Getting There

A Curriculum for People Moving into Employment

Appendix A
Activity Sheets

Activities in this book completed by
Getting There

PORTFOLIO

Moving Into Employment
Sample letter to Potential Mentors

Dear __________________________:

I am writing to request your help with a special project we are engaged in here at Whitley County Communities for Children. We are working with close to 40 women and men who are current AFDC (welfare) recipients and are participants in a program called JOBS—Jobs, Opportunities and Basic Skills. These students come to class four days/week at WCCC to work on their basic skills in preparation for obtaining a GED diploma or to upgrade skills to take college entrance tests.

Most of them have been on AFDC for a number of years and need to make a transition from welfare to work, or further education. This is not as easy transition for a person to make.

We are beginning a curriculum called “Getting There” in which the students will explore their own goals and values, their job interests and opportunities and learn some job seeking skills. Part of that curriculum includes having them “make connections” to the community by meeting/sharing with someone in the community who is a business or professional person and who could listen to them and share some of their own ideas. You were identified as a potential “mentor”.

The time commitment required would vary from an initial meeting with the student of about an hour, and a final meeting of approximately the same length to possibly coming to the class to do some mock job interviews or critique student presentations. Right now we are asking if you would be willing to be a “mentor” and commit at least two hours of time listening and sharing with one student.

I will be calling you sometime next week to confirm your willingness to participate and answer any questions. (Or: Please return the enclosed card if you are able to help us out.)

Thanks for considering this request.

Sincerely,

Beverly Woliver
JOBS Program Instructor
**Activity 1**

**Lillie’s Story**

"Get you a job."

I grew up in Cherokee County, Tahlequah, Oklahoma. My mother, she raised sixteen kids. Her sister died in 1943, the year I was born and she took in six of her kids and there was five of us and then she took in some more. It was just like a halfway house: if nobody had a place to go, they came to the house.

My father worked on the railroad until he got hurt. We raised a big garden and the neighbors would help Mom can beans so we would have something to last through the winter.

Through the winter we ate deer and fish and chickens. Us and my daddy would go gigging a lot in the winter time for meat, hunting for meat. Mom and Dad went to town maybe once a month. I don’t remember us kids ever getting to go to town. Maybe like for a special occasion we would ride in the back of the truck to go to town, but you didn’t go to town to look around, you went to one store; they got their stuff and you stood around the store, milled around it; then got back in the truck and took off.

And then when we went to school, we didn’t know how to talk English that well. We spoke Cherokee. So we had to learn English. We had to walk three miles to go to school. When I was in school I worked on lunch hours. I worked at the Wolfe’s Cafe. This paid for our meals during dinner time, and it also paid for papers or whatever extras we needed in school and then in the evenings I worked to buy a record player. I worked through the 9th and 10th grades.

"Mom, I want to go to school."

My brother and I were about the same age and even with my working, my mom and dad didn’t have enough money to let both of us finish high school. So it was that one of us had to quit, and at that time they thought a man had to have the education more so than a woman. So Mom asked me if it was all right if I didn’t go to high school. And I said, “No, Mom, I want to go to school.” And my brother said, “I’ll stay home if she goes.” And she said, “No, you’re the one who’s going to have to make the living in this world, you need to go to school.”

That’s when I went to see Mrs. Gunner from the Bureau of Indian Affairs (BIA) and told her my problem. She helped arrange for kids to go to Haskell, the BIA school. Then my girl friend decided she wanted to go to Haskell with me because I was going. And that’s when Mrs. Gunner made the arrangements and bought us our bus tickets. Then I had to go back and tell Mom that I was going to go to Haskell; and I told her this was the only way I could get my education, because I didn’t want to quit school. Then we left two days after that. We were put on the bus. Haskell is about 800 miles from Tahlequah. This was my first time away from home at that great distance. I had only been over-night away from home before.
Haskell was a government school, what you call an Indian boarding school where kids from all over the United States and Alaska came. I enjoyed it. You got to be one big family. Nobody was any better than any other because you came from the same standard. You just had to have a place to stay to go to school.

