GETTING A JOB
For The Mildly Handicapped

An Honors Creative Project (ID 499)

by

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Ball State University
Muncie, Indiana
July 25, 1987

Expected date of graduation is Spring 1988
Statement of Purpose

As a special education major, I have a keen interest in the welfare of students who have handicaps. The mildly handicapped are those that exhibit a slightly below normal mental capacity to handle the tasks of everyday living. Almost all of these students can master the skills needed to live independent of parental or sheltered care, but they need more individual instruction and an approach to the curriculum which is more concrete and focused. As an educator of handicapped students, I believe that one of the highest priorities in the instruction of the mildly handicapped is to prepare them to obtain and maintain meaningful employment. Far beyond alleviating the financial stress upon the society in which they live, meaningful employment can create a purpose and organization for living which their lives often lack. Since it is my belief that this is a priority for the curriculum of this population, I have chosen as my creative project to develop a unit plan consisting of sixteen individual lesson plans named "Getting A Job For The Mildly Handicapped."

This unit can be used in its entirety, or separate lessons can be pulled from it according to the individual needs of students. It consists of sixteen individual lesson plans, teaching aids to accompany teacher-directed instruction, and many activities for the students to use for practice and mastery of the skills taught. The unit was not designed to be self-instructing, but many of the activities are self-checking and can be adapted to individual needs. In addition, the unit was not developed to exhaust the instruction of obtaining employment, but rather as a core of objectives and instructional approaches which can be expanded upon limitlessly.
GETTING A JOB
For The Mildly Handicapped

Objectives:

The student will:
1. prioritize his/her top five job interest areas from interest inventories.
2. organize his/her work experiences, educational experiences, activities and interests into a resume.
3. write a letter asking for a recommendation letter for a prospective employer.
4. write a cover letter to accompany a resume.
5. identify five available job positions in the community which would meet his/her interests.
6. list ten responsibilities and requirements of available jobs.
7. identify how to apply for a job.
8. phone businesses to ask concerning openings, basic requirements and requesting a time to fill out an application.
9. match the abbreviations used in a want ad to the words they abbreviate and to their meanings.
10. match the vocabulary used on an application to its meaning.
11. fill out sample job applications correctly.
12. choose appropriate dress for a job interview.
13. choose appropriate speech for a job interview.
14. identify what to and what not to take to an interview.
15. role play the position of interviewer and interviewee.
16. fill out sample health forms.
Lesson Plan #1

Objective: The student will prioritize their top five job interest areas from interest inventories.

Lesson: It is important to find work that you enjoy doing. When you like what you are doing, you do better work and you find more satisfaction in your work. In order to find out what you like to do best, you have to ask yourself some questions. One good place to start is to think about the jobs that you have to do at home. What jobs do you like best at home? What jobs do you do best? What is there about that job that makes you like it better than other jobs?

Activities:
1. Picture inventory
2. Questionaire for the student to fill out
3. Questionaire for a friend of the student to fill out
4. Job charades (role playing a variety of different jobs)
5. Meet with teacher to organize the results and prioritize interest areas
6. Develop a Job File Folder in which to keep all results of the unit's activities and scores
Possible Job Opportunities

1. nursing care
2. carpentry
3. fast food cook
4. fast food cashier
5. department store cashier
6. receptionist
7. auto mechanic assistant
8. library assistant
9. nursery/horticulture/landscape assistant
10. babysitting
11. pumping gas
12. janitorial/maintenance
13. animal care pet shop kennel
14. car wash
15. usher - theatre
16. window washer
17. lawn care
18. dishwasher/bus boy
19. hostess
20. cafeteria worker
21. preschool aid
22. truck driver
23. factory worker
24. lumberyard worker
25. packaging worker
26. stock person
27. park crew
28. road crew
29. zoo worker
30. bakery assistant
31. newspaper delivery
32. concession worker
33. motel maintenance
34. farm help
35. painter
36. garbage collector
37. typist
38. furniture delivery worker
39. moving company
40. telephone operator
41. grocery bagger
STUDENT QUESTIONNAIRE

Answer the following questions about yourself. These questions will help you think about what you like to do best.

