



The World of Work

A GUIDE TO 4-H Workforce Preparation WorkBooks

The image displays three overlapping workbooks from the 'The World of Work' series. The top workbook, 'Open your eyes the world of work', features a large question mark and illustrations of a mail carrier, a farmer, and a car. The middle workbook, 'The World of Work Scope It Out', includes a 'contents' section with items like 'What Do You Need to Know to Get a Job?', 'Where Would You Like to Work?', and 'Career Shadowing'. The bottom workbook, 'Jump Start for Job Seekers', shows a person running with a briefcase and a group of people. Each workbook includes a registration form with fields for name, address, school, and phone number.

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This Workbook series updates earlier 4-H materials on The World of Work, thanks to a grant from Cargill. Twenty-four teens addressed the issue of workforce preparation during the Issues Leadership Training Conference. They outlined a plan of how youth can take charge of their own preparation for the workforce. Their ideas were written into the revised drafts. Youth in six counties tested the drafts. Using workplace skills, students designed and completed an evaluation, then reported their conclusions. Their suggestions are reflected in the final publications.

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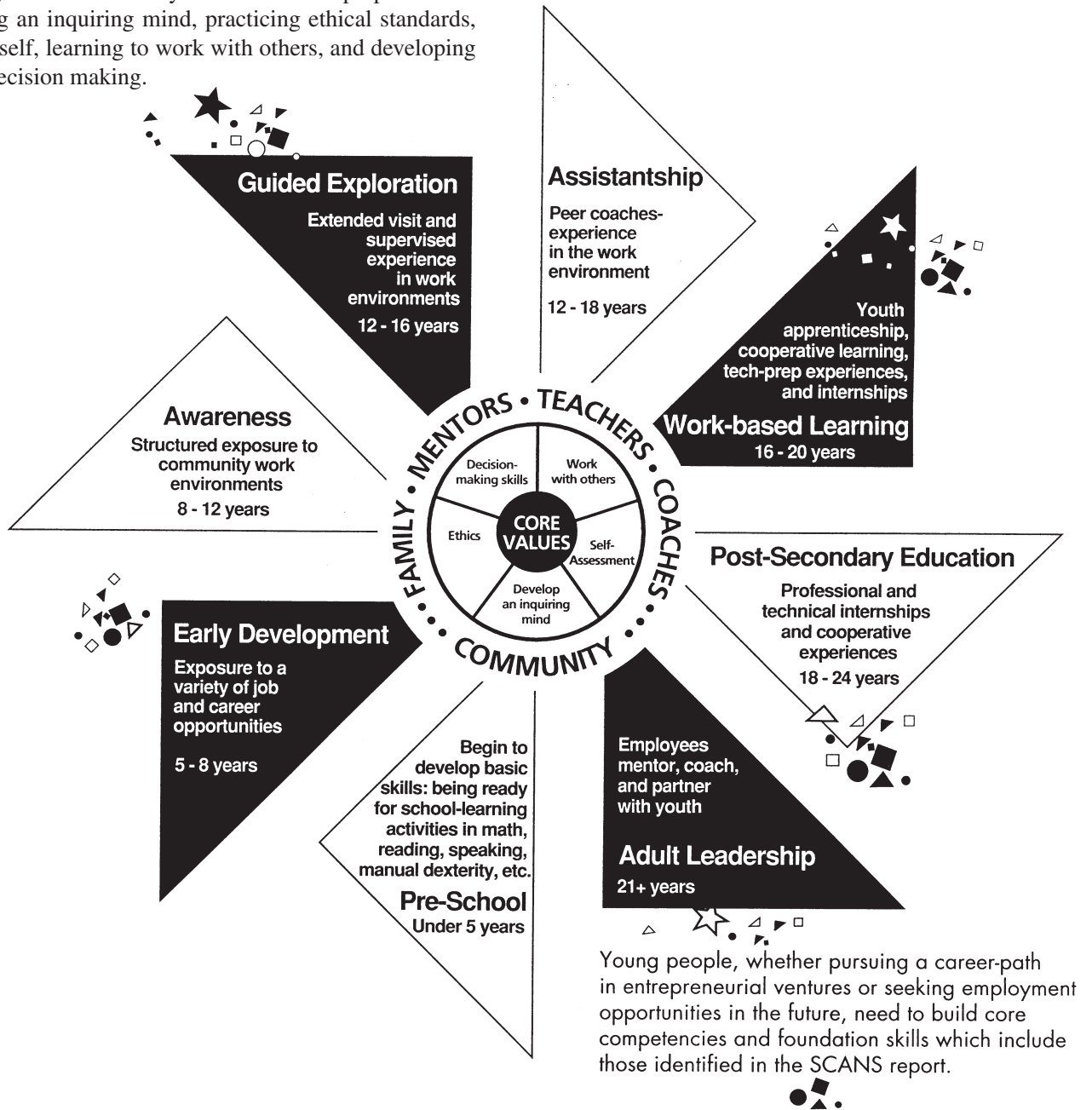
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Since its beginning in the early 1900s, 4-H in Kentucky has championed career preparation. 4-H project work encouraged youth to ask questions, discover basic concepts, develop reasoning skills, and make informed decisions. Joining a club allowed youth to interact and work with peers, adults, and the community in general.

The Workforce Preparation Model, designed by the National 4-H Council, shows preparation beginning during pre-school years and extending throughout adulthood. Family members, teachers, coaches, and individuals in the community serve in mentoring roles to nurture youth. Central to preparation is developing an inquiring mind, practicing ethical standards, assessing self, learning to work with others, and developing skills in decision making.

In 1991, the Secretary of the Department of Labor formed the Commission on Achieving Necessary Skills (SCANS). The Commission's task was to examine the demands of the workplace, develop a list of the skills needed by American workers, and then assess how well the schools are preparing young people for the workplace. The resulting report, often referred to as "SCANS," lists the core competencies and foundation skills required for effective job performance. Although stated in different terms, the foundation skills and competencies are very similar to Kentucky's academic expectations.



