rat.
43. Dog should not be allowed in the shop.
44. Man wearing ring on his finger.
45. Man using stepladder is overreaching, is off balance and is standing improperly on the ladder.
46. Unsafe, unsegregated and improperly vented spray painting operations.
47. Spray painter is smoking and not using face mask.
48. Extension cord is strung across the floor of the work area with splice in spilled oil. (Fire and trip hazard.)

49. Safety glasses missing on all employees.

50. Plant layout and housekeeping is generally poor.

51. There is a general lack of good supervision.
GRINDING WHEELS—OVER-SPEED AND IMPROPER MOUNTING

The accident

A portable grinder operator was struck in the mouth and a passer-by was struck in the forehead with flying pieces of a grinding wheel that had dis-integrated. Investigation revealed that the wheel was running at 25 per cent above rated speed. The bore of the grinding wheel was 1 1/4 inches. The motor shaft was 1/2 inch. Washers had been used to compensate for the difference between the two diameters. Also, rough washers had been used to hold the wheel instead of properly designed flanges. Paper spacers were not used between the wheel and the washers. There was no guard on the wheel.

This accident was the result of a violation of about every safe practice for grinding wheels. Following the accident, other portable grinders were found in a similar condition—over-speed, improperly mounted, washers used instead of flanges, and no guard.

Discussion

Listed below are a few of the recommendations made by the National Safety Council and by the American Standards Association for safe operation of grinding wheels.

1. As soon as a grinding wheel is received from the manufacturer, it should be unpacked and carefully inspected for the possibility of damage suffered in shipment, and it should also be given the "ring" test. Before being mounted, the wheel should be given the ring test again.

2. An abrasive wheel should never be mounted without compression washers to compensate for the slight unevenness of wheel or flanges. Blotting paper, rubber, or leather may be used for this purpose.

3. If the spindle is smaller than the bushing of the wheel, the wheel should be rebushed by the manufacturer or by experienced people in the plant.

4. Abrasive wheels should always be mounted between flanges. Flanges for the same wheel, whether straight or tapered, should be of the same diameter and thickness.
HAND TOOL APPRAISAL CHECK LIST

Unsafe Conditions

Screw Drivers
Badly worn, splintered, or broken handle
Bent blade or shank
Dull or poorly shaped blade

Dull blade
Worn handle

Knives
Dull blade
Worn handle
or shank

Head mushroomed
Head and point over-tempered
(look for chipping at the cutting point.)
Body of tool too short to allow safe grip

Chisels and Punches
Loose, split, or rough handle
(Tape should not be used on handle because it covers defects.)
Head poorly or loosely fitted to handle

Mallets and Hammers
Handle missing
File teeth covered with foreign material or dull

Files
Using file as pry or punch
Hitting file with hammer

Wrenches
Using wrong type or size of wrench
Using pipe on handle to get more leverage
Using wrench as a hammer

Saws
Improper set
Loose or splintered handle

Unsafe Acts

Using screw driver as a chisel, pry, or punch
Holding screw driver in one hand and work in the other
Using wrong-size screw driver

Cutting toward body
Placing in unprotected position
Not using protective sheath

Not wearing safety glasses
Not holding tool in safe manner

Using wrong type of hammer
(carpenter's hammer for machine work)
Exposing free hand to hammer blows

Using crosscut saw as a ripsaw
Starting saw with a down instead of an up stroke
HAND-TOOL-APPRAISAL CHECK LIST

Unsafe Conditions

Lifting Jacks

Unsafe Acts

Warp threads, etc.
Poor and inadequate base
Jack filled with dirt and grit
Jack standing under load with handle in socket

Using jack rated below load
Failing to place jack on firm foundation
Standing over handle of jack

Electrically Powered Hand Tools

Ground wires, missing or not connected
Guards defective or missing, cords left across passages, causing tripping hazards
Defective leads
Brushes sparking

Misuse of powered tool
Failure to get a firm footing before starting work

Handout X-1-10
ACCIDENT CAUSES AND EFFECTS

BEING HIT

STRIKING AGAINST

FALLING

CAUGHT IN

ELECTRICAL CONTACT

Transparency X-1-11

307
Accidents may cause loss of wages...loss of production...suffering of injured...loss of job...even death...

Besides my personal misery, this can sure hit me in my pocketbook!

Yes, accidents cost each family about $260.00 a year.

And what a waste! Doing a job safely cost nothing!
SAFETY BULLETIN

Do You Bet Your Paycheck?