I was raised up with a bunch of boys, so I didn’t know how to be a lady and I couldn’t sit in class; and I didn’t own a dress until I was in the 9th grade. I didn’t like working in the house. I remember a time when Mom would tell me as a little girl “why don’t you wash dishes? You need to learn how to wash dishes.” Well, I would get in the kitchen and Dad would say, “That’s all right, Sis, you just go ahead and work outside.” So I would go outside with my brothers.

Dad treated me just like one of the boys. I remember the first time he said he would take me hunting. He took me out in the field and I learned how to shoot field mice; because he would shake the bushes, you know, and I would shoot at these little mice. And when I got good enough, by then I was about 9 years old, he bought me a little .22. He would take me fishing. He taught me how to paddle a boat, how to gig, how to fish, how to clean fish, how to clean squirrels, different things. Even the boys never considered me as a girl. If they went fishing or they went hunting, it was always, “Come on, Sis, let’s go.” And I always went and even outside the family—my cousins—if my brother wasn’t going and my cousins were going, they would come by, “Lil, you want to go fishing? You want to go hunting?” And I was always just a part of them, you know.

And then they taught me how to drive. My brothers taught me how to drive a 1939 Chevy with runningboards on it. And I couldn’t reach the pedals, so they put blocks at the end of my shoes so I could reach the pedals and I had to set on pillows. And I remember trying to shift gears—it was one of those gears on the floorboard and I would try and I just wasn’t tall enough for that. They had to shift the gears and I had to take off and I would dig a little hole. Finally when I got to where I could take off without spinning my tires, I drove a log truck after that. I was probably about 10 or 11.

My brother and I grew up together. He told me about sex and what could happen and about boys and how I would be really easy to get pregnant and all this. You know I don’t ever remember him getting embarrassed or anything. So after he explained everything, I got kind of defensive when I would get around boys because I knew what they had that was a danger to me, you know. But some boys I could trust and some I couldn’t. I thought, “I wasn’t scared of them before, why am I scared of them now?”

There was always love to blind you.

After school I was relocated to Dallas for two years, but like some people said, there was always love to blind you; and that come along and I had a little girl. Then I moved home with Mom and Dad.

They said that I was still young and that they would raise the girl. So I went back to Dallas and worked for a while and then I just come back, in and out. I worked as a secretary in Dallas and got into keypunch at that time and I met my husband that I’m married to now and then we moved to Kansas and I worked in computers there.

I have two boys by him. I was really independent—he had always liked the fact that I was independent. I don’t know why even to this day—if I am broke I just as soon be broke as to ask for money. I just can’t ask him. If I’m almost out of gas, I will go to my brother quicker than I will go to my husband and say, “Hey, I need some gas.” And he will give me some gas. But as far as asking him for money, it is hard for me to let go and ask for money.
They made me a supervisor in data processing. That was almost like a 24 hour job, because if something happened, they called you at home and you would have to go back. Well, my husband couldn’t take it, so he told me one day, he said, “You are married to your job. You don’t think about us. As soon as that phone rings, you take off.” I told him, “Well, I have a career and I have my kids and I have you.” And he said, “You’ve got to make up your mind.” He told me, he gave me an ultimatum, “Us or the job, make up your mind.” Well, I guess he thought I’d give up my job. Well, I told him, “No, I’ll keep my job. If you can pay me what I’m making at my job to stay home and keep house, then I’ll quit.” He couldn’t do it. And I said, “But if you’re not willing to back me up at anything I try, then you can go your way.” I said, “The ultimatum works both ways, I’ll go my way, you go your way; I’ll keep my career and I’ll do what I want to. But if you’re willing to back me up, then we can work something out.” I said, “I feel like if a woman goes to work, that’s 50/50, he has to share 50% of the housework. If I’m going out and making a living—that’s 50% of the income.” We had our ups and downs and almost came to a divorce until one day I said I couldn’t take it—I had pressure on my job, I had pressure at the house. So ever since then he has backed me up in everything I do.

Who was doing this before?