1. What jobs do you do around the house? Which ones do you like best? Which jobs do you receive compliments for?

2. Do you like to work with people or alone?

3. Do you like to work inside or outside?

4. Do you like to help people?

5. Do you like to clean? How do you keep your room?

6. Do you like to work with food? Do you help fix meals at home?

7. Do you like to work with older people? How do you get along with your grandparents?

8. Do you like to work with young children? Do you have younger brothers and sisters or any nieces and nephews? Do you ever babysit?

9. Do you like math? Do you like to work with a calculator?

10. Do you like plants? Do you take care of plants at home? Do you help take care of the lawn?

11. Do you like to do laundry? Do you help with the laundry at home?

12. Do you like to keep things organized? In what condition do you like to see your house or the classroom?

13. Do you like to talk on the phone?

14. Do you like to drive? Are you a careful driver? Do you have a good driving record? Can you drive a stick shift?

15. Do you like to work with cars and trucks?
16. Do you like animals? Do you have any pets at home? Do you ever "pet sit" for other's pets? Have you ever helped to take care of farm animals?

17. Can you lift heavy weights? Do you have any back problems?

18. Do you like to work with tools? Do you ever fix things at home such as bicycles?

19. Do you like to read?

20. Do you like to work in the kitchen?

21. If you could have any job that you wanted, what would that job be?
QUESTIONNAIRE FOR A FRIEND

Sometimes others see qualities about us that are difficult for us to see ourselves. These questions will help us find out what others think that you do best. Pick any friend and have them fill out these questions about you.

1. Does your friend work better by himself or with others? What makes you think that?

2. What jobs does your friend have to do at home? What jobs does he like to do the best? Which jobs does he like the least? Which jobs do you think he is the best at?

3. What does his room look like?

4. Does he enjoy being inside or outside the most?

5. Does he like to work with his hands using tools? Have you ever seen them put together a kit?

6. Does he have pets? Does he care well for them? Would you trust him to take care of your pet?

7. Is he a good driver? Is he careful about obeying signs and watching out for pedestrians?

8. Does he get along well with older people? What makes you think that he does or does not?

9. Does he get along well with young children? What makes you think that he does or does not?

10. Does he like to work in the kitchen? Does he ever help fix meals at home? Would you hire him to help fix your meals?

11. Is he polite to strangers and people that he does not know? Can you think of an example that made you think that?

12. Does he have to help with the lawn at home?

13. Is he an organized person?
14. What does his locker look like?

15. Name three (3) jobs that you think he would be good at.

_____________________________

_____________________________

_____________________________

Comments:
QUESTIONNAIRE FOR A FRIEND

Sometimes others see qualities about us that are difficult for us to see ourselves. These questions will help us find out what others think that you do best. Pick any friend and have them fill out these questions about you.

1. Does your friend work better by herself or with others? What makes you think that?

2. What jobs does your friend have to do at home? What jobs does she like to do the best? Which jobs does she like the least? Which jobs do you think she does the best?

3. What does her room look like?

4. Does she enjoy being inside or outside most?

5. Does she like to work with her hands using tools? Have you ever seen her put together a kit?

6. Does she have pets? Does she care well for them? Would you trust her to take care of your pet?

7. Is she a good driver? Is she careful about obeying traffic signs and watching out for pedestrians?

8. Does she get along well with older people? What makes you think that she does or does not?

9. Does she get along well with young children? What makes you think that she does or does not?

10. Does she like to work in the kitchen? Does she ever help fix meals at home? Would you hire her to help fix your meals?
11. Is she polite to strangers and people that she does not know? Can you think of an example that made you think that?

12. Does she have to help with the lawn at home?

13. Is she an organized person?

14. What does her locker look like?

15. Name three (3) jobs that you think she would be good at.

Comments:
Lesson Plan #2

Objective: The student will organize his/her work experiences, educational experiences, activities and interests into a resume.

Lesson: When you go to find a job, the people who interview you and those who consider hiring you will want to know about your background and about your skills. They are interested in what kind of schooling and work experiences you have had. They do not have a lot of time to talk to you about all of these matters so you should write down these facts about you in a very short and clear paper. Such papers are called resumes. Have any of you ever heard of a resume? What do you know about them? (Write responses on the board.)