Foundation Skills (as identified in SCANS):

Basic Skills—Reads, writes, performs arithmetic and mathematical operations, speaks and listens.

Thinking Skills—Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

Personal Qualities—Displays responsibility, self-esteem, integrity, self-management, and sociability.

Competencies (as identified in SCANS):

Resources—Identifies, organizes, plans, and allocates resources of time, money, material and facilities and human resources.

Interpersonal—Works with others, contributes to a group effort, teaches new skills to others, serves clients/customers, exercises leadership, negotiates, works with diversity.

Information—Acquires and uses, organizes and maintains, interprets and communicates, and uses computers to process.

Systems—Understands complex inter-relationships of systems. Can understand systems, monitor and correct performance, and improve or design systems.

Technology—Works with a variety of technologies. Can select tools and equipment, apply technology to tasks, and maintain and troubleshoot equipment.

Kentucky 4-H is pleased to offer the Workbook Series to school classrooms, 4-H clubs, community groups, and individual families. Since Kentucky students declare a career major by their junior year in high school, 4-H is pleased to facilitate the process by providing a unique connection between school and the workplace.

- Workbook 1, for elementary school students, encourages youth to take a close look at the jobs in their community and gain a sense of what work is about.
- Workbook 2, for middle school students, introduces skills necessary in the workplace, career clusters, and the connection between career choice, education, and lifestyle. They complete a work-based shadowing experience.
- Workbook 3, for high school students, outlines the basics of getting a job—how to fill out an application, write a resume, and present one’s self well during an interview.

This series of WorkBooks helps youth connect what they learn

at school to skills needed in the workplace while focusing on Kentucky’s academic expectations, identified in this guide. 4-H embraces the use of hands-on learning activities. The 4-H motto is “learning by doing.” As you lead students through the Workbook, be sure to involve workers in the community, take the students to actual work sites, and add several of the ideas included in this guide.

Resources:

Futures, Your Guide to Life After High School. Available from: Kentucky Council on Higher Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204. Telephone: 502-573-1555. Or view it on the World Wide Web under the “policies and publications” link at <<http://www.cpe.state.ky.us>>. It contains listings of post-secondary schools and lots more.

Occupational Outlook Handbook. Produced by the Bureau of Labor Statistics and found in most libraries. It can also be viewed on the World Wide Web at <<http://stats.bls.gov/ocohome.htm>>. It contains lists of occupations along with a description of the work, educational requirements, earnings, and the job outlook.

Kentucky Career Guide. Available from your school counselor or contact: KOICC, 500 Mero Street, Room 2031, Frankfort, KY 40601. Telephone: 502-564-4258 or Fax: 502-564-3044. It contains a listing of post-secondary institutions, a listing of occupations along with employment potential (number of positions available in U.S. and Kentucky), education requirements, sites where training is available in Kentucky, and tips on finding a job.

A listing of post-secondary institutions can also be found on the World Wide Web at <<http://www.cpe.state.ky.us/pubs/persdir2/persdir2.htm>>.

UK COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF KENTUCKY COLLEGE OF HORTICULTURE

WorkBook 1

Open your eyes to the world of work!

Are You "Career Aware"?

Mr. Smith addresses the class. Mr. Brown teaches 5th grade students at school. Mr. Green teaches music and guitar. Mr. Brown teaches electrical systems for trucks. What do these people have in common? They work. Most occupations have a specific name, a location, and a career. You might even know some people personally. Automobile engineers like Mr. Brown, however, may be more unusual. You might not have a single automotive engineer working in your community.

As you learn more about these Mr. Smith, Mr. Brown, Mr. Green, and Mr. Brown, you will learn that you do work. They learned about a variety of careers and set their own goals. They completed school requirements for the careers they wanted and found the right job. Many times, they work started with one job but over time learned skills that prepared them to be in do new jobs.

What type of work do you want to do when you grow up? That's a big decision that takes a lot of thought and preparation. You might be doing your own thing, working for someone else, or working for the government. What do you like to do? Learn about lots of careers. Find out what skills are needed for those careers. Practice your skills when you are in school and work on your own time. The education and skills to do that job will usually come working.

NAME: _____ TELEPHONE: _____ DATE OF BIRTH: _____
ADDRESS: _____ OCCUPATION: _____ RELIGION: _____

AGRICULTURE & NATURAL RESOURCES • FAMILY & COMMUNITY SERVICES
HUMANITIES & EDUCATIONAL DEVELOPMENT • BUSINESS & ECONOMIC DEVELOPMENT

WorkBook 1—Elementary School

Open Your Eyes to the World of Work

Description

The activities in this WorkBook guide students toward discovering a variety of careers available in the community in which they live. Students will:

- explore careers related to government, education, natural resources, infrastructure, and business and industry.
- become aware of career clusters.
- conduct a telephone interview with a person working in a field that interests them.

Kentucky's Academic Expectations

The following academic expectations are included in WorkBook 1. See also "Transformations, Kentucky's Curriculum Framework" (demonstrators) and "Core Content Guidelines for Assessment."

- Goal 1
 - 1.1
 - 1.2
 - 1.10
 - 1.11
 - 1.12
 - 1.13
 - 1.16 (optional)
- Goal 2
 - 2.2
 - 2.3
 - 2.4 (optional)
 - 2.19
 - 2.33
 - 2.36
 - 2.37
 - 2.38
- Goal 3
- Goal 4
- Goal 5
 - 5.1
 - 5.2
 - 5.3
- Goal 6
 - 6.1
 - 6.2
 - 6.3

Introduction

About the project:

This project will help students take a close look at the careers available around them. We recognize that examples of some careers, such as an automotive engineer, may not be available in every county. This specific type of engineer is more likely to be located near the Corvette plant in Bowling Green, the Toyota plant in Georgetown, the Ford plant in Louisville, or at an auto parts manufacturing company located along one of the major highways leading to these plants. Students may get a hint of the automotive industry by visiting a local repair shop, an automobile dealer, a body shop, a tool and die maker, a trucker, or a mechanical engineer, many of which may be located in small outlying communities.