When we moved back to Oklahoma I was working in computers in Muskogee, Oklahoma. But I always worked with different groups in the community, in churches and stuff like that. It just seemed like if something had to be built up, they always called me and they’d say, “We want this to happen. Let’s do this, let’s do this. How can we plan it out?” Well, after a while I got to the point where I thought, “My God, who was doing this before I moved to Oklahoma.” People wanted water. And they had come up and said, “How can we get water in the community?” So, we laid out some plans and me and another girl and a guy went to the Cherokee Nation and presented it. And the Cherokee Nation finally said that they would try to help us. Well, I was doing all the leg work in the community involved with getting people up and holding community meetings and finally they called me and the Cherokee Nation offered me a job in community development.

So I thought about it for a while and I said, “Well, I might as well, I’m working 40 hours here and working 45 hours at night time with the community. So I went down there and started working with the people. We are involved in several projects mainly in self-help water line. We have tackled a 26 mile line with the people doing the labor. I didn’t know anything about a water line. I was put in charge of the project. Johnson was a crew supervisor and he said, “I’ll teach you everything I know if you want to learn.”

Well, I was always such a tomboy, I would rather work outside as to be in an office anyway. I said, “Okay.” So, he threw everything he knew at me and I don’t know if it was the fact that he thought I’d fail or what, but I took it and it didn’t bother me. Right now I can lay a water line myself. I know what pipes it takes to lay the line, what pipes it takes to put the gate valves together; what all it takes to put in a fire hydrant.

I drive a dump truck; I drive a bulldozer; and I do the blasting by myself. Sometimes when Johnson takes vacation, I get in charge of the line and I go out there with the people in the ditch and help them and if they need to load the dynamite, I’ll do the loading for them. And I said my next step is learning how to operate a backhoe and I’ll have everything together.

Our next project is tackling a 33 mile line—this will cover three counties: Adair, Sequoyah, and Cherokee. We are also doing surveys for 50 homes to be remodeled. All of this is under self-help. They provide the labor; we furnish the materials and technical service. And the people in the community have really united. Before it was divided. They have united and they help one another out now. And in Briggs community there are
whites and Indians. They had never tackled a community where it was divided like that. We had a burnout—
this lady's house burnt a month ago. We gave her a burnout shower and they are going to present it to a com-
mittee the 13th of November for a materials job; and if they okay that, the community is going to help build a
home. We've already got the workers for that and we've got the electrician and plumbers; and all we are waiting
on is the materials.

I'm right in the middle of everything. They pick one in the community that they always call. One day a
woman got beat up. About 3 o'clock in the morning, her husband came home and beat her up. So she calls me,
and we had talked about this before, and she said, "What am I going to do?" And I said, "Where's he at right
now?" And she said, "He's passed out on the couch." And I said, "Well, leave him." She said, "I can't. What would
I do? I don't have any training." I said, "Listen, if you can't take that step for yourself, then don't bother anybody
else so they can worry about it." I said, "You have to take the move."

My sister and niece's husbands call me Big Bertha: they see me driving a dump truck and they just
labeled me with Big Bertha. My niece's husband: if he would tell her to get coffee, she would jump up like that
(snaps fingers) and I told her one day, "You're going to break your neck one of these days trying to please that
man; and I don't know what for, to get beat up." So she started standing up to him. But then sometimes I feel like
I'm interfering, you know, by telling them these things.

I admired my aunt. She told me one day, she said, "You're gonna die sooner or later, you better die val-
ing life instead of being put under somebody's thumb." She was married to a drunk and she put up with that for
so long. He used to come in and bounce her around. Then she took hold of life and I admired her for that. She
told me and her daughters: set your goals and don't ever let a man stand in your way. She said that love has a ten-
dency to destroy you as well as trying to make you happy. So as I was getting older I always had that in mind. I
made up my mind that life was too short to put up with anything like that.

My mother always taught me to value life and never be dependent on a man—because she was always
dependent on my dad and she was confined to the house, could never do what she wanted to do because there
were so many kids there. She said that life held more. She said as the decades would come we would have more
freedom and there would be more things for us to do—which I always held that. If my mother had had the
chance when she was younger, I don't think she would have been tied up as much as she was. But she had no
choice, you know. There's things she talked about—singing in quartets and stuff and how Daddy had put his
foot down and she had to quit singing. She still talks about it to this day. I think at the time that was her inde-
pendence and she lost it; she didn't fight for it. And I think that's why she was always telling me; and she is always
telling my daughter, Leslie, "Get you a job."