Some employees who have lost time for work injuries do not receive a paycheck, regardless of the length of time involved.

We cite a section of the law from the Workmen's Compensation Act.

65.1-38: When compensation is not allowed for injury or death; burden of proof.—No compensation shall be allowed for an injury or death due to the employee's willful misconduct, including intentional self-inflicted injury.
(2) growing out of his attempt to injure another.
(3) due to intoxication, or
(4) due to willful failure or refusal to use a safety appliance or perform a duty required by statute or the willful breach of any rule or regulation adopted by the employer and approved by the Industrial Commission and brought prior to the accident to the knowledge of the employee.

We believe you will agree that it is bad enough to suffer the pain of a lost time injury and receive full compensation of 60% of your wages, not exceeding $62.00 per week after the first week, the first seven days not being paid unless you are out of work more than six (6) weeks, but to endure the suffering without any compensation could result in hardship to your loved ones as well.

Therefore, we hope you will better realize that your safety is your responsibility and determine to do your utmost in the following rules and regulations of safe work practices. To do less, could mean a physical and financial loss to you.
HAZARD CHECKLIST

Safety-Appraisal Report

Name ___________________________ Date ______________

Supervisor ___________________________ Section ____________

HOUSEKEEPING - State whether or not aisles are clear, stock properly piled, floors free from slipping and tripping hazards, and work area orderly.

MACHINE HAZARDS - State what guards are not found in use and where guards should be provided. This should include gears, sprockets, chains, bolts, shafting, etc.

FIRE HAZARDS - (a) Are all fire-fighting appliances and fire exits ready for immediate use? (b) Are flammable materials properly handled and stored?
PROTECTIVE EQUIPMENT - Are goggles, respirators, safety caps, and other equipment being worn as required? Jewelry and rings are a source of danger around moving machinery.

ELECTRICAL EQUIPMENT - Note condition of switches, outlets, light cords, and ground wires.

TOOLS - (a) Are the proper tools being used for each job? (b) Are handles missing from files; chisels mushroomed; hammers, wrenches, and screwdrivers defective?

GENERAL CONDITIONS - (a) Are boards with nails left on floor? (b) Are ladders, stairs, guards, and other equipment in need of repair?

SET A GOOD SAFETY EXAMPLE YOURSELF
SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit X
Lesson 1

BOOKS


BOOKLETS

Bend at the Knees, Keep the Back Straight. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.


BOOKLETS (continued)

Falls, Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.

Federal Register. U. S. Department of Labor, Occupational Safety and Health Administration, Washington, D. C.

Fire Extinguishers and Their Use. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.


How to Keep Electricity from Killing. Bureau of Ships, Navy Department, Washington, D. C., 20025.


The Principles and Techniques of Mechanical Guarding. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Washington, D. C.


What Every Employer Needs to Know About OSHA Record Keeping. U. S. Department of Labor, Washington, D. C.

FILMS

American Roulette. This is a safety film featuring the men on the production floor. Grinding Wheel Institute, 16 MM, 28 minutes.
FILMS (continued)

Anatomy of an Accident. An award winning film that treats the motor vehicle accident problem from a personal viewpoint. Shows unsafe driving habits. 26 1/2 minutes, color, 1967, State.

Anyone at All - Safety in the Community. Dramatically shows many kinds of accidents which bring loss of life, physical impairment, economic loss, and suffering to families. 22 minutes, 1965, State.

Before It's Too Late. A safety film on the use of seat belts. Features Dick VanDyke. He relates how his own life was saved in a near fatal accident. 12 1/2 minutes, color, 1967, State.

Charlie's Haunt. Here is a delightful new twist to the old theme - safety. Edgar Bergen, Charlie McCarthy and a host of other stars team up to help reduce a rash of off-the-job accidents in a community. 28 minutes, color, 1968, State.

The Challenge of Safety. This safety film depicts the safety research at the Caterpillar Proving Grounds. Caterpillar Tractor Co., 16 MM, 23 minutes.

To Fall or Not to Fall. This film stresses alertness to unsafe conditions and actions as the prime deterrent to falls. Aetna Life & Casualty. 16 MM, 10 minutes.

PAMPHLETS


Working Safely with Substances that can Explode and Burn. U.S. Government, Printing Office, Washington, D.C., 20000, $1.00/100.
INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Material Handling

OBJECTIVES: Students will be able to discuss the factors causing handling injuries and outline the steps leading to their prevention.