A number of careers are represented in every community, probably more than most people realize. Once students really see which jobs are found in their county, they will be able to make other career-related decisions. Some will choose a career that allows them to live in their home community. Others will choose to pursue a career that almost guarantees relocation. Students should consider these factors when choosing a major in high school and post-secondary education.

Pick and choose from the ideas in this guide or think of your own. *Approximate times listed are for completing the WorkBook activities only.* Implementing additional ideas will increase the time needed.

Supplies needed:

- several state road maps
- candy bars (optional)
- several telephone books
- large map of county or supplies to make a map
- access to telephones

Are You Career Aware?

Activity 1: Identify Your County

(approximately 30 minutes)

Collect several state road maps for the students to use in this activity. Discuss facts and information about your county. Bring to their attention how the counties are interconnected. Talk about jobs within the community. Every county does have a variety of jobs, although the number may be limited. Once students start taking a closer look, they will likely become more aware of opportunities both in and outside of their county of residence.

Idea: Encourage students to research the county at the library or through interviews. Grandparents and great-grandparents may be able to tell how the county has changed over time.

Idea: Take the club or class on a guided tour of the county or a portion of the county. School groups may have a bus available for their use. Point out places where people work. Pre-arrange stops at several locations, and ask the owner or manager to talk to the students about career opportunities at the work site.

Idea: Take the group on a "video tour" of your county. Make a "home" video, recruit students in a high school video course, or work with several group members to produce a video showing work sites throughout the county.

Idea: Check with your Chamber of Commerce to see if a video of the county is available for loan.

Activity 2: Behind the Scenes
(approximately 45 minutes)

This activity encourages students to look beyond the obvious. Students are to list as many jobs as possible that are associated with the production, marketing, and distribution of a candy bar. This may be done individually or in small groups, then compiled into a “super” list. The combined list should be lengthy.

Idea: Show or give members a small candy bar to jog their thinking. Encourage them to examine the wrapper carefully and imagine the types of work done by those producing the candy. Be sure the candy bars have an ingredient list on the packaging.

Idea: Offer a prize candy bar to those contributing to the “super” list.

Idea: Invite a grocer, agri-business person, or food distributor to talk to your club or class on “Food: From the Garden to the Table.”

Exploring Careers

Activity 3: Government Work
(approximately 60 minutes)

Learning that government is one of the top three employers in most Kentucky counties may not surprise you, but the variety of government jobs may. Students are to look at elected, appointed, and public service careers. Collect several telephone books for the students to use during this activity.

In case you are unfamiliar with government jobs, here are a few examples.

Elected and Appointed Positions

- county judge executive
- county court clerk
- city clerk
- county attorney
- mayor
- property valuation officer
- magistrate
- commissioner/city council member
- dog warden
- street/road supervisor
- solid waste coordinator
- street/road supervisor
- sanitation worker
- city manager
- school superintendent
- county coroner
- county jailer
- human resources director
- county treasurer
- commonwealth attorney
- sheriff
- state trooper
- district court judge
- court recorder
- federal judge

Public Service Agencies

- Cooperative Extension Service
- Parks and Recreation
- Ambulance Service
- Area Development District
- Circuit Court
- Community Action Commission
- District Court
- County Health Department
- Planning Commission
- Building Inspection
- Environmental Protection Agency
- Fire Department
- Housing Authority
- Human Resources
- Library
- Police Department
- Public Works Department
- Department of Social Services
- Department of Social Insurance
- Mental Health Agencies
- Kentucky Department of Vocational Rehabilitation
- Department for Employment Services
- District Engineer’s Office
- Legal Aid Service

Idea: One way for students to find out which jobs are held by employees of public service agencies is to call an agency and ask. Assign each student a different agency to contact. Encourage students to practice what they plan to say before making the telephone call. See “Telephone Tips.”

Idea: Area development district personnel generally work closely with elected officials. Invite a staff member or elected official to visit the club or classroom to talk about government jobs.

Idea: Encourage students to read the newspaper and other documents to learn the names of local officials or to find articles which relate to people who work in government jobs.

Idea: Take students on a field trip to a city council or county commission meeting.

Idea: Set up a mentoring program with government workers. This may be for a one-day experience or an extended period of time.

Careers in Education

Activity 4: In School for Life
(approximately 45 minutes)

Every county in Kentucky has more than one school. Help the students see that multiple schools increase the number of jobs available. On a map, students may label all schools in the county.

Post-secondary schools have been separated in order to draw attention to the opportunities available beyond high school. Keep in mind that college is not the only form of post-secondary education. Often times, students are steered into a college when their career goals might be better realized through vocational or technical education. Bring up the concept of “lifelong” learning. Today’s students should expect to have five to seven

different careers throughout their working years. That will likely require additional education throughout life.

For a listing of Kentucky's post-secondary institutions, check *Futures* under "policies and publications" at

- <<http://www.cpe.state.ky.us>>, the Council of Post-Secondary Education Website at
- <<http://www.cpe.state.ky.us/pubs/persdir2/persdir2.htm>>, or ask your counselor for the publication titled *Kentucky Career Guide*. Check your local telephone book also.

While this activity concentrates on schools, a number of careers in education are separated from the traditional school setting. A few examples include textbook writers, illustrators, educators in youth development organizations such as 4-H, human resource trainers, and motivational speakers.

Idea: Invite the superintendent of schools or principal to visit the club or classroom and assist students with the process of locating schools on a map. This guest can describe each school and talk about employment opportunities at schools. Mention that students will probably ask how many people are employed at their school.