It is very important that the employer does not have to spend much time reading this paper. You will have to be very neat in writing this paper, and it is important that you follow the form given very closely.

The parts of a resume include:

Name
Address
Education

Work Experiences
Activities
Honors
References

Class discussion:
Have you worked before?
Where did you work?
How long did you work there?
What is the address of the business?

What kind of activities do you think that an employer would be interested in knowing that you participated in?

school activities
community activities
self motivated activities

What are some school activities?

sports
choir
cheer leading
clubs
student government
plays/programs

What are some activities in the community?
girl/boy scouts
little league or softball leagues
4-H
taking lessons (musical instrument)
What offices have you held?

Where are some places that you can volunteer?
hospital
nursing homes
recreational programs
neighbors
church activities

What are some honors/awards that you could have received?
attendance
good citizenship
sports awards

Besides references you should write "available upon request"

Activities:
1. Rewrite a resume with mistakes in order, punctuation, and spelling
2. Put scrambled cards with the parts of resumes on them in order
3. Write resumes for "Critter Resumes"
   the characters are animals and they have make believe jobs, addresses and experiences
4. Wrap cards matching resume parts to examples of those parts
5. Worksheet-unscramble the parts of a written resume
6. Worksheet-write your own resume

Note: Most recent activities should always be listed first. Then put the next most recent activity.
Richard has the parts of his resume all mixed up! Please help him get ready to find a job by rearranging his resume and putting it back in order.

Activities

1234 Madison Avenue
Bluerock, Wisconsin 46601

Education

Richard Lee Spalding

1st Semester Honor Roll 1986

Jimmy's Pizza Inn, dishwasher and cleared tables, Summer 1985

Honors

289-2124

Completed grades 7-9 Northwood Middle School
Bluerock, Wisconsin

Bluerock Star, newspaper delivery route, Summers 1983 and 1984

Work Experience

Completed grades K-6 at Littlerock Elementary
Bluerock, Wisconsin

Perfect Attendance 2nd Semester 1985
Resume Form:

Name: ____________________________________________

Address: __________________________________________

Phone: ____________________________________________

Education: high school

address of school

middle school

address of school

grade school

address of school

Work Experiences: place

duties

how long you worked there

place

duties

how long you worked there

Activities: __________________________________________

__________________________________________________

Honors: ____________________________________________

__________________________________________________

References: _________________________________________
Now it is time to write your own resume! When you have written it, have a classmate check it for punctuation and spelling. Then take it to the teacher to have it checked. Then type it neatly.

Name: ________________________________

Address: __________________________________________

________________________________________

Phone: ________________________________

Education: ____________________________

  high school ____________________________
  address of school _______________________

  middle school __________________________
  address of school _______________________

  grade school __________________________
  address of school _______________________

Work Experiences: __________________________

  place ________________________________
  duties ______________________________
  how long you worked there ____________

  place ________________________________
  duties ______________________________
  how long you worked there ____________

Activities: ________________________________


Honors: ________________________________


References: ________________________________
Lesson Plan #3

Objective: The student will write a letter requesting a recommendation letter or reference.

Lesson: When you apply for a job, the business may want to know how others would describe you and your work, your attitudes and your personality. They want to know how others think of you. They want to hear that others who know you well describe you as being dependable, punctual and willing to get along with others.

Name three adults that you know would positively speak of your work habits and attitudes.

They might be: former employer
teacher
principal
someone for whom you volunteered
someone in the community you have helped
club sponsor
coach
church leader
any additional?

This person should not be a relative of yours. Employers think that, of course, your family and relatives would speak highly of you.

A letter requesting a recommendation should include the following parts:

a) The reason that you are writing
b) Why you asked them to write it
c) Tell them who to write the letter to
d) Tell them the address that they should send the letter to
e) Deadline that the letter should be sent by
f) How to contact you if they have further questions
g) Offer to answer any more questions that they might have

Class Discussion:

The reason that you are writing = to ask them to write a recommendation letter

Why you asked them to write it = you enjoyed working with them name the specific relationship that you have had with them you felt they knew you pretty well
Tell them who to write the letter to = give the person's name and their position
Ex. John Doe, store manager

Tell them the address where they should send the letter = give the name of the business and their address

Deadline for the letter = give the date that the letter should be sent by

How to contact you if they have further questions = give your phone number and the best hours to reach you. If you do not have a phone, tell them and give your address.