TEACHING AIDS: Overhead projector, 16 MM projector

MATERIALS: Transparencies, heavy objects to be lifted

REFERENCES: Industrial Safety, Blake, R. P., Prentice-Hall
Safe Way to Lift a Weight, Commonwealth of Virginia, Department of Labor, Richmond, Virginia

I. PREPARATION (of the learner)

Tell a story about lifting and carrying heavy loads.
Ask: What are the best ways to lift and carry heavy loads?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Factors Causing Careless Handling Injuries
1. Too heavy loads
2. Lifting and lowering with back
3. Handling with bad grip from awkward position
4. Poor arrangement of materials (stacking)

Explain to the students that 25% of injuries are connected with handling of materials
Invite weight lifter to demonstrate to class.
Refer to Transparency X-2-1.
Explain to students the right way and the wrong way to lift an object.
Refer to Transparency X-2-1. Ask Questions.
Use heavy objects to demonstrate the correct way to lift.
Show film. "Lifting, Man's Age Old Problem".

B. Pointers to Prevent Lifting and Handling Injuries
1. Good footing
2. Bend at the knees
3. Keep back straight
4. If weight is too much, get help
5. Get firm hold and lift gradually
II. PRESENTATION (continued)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
<th>KEY POINTS (things to remember to do or say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Using Material Handling Equipment (Fork lifts, etc.)</td>
<td>STRESS: The point that there is an advantage of doing the job correctly. Refer to Transparency X-2-2.</td>
</tr>
<tr>
<td>1. Know how to operate the machine</td>
<td></td>
</tr>
<tr>
<td>2. Know how to do the job properly</td>
<td>Have class discussion. Refer to Transparency X-2-2.</td>
</tr>
<tr>
<td>3. Know what to do if something goes wrong</td>
<td></td>
</tr>
<tr>
<td>4. Ask questions if unsure</td>
<td></td>
</tr>
</tbody>
</table>

III. APPLICATION

Have students demonstrate how to lift a heavy object properly.

SUGGESTED ACTIVITIES:

Have students do a safety poster for display on the bulletin board. Refer to Handout X-2-3.

NEXT LESSON: Personal Protective Equipment
LIFTING THE RIGHT WAY

**NOT THIS—**

**BUT THIS**

Grasp load firmly.
Keep back straight.
Bend knees and hips.
Stand up gradually.

Get help on heavy loads.
And let one man give the signal
to lift and put down loads.
-DOING THE JOB RIGHT!

**RULES**

1. 
2. 
3. 
4. 

FOLLOW MAINTENANCE INSTRUCTIONS. REPORT WEAR.

OPERATE WITHIN MACHINE CAPACITY SPEEDS AND LOADS

NEVER OPERATE WITHOUT AUTHORITY

BE SURE SHIELDS AND GUARDS ARE KEPT IN PLACE

ELECTRICAL HAZARDS

OUTLETS
PLUGS
CORDS
SWITCHES
ALL IN GOOD SHAPE.

IF NOT AUTHORIZED, NEVER TAMPER WITH POWER SUPPLY.

BE SURE POWER IS SHUT OFF AND LOCKED OUT BEFORE WORKING ON EQUIPMENT.

BE SURE GROUND WIRE IS USED.
DO NOT
OVER REACH-
FALLS CAN BE DEADLY!
INSTRUCTOR'S LESSON PLAN
Generally Related Information

SUBJECT: Personal Protective Equipment

OBJECTIVE: Students will be able to identify the various types of personal protective equipment that are available and explain their use.

TEACHING AIDS: Overhead projector

MATERIALS: Examples of each type of personal protective equipment, transparencies, handout, "Classes of Personal Protective Equipment".

REFERENCES: Industrial Safety, R. P. Blake, Prentice-Hall

I. PREPARATION (of the learner)

Tell students, "Today we will discuss equipment which may save you from serious injury or death."

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS KEY POINTS (things to remember to do or say)

A. Head Protection
1. Hard hats
2. Hair protectors
3. Hearing protectors

B. Face and Eye Protection
1. Goggles
2. Welding helmets
3. Face shields

C. Protective Clothing
1. Guard against:
   a. Burns
   b. Scrapes
   c. Rashes and skin diseases
2. Clothes must:
   a. Offer good protection
   b. Allow freedom of movement

Refer to handout "Summary of Five Health Hazards".
Refer to Handout X-3-1. Ask students if they are required to wear personal protective equipment on their jobs.
Show students examples of each type of personal protective equipment. Demonstrate the use of each type.