Idea: For people and jobs at your school, work with students to compile a "super" list from the individual lists. Try to name every employee at the school.

Idea: Take students on a field trip to one or more post-secondary institutions located in or near your county. Contact the school in advance to work out an agenda for students to meet with faculty, staff, and students. Professors might talk about their field of interest, what a professor's job is like, and about careers in that field. A staff person might talk about jobs at the institution that do not directly relate to teaching. Post-secondary students might concentrate on what school is like, what they learned in elementary school that prepared them for post-secondary education, and their plans after school.

To set up the visit, contact community relations, student advising, or admissions. Ask students to think about and write down questions they would like to ask during the trip.

Idea: Invite a post-secondary instructor to visit your club or classroom to talk about his or her job, opportunities for students at the institution, and career opportunities after graduation.

Idea: Invite graduates of post-secondary institutions to talk about their education, their current job, and the career opportunities available as a result of their post-secondary education.

Idea: Invite a trainer from a local company to tell about the training that occurs at the worksite once an individual is employed. Most companies provide on-the-job training and expect employees to be willing to learn new things throughout employment.

Careers Related to Natural Resources

Activity 5: Jobs Provided by Mother Nature

(approximately two 45 minute sessions)

Answers to "Can you name these?"

- F o r e s t (a large group of trees);
- L a k e s and S t r e a m s (bodies of water);
- R o c k (hard mass of minerals)

Kentucky has many natural resources. Here are a few examples:

- air
- caves
- coal
- forests
- minerals
- natural gas
- oil
- plants
- soil
- wildlife
- wildlife habitats
- varying terrain—flat land, hills, mountains
- rock and geological formations
- water—rivers, streams, lakes, and springs

Students may choose to research a broad resource such as "forests," or they may narrow their research to one type of tree such as "oak."

In terms of "products" and "types of jobs," help the students look beyond the obvious.

For example, "forest" products might include:

- lumber
- furniture
- habitat for wildlife
- tourism

Some of the jobs that result are:

- logger
- truck driver
- forester
- park ranger
- park naturalist
- food concessionaire
- furniture maker
- wildlife specialist
- researcher
- forestry professor
- fire fighter
- toothpick manufacturer
- game warden
- campground attendant
- tour guide
- conservationist

Idea: During a field trip or group meeting, invite people in jobs related to natural resources to tell about their careers.

Idea: Host a "show and tell." Encourage students to bring in an example of a natural resource or an item made from a natural resource. Each student might give a one-minute presentation.

Idea: Encourage students to create some type of artwork related to careers in natural resources.

Careers Related to Your County's Infrastructure

Activity 6: Plot Infrastructure on a Map

(approximately 90 minutes)

The word infrastructure is an unusual word and may be new to many people. Infrastructure refers to facilities, equipment, and services that help a community exist and grow. The extent of its existence varies widely across Kentucky. Projects, like highways, are so massive that they are funded through tax dollars and built by private contractors. Smaller projects may be funded by private companies or local government.

Perhaps your students have heard the term infrastructure in the news. When considering location of a new plant, companies often look at the infrastructure. Companies ask, "Can the local water company provide enough water for our plant and the community? Many of the parts used to manufacture our product are shipped to our plant by truck. How far is the location from the nearest interstate system? Our executives fly on a regular basis. How far is this community located from the nearest airport?"

This activity instructs students to plot infrastructure on a map. Students may work in groups or individually and be as creative as they wish.

To get started here are some facilities to plot:

- roads
- gas company
- schools
- electric power plant
- water lines
- telephone system
- sewer treatment plant
- recreation areas
- airport
- bus terminal
- recycling center
- rivers
- hospital
- theater
- coal mine
- railroad
- cable television
- rock quarry

Idea: Plot structures on a road map using push pins. Connect the list of jobs created to the pins with a piece of yarn.

Idea: Build a "box" village. Students may decorate boxes (cereal, milk cartons, etc.) to resemble the "real" facilities in the county. Telephone lines can be built using string and children's building toys. A chip can and ball can be used to make a water tower. A child's toy airplane can mark the airport location.

Idea: In a skit, students can assume the role of a person working in a position related to the local infrastructure. For example, students can assume the roles of a telephone repair person, a school principal, a road builder, and a power company engineer. Because students will likely need to talk to a person working in the position they are assuming, this activity can be linked to Activity 10.

Idea: Use geographic information systems or global positioning systems technology to plot structures on a computer map.

Careers in Business and Industry

Activity 7: Made in Your County

(approximately 45 minutes)

It's fun to take a jar of hot sauce off the shelf at the grocery and see "Made in Kentucky" on the label. What products are made by manufacturers in your county? Don't forget about small "home-based" or micro-businesses. Some of the most unexpected products are manufactured right here in Kentucky. Many people know that Corvettes are assembled in Kentucky, but did you know that little black "o" rings are also manufactured in Bowling Green?

Idea: Invite a local employee to your group meeting to tell about his or her job and to talk about locally manufactured products.

Activity 8: Which Workers Do You Depend On?

(approximately 30 minutes at meeting and 60 minutes at home)

This activity includes workers who are generally very visible and most accessible to students—those who provide the goods and services used in everyday living. Examples include workers at the grocery store, doctor's office, movie theater, church, and mall.

Students are to keep a log of places where their family goes or shops for four days.

Students may organize this information in whatever way they choose within the boxed area or on the computer. This might be a table, a diagram, a poem, a story, etc.