From Picking Up the Pieces, Highland Research and Education Center.
Activity 2 — Brainstorming

3 high points in my life
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 foods I love
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 heroes/heroines from my childhood
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 low points
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 favorite songs/music
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 people who have influenced me
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 places I have been
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 things I have learned
1. __________________________________________
2. __________________________________________
3. __________________________________________

3 things I know how to do
1. __________________________________________
2. __________________________________________
3. __________________________________________
Activity 5A — Prioritize

Read and think about the values these things have for you.
Decide if each thing is Very Important (VI), Somewhat Important (SI), or Not Very Important (NVI).
Mark each item: VI, SI, or NVI.

_____ Time with family
_____ A lot of money
_____ Good health
_____ Home of my own
_____ New vehicle
_____ Peace in the family
_____ Respect
_____ Friends
_____ Good looks
_____ Satisfying jobs
_____ Helping Others
_____ Improving my community
_____ Avoiding conflict
_____ Long term security
_____ My children's future
_____ Church work
_____ Education for myself
_____ Good morals
_____ An intimate relationship
_____ Healthy self-esteem
Activity 5B — Prioritize

Look back at Activity Sheet 5A. Write your values on this sheet with the Very Important values at the top of the list and the Not Very Important at the bottom.

1. ___________________________________________ (Very Important)
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________
5. ___________________________________________
6. ___________________________________________
7. ___________________________________________
8. ___________________________________________
9. ___________________________________________
10. ___________________________________________
11. ___________________________________________
12. ___________________________________________
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14. ___________________________________________
15. ___________________________________________
16. ___________________________________________
17. ___________________________________________
18. ___________________________________________
19. ___________________________________________
20. ___________________________________________ (Not Very Important)
Activity 8 — Things I Like

1. Some things I like to do are

2. My hobbies are

3. If I were free to spend my time in any way that I wished, I would

4. The section of the newspaper in which I am most interested is

5. I prefer to spend my leisure time

6. The kind of book I enjoy most is

7. The type of television program I like best is

8. My favorite recreation is

9. In conversation, I like to talk about

10. My favorite subjects in school were
Activity 9 — Things I Am Good At

Think about and write down on the chart

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<th>at least 3</th>
<th>things I have made</th>
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<th>things I have organized</th>
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<th>at least 3</th>
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<th>at least 3</th>
<th>things I could show someone else how to do</th>
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Activity 11 — What Is Important to Me in a Job

Look at the list below. Decide what is most important to you when you think of a job. Mark each item with VI – Very Important, SI – Somewhat Important, or NVI – Not Very Important.

_______ Flexible hours
_______ Good pay
_______ Good benefits/health insurance
_______ Safety
_______ Job security
_______ Vacation time/holidays
_______ Advancement
_______ Close to home
_______ On-the-job travel
_______ Responsibility
_______ Working with people
_______ Working alone
_______ Job variety
_______ Pleasant work environment
_______ Regular hours
_______ Working with machines
Activity 12 — Setting Goals

About Goal Setting

- A goal is something we set for ourselves.
- A goal is something we aim at.
- You need to practice setting goals to learn how.
- A goal can be small: “I will wash my car Saturday morning.”
- A goal can be big: “I will become a nurse in the next three years.”
- The big goals can be broken up into smaller ones:
  - “I will pass my GED test by this summer”
  - “I will enroll in a nursing program by next fall”

A R.E.A.L. goal must meet the following criteria:

R  Realistic: Is this goal specific enough for you to actually attain it? You need to be realistic — If your goal is “to see the world” you’ll never do it. If your goal is “to make a trip to Atlanta” — that’s specific and realistic enough to achieve.

E  Easy to Measure: Can you actually measure your goal to see if you attained it? If your goal is “to get a better education” — how do you know if you met that goal? You could say your goal is “to raise your grade level in reading by at least two years by the end of the class” or “to pass the GED test.” You can measure that goal and actually see that you’ve reached it.