Refer to Handout X-3-2. Go over transparency with students and answer all questions.
II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS    KEY POINTS (things to remember to do or say)

D. Respirators
   1. Air purifying
   2. Air supplying

   Refer to reference: Industrial Accident Prevention for equipment illustrations.

E. Hand, Foot, and Leg Protectors
   1. Gloves and hand leathers
   2. Safety shoes
   3. Foot guards

   Refer to Transparency X-3-3.

III. APPLICATION

Have students find a news article about an accident that could have been prevented if personal protective equipment had been used.

IV. TEST

Protectively equip the man in Handout X-3-4.

SUGGESTED ACTIVITIES:

Have students list the personal protective equipment which they need on their jobs.

Visit two or more local plants, noting operational hazards and methods of compensating for them.

Invite a safety engineer to talk to your class on the safety program in operation at his company.
SUMMARY OF THE FIVE HEALTH HAZARDS

ASBESTOS
A. Asbestosis, a severe lung disease
B. Employees at risk: 200,000 +
C. Insulation, manufacturing, shipbuilding, construction . . .

CARBON MONOXIDE
A. Brain damage or death
B. Employees at risk: unknown
C. Virtually all industries

COTTON DUST
A. Byssinosis, a disabling lung disease
B. Employees at risk: 800,000 +
C. Cotton processing of all types

LEAD
A. Severe gastrointestinal, blood and central nervous system disabilities
B. Employees at risk: 1.6 million +
C. Manufacturing of ammunition, paint, storage batteries, automobiles . . .

SILICA
A. Silicosis, a disabling lung disease
B. Employees at risk: 1.1 million +
C. Abrasives, manufacturing, iron and mineral processing, sandblasting . . .

PERSONAL PROTECTIVE EQUIPMENT

CLASSES OF PERSONAL PROTECTIVE EQUIPMENT

A. Head Protection
   1. Hard hats
   2. Hair protection
   3. Hearing protectors

B. Face and Eye Protection
   1. Goggles
   2. Helmet and hand shields
   3. Face shields

C. Respiratory Protective Equipment
   1. Air purifying
   2. Air supplying

D. Protective Clothing

E. Hand, Foot, and Leg Protectors
   1. Gloves and hand leathers
   2. Safety shoes
   3. Foot guards
CLOTHES

DOES YOUR JOB CALL FOR:

A SAFETY HAT
EYE SHIELD
EAR PLUGS
MASK
APRON
GLOVES
SPECIAL SHOES

NO SLEEVES
NO NECK TIES
NO LOOSE JEWELRY
HAIR NET
DURABLE CLOTHES
SHIRT TUCKED IN

BEING WELL DRESSED ON-THE-JOB MEANS WEARING THE RIGHT PROTECTIVE CLOTHING.
This employee works in a large industrial setting. He is sharpening tools on the grinding wheel. Provide him with the needed protective clothing for his job.

Handout X-3-4
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit X
Lesson 2 & 3

BOOKLETS

Low Voltage Electrical Hazards. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia.


Safe Way to Lift a Weight. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia.

FILMS


Everything to Lose. This film illustrates shop safety. Caterpillar Tractor Company, 16 MM, 18 minutes.

Handle with Care. This film illustrates fork lift safety. Eaton Corporation, Industrial Truck Division, 16 MM, 16 minutes.

Lifting —— A Weight Away. This film demonstrates the proper lifting methods to avoid injury. United States Postal Service, 16 MM, 8 minutes.

Lifting, Man's Age Old Problem. A safety film discussing back injuries. Aetna Life and Casualty, 16 MM, 14 minutes.

The Color of Danger. This safety film offers tips for avoiding accidents while working with material handling machinery. Towmotor Corporation, 16 MM, 16 minutes.

Safety at Work. This film illustrates that sound safety programs can reduce industrial injuries where protective equipment is used, 18 minutes, color. Aetna Life and Casualty, 151 Farmington Avenue, Hartford, Connecticut, 06115.

The Smartest Kid in Town. Re-enactment of eye accident and of prevention method. Harvest Films, New York, New York, 20 minutes, 16 MM.
SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

PAMPHLETS

The Safe Way is the Only Way to do the Job. U. S. Government Printing Office,
Washington, D. C., 20000, $1.00 per 100.

Work Clothes that Protect the Body. U. S. Government Printing Office,
Washington, D. C., 20000, $1.00 per 100.