Example of a table:

| Day | Location | Jobs |
|---------|--------------------|--|
| Tuesday | Save More Grocery | cashier, meat cutter, bagger, manager |
| | Bill's Lawn Care | repair person, salesperson, bookkeeper |
| | Nell's Beauty Shop | shampooer, beautician, receptionist |

Career Clusters

Activity 9: Matching

(approximately 45 minutes)

Career clusters offer one way of organizing careers into similar groupings. Eventually, students will need to narrow their interests to specific clusters in order to prepare for the workforce. This activity is designed to encourage students to relate the jobs they have discovered while doing Activities 3 through 8 to the appropriate cluster. Students should refer to the cluster description while doing this activity. Make a couple of the "connections" as a group so that all understand how to complete the activity.

Defining Your Choices

Activity 10: Narrowing Your Choices

and

Activity 11: Digging Deeper

(approximately two 45-minute sessions plus time for telephone interviews)

Although this activity is near the end of the Workbook, you may prefer to complete it earlier in the unit. The students are to conduct a telephone interview with an adult working in a job of interest to the student.

To call a person whom they do not necessarily know may be a scary experience for some students. Review the telephone tips as a group.

Students should plan the interview in advance by writing down their questions on the Interview Plan in Activity 11 before making the call.

Make sure that all students have access to a telephone. Some may have a telephone at home. Others may need help in gaining access to a telephone in a public location.

Remind students that they must decide whether to call the employee they selected at work or at home. They may need your assistance in determining which is more appropriate.

After their interviews, students will probably be anxious to share their experiences. They can use the “After the Interview” section in Activity 11 to collect their thoughts and to analyze their interest in pursuing a similar job.

Idea: Pair students up to “practice” the telephone conversation with each other.

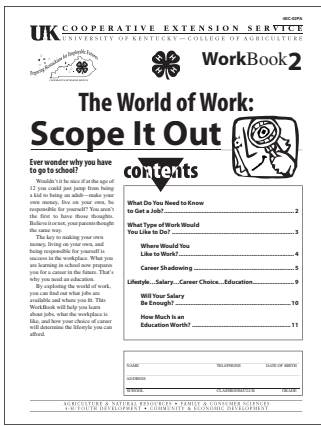
Idea: Invite a worker to visit the classroom to role-play a telephone interview with a student. By seeing the interview take place, the students should more easily understand how to do the interview themselves.

Activity 12: Summary of Job Opportunities

(approximately 45 minutes)

This Workbook has led students on a whirlwind tour of the county. This activity allows students to draw on what they have learned throughout the other activities and analyze the job opportunities available in the county now and in the future. During their analysis, students might ask the following questions: Are a variety of jobs available? What career clusters are represented? Will I have to leave my home county in order to find a job in the field that I am interested in?

Idea: As a group, allow the students to practice group communication skills by telling what they have learned from the activities.



Workbook 2—Middle School

The World of Work: Scope It Out

Description

The activities in this workbook will encourage students to take charge of their own exploration of the workplace. Students will:

- examine foundation skills and competencies needed by workers
- become aware of career clusters
- use communication skills to make arrangements for and complete a career shadowing experience
- become aware of relationships among their choice of career, the education required for that career choice, and the lifestyle the career is likely to provide
- explore post-secondary educational institutions.

Kentucky's Academic Expectations

The following academic expectations are included in Workbook 2. See also "Transformations, Kentucky's Curriculum Framework" (demonstrators) and "Core Content Guidelines for Assessment."

- Goal 1
 - 1.1
 - 1.2
 - 1.3
 - 1.4
 - 1.10
 - 1.11
 - 1.12
 - 1.16 (optional)
- Goal 2
 - 2.2
 - 2.16
 - 2.18
 - 2.30
 - 2.33
 - 2.36
 - 2.37
 - 2.38
- Goal 3
- Goal 4
- Goal 5
 - 5.1
 - 5.3
 - 5.4
- Goal 6
 - 6.1
 - 6.2
 - 6.3

Introduction

A workforce preparation activity popular in Kentucky schools is "Reality Store." This simulation introduces students to the realities associated with adulthood—provision of food, clothing, shelter, etc., for a family. On arrival at the simulation, students receive the equivalent of one month's salary for the career they have chosen. Participants go through the "store" purchasing housing, transportation, groceries, child care, etc. They are often shocked by the cost of these items, and many find it difficult to live within the budget allowed by their salary. By the end of the activity, students begin to realize the relationships among choice of career, the education required for the desired career, and the lifestyle that career will likely provide. Orientation and reflection should take place before and after the activity.

Students may complete Activity 8 by participating in the Reality Store. For more information on this activity, contact your County Extension Agent for 4-H/Youth Development. Planning usually takes several months, so start early.

Choose from the ideas below or think of your own. Approximate times listed are for completing the Workbook activities *only*. Implementing additional ideas will increase the time needed.

What Do You Need to Know to Get a Job?

Activity 1: Know What Employers Want (approximately 45 minutes)

Employers want workers who have the skills necessary to do the job. The skills and competencies identified in the SCANS report are included on page 2 of the Workbook.

Guide students toward seeing a relationship between the skills they are learning now and the skills they will use in the workplace.

For example: **Reading** is a **basic skill**. Learning to read many types of information now will prepare an employee to read a variety of work-related documents in the future. Employees must read road signs or safety warning signs. Office workers must read records such as those prepared in a doctor's office. Being able to read instruction manuals—everything from computer manuals to complex equipment manuals—is a must on most jobs. In addition to being able to read words, employees should be able to read diagrams, charts, and graphs.

In Activity 1, students are to tell, in their own words, which skills they are learning now and how they might use these skills on the job in the future.

What Type of Work Would You Like to Do?

Activity 2: Pick a Cluster, Any Cluster

(approximately 30 minutes plus research time)

The 14 career clusters are listed in this Workbook. By middle school, most students have been exposed to the cluster concept, and the process of narrowing their interests has already begun.

Students are to select one career cluster to explore. Discuss with the students a variety of research tools. Allow students time to go to the library, use computer databases, or interview workers. They will list five job titles within the specific cluster.

Idea: You may prefer to assign a cluster to pairs of students so that all 14 clusters are explored.