A  Achievable: If your goal is something you don’t really believe that you can reach, then you’ll never reach it. If your goal is one that someone else sets for you, you will probably not meet it.

L  Logical: Does the goal make sense to you? Is it important to you and to what you want to do with your life? If it doesn’t make logical sense, you’ll never reach it.

Each time you set a goal, see it is REAL —
Realistic, Easy to Measure, Achievable, and Logical
Activity 15 — Wanda’s Story

My first job was in 1970. When I graduated from high school I went to work in a sewing factory, Rockwell Industry. They were making panties, bras, slips and things like that. I worked there a little over a year and then I got married and moved away to Roanoke. After I had Dannie, my oldest, we came back down here and I went back to work in the sewing factory. He was about 3 months old. I worked there until Tom got a better job in Roanoke, in the steel works there, so when we moved back I went to work in a nursing home and I had to work weekends.

I hadn't seen Mommy for about 6 months. Tom was working a lot, too. We couldn’t make the trips. On one Saturday he didn’t have to work and he said, “I’m going to Dungannon, do you want to go?” I said, “I have to work but I’ll go to work and see if I can get off. You come for me at 12 and I’ll get someone to work my shift and I’ll take the weekend off and go with you.” Well, that didn’t work out. The boss wouldn’t let anyone take my shift or let me off, so I quit. I said, “I’m going to see my Mommy, I quit.” So we came back down here and Ross Jones, that’s who Tom works with now, logging, he saw Tom and said that, would Tom come work for him on Monday? On Sunday Daddy loaded up everyone, and they had never been anywhere either, the rest of the family, they loaded everybody up in the back of his truck and we went to Roanoke and got all our furniture, and came back on Monday and on Tuesday I went back to work in the sewing factory.

By that time there was a sewing factory here and on Tuesday I went to work and I was pregnant with Pam. I worked until about a month before I had her and then I took a leave of absence and went back to work. Then Tom decided he wanted to go back to Roanoke, and we moved to Salem, Virginia, that time to work in a rock quarry and moved in with his mom and dad and I got pregnant with Tracy, had Tracy and came back down here. I went back to work in the sewing factory, Tom went back to work with Ross Jones and I got pregnant with Laurie and took time off to have her and went back to work and we’ve lived here ever since. That was ’76.

And I worked from then to ’84 when the sewing factory burned and I came to the depot and took classes and got my Associate Degree and got hired by DDC, as a sewing consultant for DDC because of my former experience in the sewing factory. Now I am the administrative assistant, they call me, title only. Not money or fringe benefits. I like this kind of work. Before I came in here, I had never had the opportunity to meet lots of different people. I was real shy and when I got involved down here I opened up and it gave me the opportunity to meet different people from different parts of the world and go places I never got to go before, probably never would have gone and places I am still going to go because of working here, I do like it.

The sewing factory is a hard place to work. When you are an operator as I was once you are constantly nagged, somebody on your back, pushed-pushed, to get this done, this has to go out. Now I have got to push myself to get this out, then if you have the opportunity to have piece rates, you are going to push yourself that much harder to get all the money you can make. And it is hard, hard work. You don’t realize it unless you have been it yourself. I can remember me setting at a sewing machine sewing and these ladies walking all around the floor. And I said I can do that and once I was promoted and I was up on that floor I realized what those people
went through. And you are pushed as a sewer but up on that floor you are pushed harder than the ones setting
down there. I realized that and the pressure was on me. Everywhere there is a boss somewhere, no matter what
title you have got, there is someone over you pushing and you push the next.

Sometimes you can have your little fun and games but it's work, hard work and you are wore out and you
have this little bunch that work, work, work and those that won't give you a half hour overtime if it killed them.

It's that way everywhere, I've found that out, too. I loved it. The people I worked with as a supervisor, I
loved the people that worked under me and I couldn't be mean to them, not one soul in that place, and my feel-
ing toward them was returned to me.