Offer to answer any more questions that they might have.

The letter should be written as a friendly letter. The parts of a friendly letter consist of:
- date
- greeting with comma
- body
- closing with comma
- signature

Date = month day, year
Greeting = Dear ____________
Body = a-g
Closing = Sincerely, Truly, Yours Truly,
Signature = your full name in cursive like you would sign a check

Activities:
1) Card game matching the points which should be made in a letter requesting a recommendation to examples.
2) Worksheet- identifying the parts of a sample letter
3) Worksheet- adding missing parts of a sample letter
4) Worksheet- write your own letter to a person who you believe would write you a good recommendation
May 2, 1987

Dear Mr. Sprunger,

I am applying for a position as library assistant at Norwood Public Library. They have asked me to send a recommendation letter besides an application. I always enjoyed helping you in the school library during my study hall, and I felt that you could tell them about my skills.

Would you please write a recommendation letter for me describing my skills and dependability? You can address the letter to Ms. Nancy Halstead who is the head librarian. They would like to receive the recommendation by May 27, 1987. The address is:

Norwood Public Library
Box 151
Norwood, TX 75001

If you are unable to write the letter, just let me know as soon as possible. If you have any questions, please feel free to call me at 286-2122.

Sincerely,

Susan Sprunger
April 25,

Dear Mr. Thiele

I am applying for a job, and the manager would like a recommendation letter. I enjoyed working for you at Eichel's Supermarket, and I thought that you could tell them about my skills and work habits. The letter should be sent by the end of May.

If you are not able to write the letter, just let me know as soon as possible.

Yours truly,

John Smith
Now it is time to write your own letter requesting a recommendation letter! Pick an adult that you believe would speak highly of your skills and your attitudes. After you have written it, check it with the checklist and then ask a friend to proofread it before you write the final draft.
Lesson Plan #4

Objective: The student will write a cover letter to accompany a resume.

Lesson: You will need to write a business letter to be sent along with your resume to businesses where you want to apply. This letter should introduce you and your resume. It should follow a business letter format which is different from a friendly letter that you used to request a recommendation.

This letter should include the following:

1) Heading
2) Inside address
3) Greeting
4) Body
5) Closing
6) Signature
7) Typed name

Heading = a) your address
b) today's date

Inside address = a) person's name that is in charge of hiring
b) person's title
c) name of the business
d) address of the business

Greeting = Dear ___________: (Don't forget the colon!)

Body = a) 1st paragraph

Tell why you are writing the letter. Say what specific position that you are applying for and how you found out about the job (i.e., newspaper or from a friend.)

b) 2nd paragraph

Tell them why you are interested in the job. Tell the employer what you can do for the company and why you would be the right person for the job. Tell them about other experiences that you have had to qualify you for the job. Sell yourself!

c) 3rd paragraph

Tell the employer that you have enclosed a resume which gives more details about your qualifications. You may also offer to send recommendation letters.

d) 4th paragraph

Tell the employer that you would like to interview for the position. Suggest times when an appointment would be best for you, but be flexible. Give your phone number and indicate that you are waiting for a response.
Closing = Sincerely,  Yours truly,

Signature = your full name in cursive writing like you would sign a check

Typed name = type your name under your signature

This letter should be neatly typed after you have proofread it and had a classmate proofread it. Be sure to consult the checklist!

Activities:
1) Unscramble the cards to put the cover back in order.
2) Writing a cover letter from a job opening description. The student has to organize the information on the card and fill in the missing parts.
3) Write a cover from examples of job openings cut out of the want ads.
4) Write a cover letter for an currently available job opening which matches their interests.
Now it is time that you found your own job opening and write a cover letter which could accompany your resume.

Paste the advertisement here:
Lesson Plan #5

Objective: The student will identify five available job positions in the community which would meet his interests.