Idea: Encourage group members to give an oral report to the entire group or a classroom of younger students.

Idea: Collect magazines, newspapers, work-related pubs, and art supplies. Allow students to make a poster describing each cluster or allow them to line the hallway with paper where students can make a career collage.

Idea: Talk to students about organizing the information they collect; brainstorm ideas. One idea might be to enter the information into a computer database.

Where Would You Like to Work?

Activity 3: The Shadow Learns

(approximately four 45-minute sessions plus time for shadowing experience)

In Activity 3, the students will make arrangements for a shadowing experience. You will need to set several parameters before beginning this activity.

- Will students be allowed to shadow during school time?
- What is the maximum number of hours for the experience?
- Will all experiences occur during specified days?
- What about students whose parents cannot provide transportation?

Lead the group in discussing each item under “Telephone Tactics,” “Shadowing Techniques,” and “Shadowing Etiquette.”

Discuss types of information and questions students might ask during the interview. Review “What Do You Need to Know to Get a Job?” Guide them in writing questions related to these skills and qualities. Questions should be written on the interview outline form in preparation for the day of shadowing.

Appearance—talk about clothing appropriate for the job to be shadowed.

Remind the students to take a pencil, a Workbook, lunch or money for lunch, and a name tag, available in the Workbook, on the day of shadowing.

Idea: Some parents may not be able to provide transportation to locations other than their own worksite. Encourage the member to shadow someone other than the parent at the parent’s place of work. Encourage families to share transportation.

Idea: Pair students to “practice” making the telephone call and carrying on the conversation.

Idea: If members are going to mail the “Mentor’s Guide” to the host, teach a lesson on addressing an envelope.

Idea: Ask students to observe the appearance of workers at a worksite. Encourage them to report their findings to the group.

Idea: Ask three students to demonstrate three different types of workplace attire. Ask one to wear casual clothing, another dressy attire, and another semi-casual. Discuss the differences.

Activity 4: Write a Thank-you Letter

(approximately 45 minutes)

Following the shadowing experience, encourage each student to write a thank-you letter to his or her mentor. A sample letter is printed in the Workbook.

Activity 5: Your Day as a Shadow

(approximately 45 minutes for notes/report plus presentation time)

After the day of shadowing, students may give a written or oral report on the experience. The report should include a comparison of the student’s interests with the career chosen by his or her mentor and how he or she used one foundation skill and competency (page 2 in the Workbook) during the shadowing experience.

Idea: Videotape the presentations for use with other groups of students.

Idea: Publish a career newsletter for students at school. Include the written reports as news articles.

Lifestyle...Salary...Career Choice... Education...

Activity 6: Fast Forward...

(approximately 30 minutes)

This section and the included activities will help students begin to see a relationship among the career chosen, the salary one might expect in the desired career, and the lifestyle that salary could provide. Encourage the students to dream. A young person whose family has limited resources may dream of being an engineer. Paving the way for that to happen may be difficult but not impossible.

In doing this activity, remind students that the number of years of education required will affect the number of years on the job before the age of 25. For example, if the young person graduates from high school at 18, he or she may finish an undergraduate degree in four to five years or by the age of 22 or 23.

Activity 7: How Much Money Do You Make?

(approximately 45 minutes)

Good sources for salary information include the *Occupational Outlook*, available in the library, or on the World Wide Web at <<http://stats.bls.gov/ocohome.htm>>. Your school's counselor may also have access to related software.

Will Your Salary Be Enough?

Activity 8: Covering the Costs

(approximately 90 minutes in session and research time)

This activity is very similar to the "Reality Store" simulation mentioned earlier. If your group is not participating in a "Reality Store," you may choose to assist students with the information in this activity.

Idea: Divide the students into teams to explore options for each expense. Ask them to report their findings to the whole group. For example, one team will investigate the costs of child care. Students will call two local child care providers and ask the cost of child care for infants, toddlers, and older children. Students will also ask if there is a discount for families with more than one child.

Idea: Ask local providers to visit the classroom and talk about costs. For example, invite a car salesperson to visit the group. Ask him or her to bring a picture of three different vehicles—one inexpensive, one moderately priced, and one expensive. Suggest that the guest calculate monthly costs in advance. Talk about the costs of insurance, operation, and maintenance. Discuss other options such as ride sharing, public transportation, and bicycling.

Follow this activity with discussion on the relationships among the career chosen, the education required for that career, and the lifestyle expected. Discuss the impact of second jobs, taxes, buying more than you can afford, spending decisions within a family, etc.

How Much Is an Education Worth?

Activity 9: How Many Schools Can You List?

(approximately 45 minutes and research time)

Although there may be exceptions, level of education completed usually makes a difference in earning potential. In general, people who attain higher levels of education earn a higher salary in the workplace.

Some middle school students may already be considering the idea of dropping out of school. The possibility of earning their own money may sound appealing, but two years later, that decision may turn out to have been a very inconvenient limitation. The pool of jobs available to unskilled workers continues to shrink. Almost all positions require at least a high school diploma or GED. More and more jobs require post-secondary education. Aspirations for post-secondary education should be instilled at an early age. Graduating from high school is the beginning of a lifelong learning plan.

Kentucky is home to a number of post-secondary institutions. For information on post-secondary institutions, see "Kentucky Career Guide" on a Website such as <<http://www.cpe.state.ky.us/pubs/persdir2/persdir2.htm>>.

Activity 10: Making a Game of It

(approximately 90 minutes and research time)

In Activity 10, students may work in groups or individually to design a game related to post-secondary education. They will need to learn the locations, fields of study, trivia, and important historical facts about a variety of institutions. The facts will be woven into the game.

Idea: Students may design a crossword puzzle. They will research information about the school in order to write clues. Publish the puzzles in the school newspaper.

Idea: Stage a WorkPrep game show for a school assembly, parent/teacher meeting, school festival, or countywide 4-H event with members of the group or other students as players. Students may work as a team to write the clues.

Idea: Some students may choose to design a game around the career cluster in which he or she is interested. The five institutions would each offer education in the same area of interest.

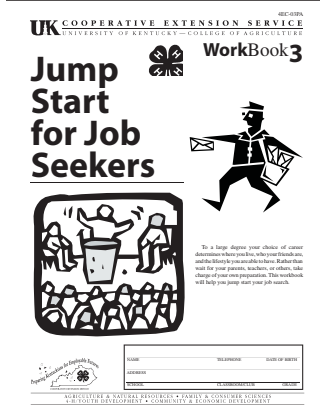
Idea: Help students understand that education beyond high school may or may not include college. Some students prefer to pursue vocational or technical training rather than, or in addition to, a college degree.

Idea: Invite students from several post-secondary institutions to visit your group. Talk about registration, classes, and school life.

Activity 11: Putting It All Together

(approximately 45 minutes)

Students have covered a variety of topics, from career choices to lifestyle. Activity 11 gives each student a chance to focus on the relationships of each topic to his or her future.



WorkBook 3—High School Jump Start for Job Seekers

Description

The activities in this workbook will encourage students to gain job-seeking skills through hands-on experience. Students will:

- complete an application
- write a letter of application and resume
- learn basics of workplace etiquette and appearance
- learn basic interview skills
- interact with an adult mentor (optional).

Introduction

Before you start: Several weeks before the first session, check with your County Extension Agent concerning videos available on loan through the Ag Communications Video Library. The following videos are suggested:

- “The Complete Job Application: Filling in the Blanks”
- “The Job Interview”
- “Resumes: Getting the Interview.”

Collect several local telephone books for teens to use to look up the addresses and telephone numbers that will be included in their applications, resumes, and letters.

Ask your school counselor for a copy of the *Kentucky Career Guide*, published annually by the Workforce Development Cabinet. This guide is an excellent resource for teens preparing to enter the workforce.

Choose from the ideas below, or think of your own. Approximate times listed are for completing the WorkBook activities only. Implementing additional ideas will increase the time needed.

Activity 1: Make a Plan (approximately 45 minutes)

Encourage teens to take charge of their own preparation for the workplace by setting goals. The sample plan included in this WorkBook was compiled by 16- and 17-year-old teens. Additional ideas are included in the “Conclusion” on page 23.

What Does an Employer Look For?

(approximately 45 minutes)

Lead teens in a discussion on the skills and qualities of a good worker. These skills and qualities are called workforce competencies and foundation skills by the SCANS report mentioned on page 4 of this guide. Show relationships between the skills students are learning in school and those applied in the workplace. Ask students to think of ways these skills and qualities are used in the workplace.

Idea: Ask teens what they expect of restaurant personnel when they go out for a nice dinner with a friend. Customer expectations may be similar to employer expectations.

Activity 2: Recruit a Mentor (approximately 30 minutes plus time to recruit a mentor)

Following the discussion on skills and qualities of a good worker, lead the teens in a discussion about mentors. A mentor is a coach, advisor, or trusted friend.

When 273,000 youth were surveyed in 1990 by the Search Institute, they identified 30 assets they said they need to succeed. These were published in a book titled *What Kids Need to Succeed*. The top three assets deal with family support, parents as resources, and parent communication. Assets four and five show the importance of other adults to youth. Asset four states, “Kids need other adults besides their parents who they can turn to for advice and support. Ideally, three or more adults play this role in their lives.” Unfortunately, only 49% of

Kentucky's Academic Expectations

The following academic expectations are included in WorkBook 3. See also “Transformations, Kentucky's Curriculum Framework” (demonstrators) and “Core Content Guidelines for Assessment.”

- Goal 1
 - 1.1
 - 1.2
 - 1.3
 - 1.4
 - 1.10
 - 1.11
 - 1.12
 - 1.16
- Goal 2
 - 2.16
 - 2.36
 - 2.37
 - 2.38
- Goal 3
- Goal 4
- Goal 5
 - 5.1
 - 5.2
 - 5.3
 - 5.5
- Goal 6
 - 6.1
 - 6.2
 - 6.3

the youth surveyed said they had this asset. Asset five states, “Kids need frequent, in-depth conversations with adults who are not their parents.” Only 41% of the youth surveyed have this asset in their lives.

Some young people will find the process of recruiting a mentor easy, while others will find it a tremendous challenge. These teens may need encouragement and assistance.

Discuss characteristics of a good mentor with teens.

Here are a few ideas to get the discussion started. Ask the students to add others:

- A mentor is a role model of a productive adult in the workplace.
- A good mentor is interested in forming a relationship with a young person.
- A good mentor is a person who takes pride in his or her work.
- A good mentor is an encourager.

Encourage each young person to develop a mentoring relationship with an adult. This relationship may prove to be the most important aspect of the entire project.

Get It Together on Paper—Applications and Resumes

Activity 3: Complete an Application (approximately 90 minutes)

As a group, discuss the section titled “Tips for Filling Out Applications.” Review the application form itself and discuss any item that might be confusing. You will notice that the form in the book is four pages. A wide variety of questions is included to expose students to most questions they might see on a future application. Have several telephone books available for listing addresses and telephone numbers.

Idea: Show and discuss the video “The Complete Job Application: Filling in the Blanks.” This video mentions “illegal” information and does a good job encouraging students to seriously consider each item on the application. The characters are young adults who add a bit of humor to this serious subject.

You Do Have Work Experience! (approximately 45 minutes)

Discuss the concept of “Work Experience.” This is one section on an application or resume that often frustrates an inexperienced worker. Guide teens through thinking creatively. Many will find that they have “work” experience although it is non-paid experience—for example, care for younger siblings and leadership experience in a club or classroom project. Try to help each teen think of examples.