Lesson: Jobs can be found in several different places. It is important to use all of the different sources to find the job which you can perform the best and to find the job that you would like to do the most. Besides, not every job that we try for is going to work out. There is a lot of competition in the job market. Consequently, one needs several options which interests them. Some of the most notable sources include the following:

- want ads in the newspaper
- bulletin boards outside of a business
- talking to friends and relatives
- making phone calls to find out who is accepting applications
- asking at local businesses
- employment agency

Employment agencies will charge you for the service of finding you a job, so it is good if you do your own looking first. You have to be willing to LOOK. Jobs seldom drop into your lap.

Activities: 1) Locate five jobs which interest them in the newspaper
2) Locate three businesses accepting applications by calling them
3) Locate two job openings by talking to friends and relatives and letting others know that you are interested in a job
Lesson Plan #6

Objective: The student will list ten responsibilities and requirements of available jobs.

Lesson: Often there are many responsibilities in a job that one does not automatically think of. It is important for you to think about all of the duties you will be expected to fulfill when you apply for a job. There are very few jobs that do not have some "dirty work" included.

Class discussion:
What are the duties of someone who works in a fast food restaurant?
What if that restaurant has a salad bar?
Do you have to balance the register?
Do you have to clean the restrooms?
Do you have to sweep floors?
Do you have to empty trash?
What do you have to restock?

What are the duties of someone who works for a moving company?
Do you have to carry furniture?
Do you have to stack trucks?
Do you have to pack belongings?
Do you have to care for the delivery vans?

You can find out about the responsibilities of a job by asking others who work at the business or from others who work at similar establishments. You can also find out by making a short phone call to the business and ask the manager about the responsibilities of the job. In addition, you may be able to read about the job in magazine articles or pamphlets from the library.

Activities: 1) List ten responsibilities from five of the jobs that they found from lesson plan #5
2) Card game in which one has to match job responsibilities to specified jobs
3) List ten responsibilities of jobs represented by a picture card
Lesson Plan #7

Objective: The student will identify how to apply for a job.

Lesson: There are basically three ways to let a business know that you want to apply for a job. You can write a cover letter and send a resume, you can call them on the phone, or you can go to the business in person and ask for an application and interview.

There are many different ways which people communicate how they want you to apply. Some of them are as follows: (Have the students find them in the newspaper before you tell them.)

Apply in person
Apply in person to Ms. Arman
Apply in person between 8 and 5
Call Judy at 763-2125
Ph: 657-5157
Contact Mr. Jones for an appt.
Call after 9 am
557-6465. Ask for Jay Taylor
For interview phone 299-9897
Write Star Press
Send letter of application
Reply to P.O. Box 101
Send resume
Reply in your handwriting
Send qualifications

Some businesses do not want to deal with a lot of phone calls, so they will say "no phone calls please." In this case, you should definitely not call about your questions. If the ad gives specific instructions as to when to call or come in, follow those instructions carefully! If you do not, the employer may think that you will not follow instructions carefully on the job either. Remember that first impressions are very important.

Activities: 1) Separate handwritten examples as to how to apply
2) Separate ads from a newspaper as to how to apply
3) Given strips of want ads, highlight how to apply for each job
4) Cut out seven examples of each way to apply from the want ads
Lesson Plan #8

Objective: The student will phone businesses to ask concerning openings, basic responsibilities of advertised openings and requesting a time to fill out an application.

Lesson: Often phone calls can be a dreaded item on a list of things to do. We are going to practice phoning businesses so that you feel more at ease when you are really looking for a job. Not being able to see who you are talking to can sometimes make you nervous. We are going to work at practicing how to ask questions, how to answer questions and how to double check the information that you received.

First of all, it is very important that you write down your questions before you make the phone call and have the questions right beside the phone when you call. If you do not know the name of the person in charge of hiring at a business, simply ask to speak to the person in charge of hiring when you call. The receptionist will often tell you the name. Write the name down on your notes or ask her to repeat the name if you don't catch it the first time.

When the person answers the phone, first introduce yourself. Then get right to the point of your phone call. They are busy people and do not wish for you to beat around the bush. When the hiring person gives you an answer, check to see that you understood it correctly by repeating what he told you. Then write your answer down beside your question on your notes.

Class discussion:
Have the students ask you questions, you answer, and have them repeat it back to you.
Have the students ask each other questions, one answers, and the other repeats back what they were told.