Idea: Collect or ask teens to bring in job application forms from several local businesses. Compare the forms. Discuss items that do not appear on the application printed in the Workbook.

Idea: Invite a local human resources staff member or local business owner to teach this section. Encourage discussion on how potential employees are screened by the application, what an employer looks for in a worker, etc.

Resumes

Activity 4: Write a Resume (approximately 60 minutes for draft and 60 minutes for word processing)

Lead teens in a discussion on the information in the Workbook.

Idea: Ask technology and English teachers to assist you in teaching this lesson. Review computer and writing skills.

Idea: Show the video, “Resumes: Getting the Job Interview.” Follow viewing with group discussion.

Idea: Invite a local business person to lead this session. Discuss how an employer uses the resume to narrow the field of applicants.

Idea: Encourage teens to review sample resumes in reference books at the library.

Idea: Collect samples of several different styles of resumes for students to compare.

Letter of Application

Activity 5: Write a Letter of Application (approximately 60 minutes)

Review with students the layout and content of the letter of application.

Appearance

Activity 6: Dress for the Workplace (approximately 45 minutes in group and two hours away from group)

Teens are to visit two work sites. Encourage students to visit different locations. Ask each to give an oral report of his or her findings.

Idea: Ask students to come to school or to the club meeting “dressed” for an interview with the employer to whom their resume and letter in Activity 4 and 5 are directed. (Be conscious of students who may not have the resources to accomplish this. Discourage purchase of new clothing.)

Idea: Recruit two teens to role-play examples of an appropriately dressed and inappropriately dressed applicant for the same job (inappropriate dress includes chewing gum, wearing lots of jewelry and make-up, and failing to shave). The inappropriate attire in this role-play can be moderately inappropriate to outrageous as long as it gets the message across in an interesting manner.

Idea: Ask students to research “image,” “the psychology of color,” “dress for success,” and other related topics.

Idea: Stage a show of workplace clothing. Students can work with local businesses that require workers to wear a uniform. Students can also work with retail clothing stores.

Idea: Invite a business manager to talk about employee appearance and clothing. Include topics such as grooming, clothing care, and general appearance.

The Job Interview

(approximately 45 minutes)

Idea: Pair up teens—one will play the role of the applicant and the other will be the interviewer. A standard interview includes a greeting (time for putting the applicant at ease), information about the position, questions asked by the interviewer, questions asked by the interviewee, and a closing.

Idea: Show the videotape, “The Job Interview.” Recruit one or two members of the group to lead the discussion.

Idea: Invite a personnel manager to role-play an interview with a teen or to talk about the interview process.

Idea: Videotape practice interviews. The mentor and teen can replay the tape and discuss the strengths and weaknesses of the student’s practice interview.

Idea: Ask students to research interview-related topics. These might include behavioral interviewing, civil rights laws, and how the Americans with Disabilities Act affected employment interviews.

Activity 7: Preparation for Interview Questions

(approximately 90 minutes)

Thinking through possible interview questions in advance helps interviewees provide thorough answers during an actual interview. Encourage students to respond to each question in this activity.

Idea: Encourage teens to practice giving their answers orally to an adult or friend. This will aid them in working through the fear many people experience in an interview situation.

Interview Follow-Up

Activity 8: Write a Thank-you Letter

(approximately 60 minutes)

Review how to write an effective thank-you letter to the interviewer. Students may need instruction from computer or English teachers.

The Job Search

Activity 9: Assemble a Portfolio

(approximately 60 minutes)

Lead the group in a discussion about finding a job and the items to take along during the job search.

Idea: Show a sample portfolio. Discuss how to secure a transcript, attendance record, Social Security card, birth certificate, driver’s license, etc.

Make the Most of Your First Job(s)

(approximately 30 minutes)

Finding a job is one thing, but keeping it is another. Students should realize that they must perform the job for which they were hired in order to stay employed. Workers provide a service to the employer in exchange for a salary. Lead the group in a discussion on this topic.

Idea: Assign each pair of students one of the bullets listed in the Workbook. Have students role-play or describe the situation related to the bullet.

Idea: Encourage each group member to ask a worker how he or she located the job they currently hold.

Activity 10: Put Things in Perspective

(approximately 30 minutes for student and 30 minutes for mentor)

This activity is to be discussed and completed by both the teen and the mentor. Encourage teens to continue activities listed in the “Conclusion.”

Sources

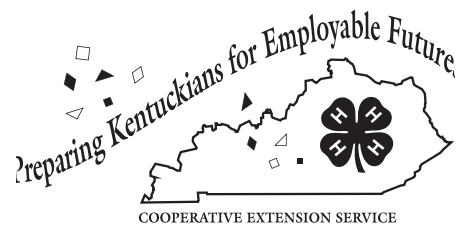
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Benson, P. L., J. Galbraith, and P. Espeland (1995). *What Kids Need to Succeed*. Minneapolis, MN: Free Spirit Publishing Inc.

Workforce Preparation Model, National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815-4999. E-mail: <workprep%smtpgate@fourhcouncil.edu>

Contact your County Extension Agent for 4-H/Youth Development to ask about these resources:

- *Character Counts*
- *High School Financial Planning*
- *Talking with TJ* (teamwork—elementary; conflict resolution—middle school)
- *Fashion Magic* (wardrobe planning and consumerism)
- *Learn and Earn* (entrepreneurship)
- *Communications*
- *Preparing Agencies to Receive Service Learners Guide*
- *Reality Store*
- American Private Enterprise Seminar



4-H is the youth development phase of the Kentucky Cooperative Extension Service. The Extension Service *extends* the University of Kentucky and Kentucky State University to citizens throughout the Commonwealth. 4-H involves youth through individual self-study at home, organized clubs in communities and schools, special interest groups, camp, television, after-school child care programs, or as part of the school curriculum. Contact your county Extension office for more information.