When you have finished your list of questions, state that that was all you needed to know and thank the person for their time.

Activities: (Using play phones to authenticate the role play)

1) Role play phone conversations from written examples.
2) Role play phone conversations from examples in the newspaper.
3) Worksheet preparing what you want to ask.

( Have the students record their conversations on tape after they have practiced so that they can hear themselves and make corrections in awkward spots.)
You could get tongue-tied if you don't plan what you are going to ask when you call a business and talk to the manager or person in charge of hiring. This questionnaire will help you think through what questions you want to ask.

1. Introduce yourself!

2. Do you want to know if they have job openings?

3. Do you have questions about an advertised job opening?
   What are the basic responsibilities of the job?
   Where did you learn of the opening?

4. What specific questions do you have?
   Is the business on the bus route or close?
   How many hours available?
   What shift?
   Temporary or permanent?
   Will they train you, or do you need experience?

5. Offer to send a resume and recommendations and make an appointment to fill out an application.

6. Thank them for their time and let them know that you will be in further contact.
Lesson Plan #9

Objective: The student will match the abbreviations used in a want ad to the words they abbreviate and to their meanings.

Lesson: To put an ad in a newspaper advertising a job opening is quite expensive. In order to keep the cost of an ad down, many employers will abbreviate a lot of words in their ads to make the message shorter. (Have the students brainstorm about the abbreviations which they already know. List them on the board.)

It is important for you to be able to understand these abbreviations, or you may not read the message correctly.

Which words would one need to use in a job advertisement? (List ideas on the board.)

The words and abbreviations include the following list:

- assistant asst.
- years yrs.
- experience exp.
- opportunity opp't.
- with w/
- transportation trans.
- conditions conds.
- health heal.
- insurance ins.
- benefits benes.
- references refs.
- required req.
- waitress/ wait.
- waiter wait.
- time tm.
- part prt.
- high school diploma hsg sch dpl
- license lic.
- night nite.
- months mos.
- phone ph.
- appointment app't.
- weekdays wkdys.
- hours hrs.
- weekends wkends.
- words per minute wpm

Activities: 1) Telephone card game- "Get the Connection" like concentration making matches
2) Putting records in the correct album making matches between abbreviations and the words
3) "Making Pizza" - matching abbreviated phrases to their meanings
4) Writing want ads themselves
Put the ads up on a bulletin board underneath the heading "EMPLOYMENT OPPORTUNITIES"

Note: Each of these games are adaptable to different levels of attention and memory capacity. The matching games can be split in half or just do a few matches at a time until the student has mastered them.
Objective: The student will match the vocabulary used on an application to its meaning.

Lesson: When you fill out a job application, there is certain information that you will be asked to complete. It is important that you know what the meaning of the words so that you answer the questions correctly. Applications are often your first impression to the employer, so let's make sure that it is a good first impression. If they ask you for your birthdate, and you write today's date, then they will probably think that you did not read carefully. They may wonder if you will do your work carefully either.

What are some of the things that you think an employer would ask on an application. Remember! They are taking a risk by hiring you if they don't personally know you. What do you think that would want to know about your background? (List ideas on the board.)

Common vocabulary includes the following:

full name
street address
place of birth
birthdate
marital status
salary
educational background
sex
physical limitations
weight/height
social security number (soc. sec. no.)
military service
citizenship
shift preferred
position desired
For Official Use Only
previous address
middle initial
caucasian/black/hispanic
no. of years attended
tel. #
previous employment
emergency phone no.
references
reasons for leaving
Activities:

1) Auto card game
   can be played like concentration or old maid
2) Race car game
   answering questions asked on an application
3) Fill out index cards to be taken with the
   individual to fill out the application

Note: The game cards for these activities can be
adapted for individual attention spans
and memory capacity. Fewer matches can
be used for a time until they are mastered.
Lesson Plan #11

Objective: The student will fill out sample job applications correctly

Lesson: Remember what we said about the application? That's right! It is usually the employer's first impression of you! What kind of first impression would you like to make? What do you think that an employer can learn about you from the application and how you fill it out?

We are going to apply what you learned from the last lesson and fill out actual applications.

Some pointers: 1) Print 2) Use pen 3) Signature means cursive 4) Read each line carefully 5) THINK before you write 6) Errors should be marked out with a single line 7) Proofread to see if you missed any question

Activities: 1) Laminated easy application (grease pencil) 2) Laminated moderate application 3) Laminated more difficult application 4) Variety of actual job applications
Lesson Plan #12

Objective: The student will choose appropriate dress for a job interview.

Lesson: Do the clothes that people wear make any impression on you?
If someone dresses nicely, what does that make you think?
If someone dresses sloppily, what does that make you think?
If someone always wears plaids with stripes, what does that make you think?
If someone always leaves three or four buttons undone, what does that make you think?
If a girl often wears a skirt, what does that make you think?
If a girl wears a lot of make-up, what does that make you think?

What you wear to your interview is quite important!
Just like what others wear makes you think certain things about that person, the employer will decide some things about you simply by what you wear. Getting dressed right is an easy way to help yourself get the job.

What would you wear to tell the employer that you are a clean, neat, orderly, and trustworthy person?
(Write suggestions on the board.)

Guidelines for girls
1. Dresses and skirts preferred, but dress pants are OK
2. Clothes cleaned and pressed
3. No loud or bold colors
4. Low-heeled shoes
5. No jeans or sweats
6. No low necklines
7. No dangling earrings or bracelets
8. Little make-up and eye shadow
9. Clean hair neatly combed
10. No more than one ring per hand

Guidelines for boys
1. Nice pants. No ragged jeans.
2. Dress shirt with only one button open
3. Sport jacket or sweater is nice, but you don't have to wear them
4. No loud or bold colors
5. Polished shoes. No tennis shoes.
6. Clean hair neatly cut and combed
7. No sweats
8. No leather jackets
9. Shaved and trimmed mustaches
10. No jewelry, except a watch and wedding band if married
How should you take care of your physical body before going to the interview?
(List ideas on the board.)

Before the interview...
1. Take a bath or shower
2. Wash hair
3. Comb and style hair
4. Wear deodorant, but no perfume
5. Brush and floss teeth
6. Blow your nose
7. Clean and cut fingernails and remove old nail polish
8. Only clear or light nail polish, if any
9. Only light shades of lipstick, if any
10. No fad accessories

Plan to spend some time before going to the interview!
Get up early!
Go to bed early the night before!
**Do not** dress like you would for the job! **Dress** like you are going to an interview!

Activities:
1) "Who's the Best Dressed?"
   choosing from a variety of outfits
2) Appropriate Jewelry
   choosing from a variety of jewelry
3) "Dressing For An Interview" game
   deciding whether a specific outfit is appropriate or not. The game can be played with just "girl" cards or just "boy" cards or mixed.
4) Worksheet- choosing ten outfits from a department store catalogs (Summer and winter)
Lesson Plan #13

Objective: The student will choose appropriate speech for a job interview.

Lesson: Your employer is going to want you to respect him/her. They will want you to look up to them as an authority. Your speech is another way that the employer can get to know you.

What kind of things should you not say at an interview?
What kind of speech should you not use at an interview?
(List ideas on the board.)

How would you answer the question:
- Have you ever worked before?
- Do you have your own transportation?
- Do you have references that I could call?
- Would you be willing to work over-time?
- What shift would you like to work?
- Can you work weekends?
- Do you talk a lot while you work?
- Do you get along well with people?
- Why did you leave your last job?
- Do you have a phone?
- How do you say good-bye?
- How do you say "No"?
- How do you say "Yes"?

Examples of good speech
1. Yes, sir.
2. No, sir.
3. Yes, ma'am.
4. Sure, ma'am.
5. I'd be glad to.
6. Thank you.
7. Good-bye.
8. Yes, Mrs. Jones.
9. This is a nice office.
10. What would you like sir?
11. I could do that.
12. Mr. Jones, I try to never be late.
13. I will try my best.
14. I will try to look neat every day.
15. When I don't know how to do something, I'll ask.
16. I like to keep busy.
17. I only miss work when I'm sick.
18. I'm willing to work over-time, if needed.
19. I'm willing to learn, Mr. Jones.
20. I got along well with the people at my last job.
Examples of poor speech
1. Yeah.
2. You gotta be kiddin'.
3. No way, man.
4. Hey man, what's coming off?
5. This is a great joint you got here.
6. You're puttin' me on.
8. Sure, babe.
9. Sister, I ain't ever late.
10. That's cool.
11. What you got in mind, honey?
12. Catch ya later.
13. Take it easy.
15. I ain't staying over-time.
16. I've been known to take long lunches.
17. I hate people telling me what to do.
18. I like to talk a lot.
19. I didn't get along well with the people at my last job.
20. Do I get paid vacation?
21. When will I get a raise?

You should not use slang, swear, cuss, or talk to the employer like you would to a friend. You should use school speech and treat the person like an authority.

Activities:
1) War game
   the card with the best speech wins
2) Speech Baseball
   decide if the speech is appropriate or not for an interview
Lesson Plan #14

Objective: The student will identify what to and what not to take to an interview.

Lesson: An employer wants someone who is independent and reliable. During the interview you should convey to the employer that you can take care of yourself and that getting this job is very important to you. If you allow yourself to act like it doesn't mean that much to you, then you will not get a job offer.

You should be prepared, organized and ready for the interview. What are some things that you should take along to an interview? (Write ideas on the board?)

What are some things that you think you should not take to the interview? Why?

Things to take to the interview
1. Work permit (if under 16)
2. Pen
3. Social Security card
4. Job application card (has important information on it)

Things not to take to the interview
1. Cigarettes
2. Gum
3. Friends
4. Parents
5. Radio
6. Pets

Activities: 1) Choose the actual items from a set of objects.
2) Wrap cards that answer yes or no
3) Fill out job application card
4) Obtain a work permit
Lesson Plan #15

Objective: The student will role play the position of interviewer and interviewee.

Lesson: Almost everyone gets a little nervous during an interview. That's expected! However, we can help prepare ourselves for the experience if we practice on each other. Many interviews will follow a similar format, and many employers will ask close to the same questions. If we think through our answers to often asked questions, then we will be better prepared. That will help us to stay calm during the interview and to convince the employer that we are the right person for the job.

What are some of the questions that you think an employer might ask you? What would your answer be?
(Write the questions and answers on the board)

Some of the common questions:
1. Tell me a little bit about yourself.
2. What responsibilities did you have at your last job?
3. Why did you leave your last job?
4. Why do you want to work for us?
5. What is your previous experience?
6. Why should I hire you?
7. What are your greatest strengths?
8. What are your weaknesses?
9. What will you do if you don't know how to do something?
10. How should you treat customers?
11. Do you know how to operate (a specific machine for the job)?
12. Are you willing to work weekends?

Activities: 1) Using a job description card, the students will role play the parts of interviewer and interviewee
2) Students interview with the teacher for specific jobs in the classroom
   clean chalkboard
   clean chalkboard erasers
   clean floor
   grade some papers
   clean desks
   clean windows
   care for plants
   care for classroom pet
   run errands
3) Set up interviews with the school principal
   the students should take everything that they would to an actual interview, and they should dress the part
   They should also take a filled out sample application

Note: The students should tape record their dialog after they have practiced it to hear how they sound and make improvements.

Also, the students should do it for each other as a demonstration.
Lesson Plan #16

Objective: The student will fill out sample health forms.

Lesson: The employer wants to hire someone who is in good health so that you won't often be sick and not be able to come to work. Your employer loses money when you do not come to work because of illness, so he/she wants to know that you are a healthy person.

In order to find out about your health, the employer may ask you to fill out a health form. It is important that you fill it out correctly.

What are some questions that might be asked on a health form? (List ideas on board and discuss them.)

Some common questions:
1. When did you have your last physical?
2. What were the results of your last physical?
3. Have you ever received workmen's compensation for injuries? When?
   What was the injury?
4. Have you ever had a serious illness? If yes, explain
5. Are you taking any medication? If yes, explain
6. When were you last hospitalized? Reason you were hospitalized?
7. Do you have any physical limitations which could affect your ability to perform position being applied for?

Activities: 1) Students fill out a variety of health forms.
2) Students participate in mock physical with the school nurse
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