I remember one boss in particular that we had, Donnie Smith. He would stand at the door and every
morning he would greet them as they came in the door and if you had someone in your family who was sick, he
asked about them, but no, honey, some of them wouldn't say good morning or anything to you for nothing, just
bell time, get to work.

You have your goods and bads in everything. I know here, sometimes I think I have come to the conclu-
sion that nothing's perfect. You have to take the good and the bad together and go with it. That's about all you
can do. This work, when you work in the factory you just meet community people, but now here I meet them
from all over the world and the U.S. and you can learn from them about their cultures and the different kinds of
things they do. It fascinates me. It reminds me of history and I love history, loved it in school better than any-
thing. Tom drives a dozer skidder in logging, in the winter time they don't work too much.
Activity 26 — Scenarios

Scenario 1. Beth and Easy Money Reading Books
Beth is desperate for a job. She looks through the want ads of her local paper, and sees one:

EARN MONEY READING BOOKS. You can
earn up to $20,000 a year part-time work-
ing at home. Call 1-900-ABC-1234

Beth calls and is told to send $59.95 for a starter kit. She does so, but finds the “kit” is a list of publishers to contact to look for work as a proofreader.

Discussion questions:
1. How can you tell if an advertisement is legitimate?
2. What does it mean when we say that something is “too good to be true?”
3. What is the lesson for Beth from her experience?

Scenario 2. Pete and the Grease Monkey School
Pete likes to work with cars and thinks that becoming a diesel mechanic would be a good career for him. He hears about the Grease Monkey School for Diesel Mechanics in a nearby city which guarantees a job on completion of the twelve month course costing $5,000. He applies for financial aid, but finds that he must still borrow $1,500 to take the course. Only when he has been there for a month does Pete discover that the “guaranteed job” is on an offshore oil rig which is not an option Pete wants.

Discussion questions:
1. What is Pete’s problem at this point?
2. What are some things Pete could do?
3. What are some questions you would ask before enrolling in any educational institution?
Activity 28 — How Do People Really Get Their Jobs?

Interview at least five people and ask them how they got their jobs. You may need to ask questions like “How did you hear about it?” or “Did you know the person who hired you?” You may want to tell people that you won’t use their names and that you want to learn how other people got jobs so you and other people in your class can do better at getting jobs. Fill in the information you get on the form below. Use another form if needed.

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<tr>
<th>TYPE OF JOB PERSON HAS</th>
<th>HOW THEY GOT THEIR JOB</th>
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Activity 33 — Scenarios for Role Plays

A Sick Child
John has two sons, one eight and one ten whom he is raising on his own. He has just started working at Harden's. He is already working full-time. They have told him that they think he would make a good manager, and he is thinking about applying for the training position. Things are going well for him after a long time of unemployment and part-time jobs.

Wednesday when he gets the boys up, the younger one complains he feels bad, but he seems o.k. and John sends him on to school. At 11:00 a.m., right before lunchtime, John gets a call from the school. His son has thrown up twice and has a temperature of 103 degrees.

The Ex-Wife
Lou has been working as an aide in a special education program for five months. She really likes the work and is considering finishing her college degree so she can teach. Then Jane, the teacher she works with, tells her the school has gotten a special grant to work with several more children and hire another aide. Lou feels good when Jane asks her to help train the new aide, but when the new aide walks in, Lou sees Wanda, the woman her ex-husband has married. The woman he left Lou for. How can she train this woman? How can she work with her when what she wants to do is punch her?

A Teacher with an Attitude
Susan has gotten in an accounting training program at the Community College. She likes the other students and several of her teachers are friendly and supportive. But she really has trouble with the accounting teacher. The woman is very cool in her manner, she makes no allowances for any problems the students might have, “corrects” their speech and she expects them to do a great deal of work at home. And she dresses very expensively and seems to think very well of herself.

Susan is making C’s and B’s in accounting, but she wishes she understood some things better. In addition, every time she goes to class she gets angry at her teacher’s attitude. Even though she is doing what she wants to do, she is thinking of dropping out of the program.

Speed-Up
George works cleaning an office building in Lexington along with three other people. When Tom, one of the other men, gets hurt and has to be off for two months, the cleaning company says they don’t want to replace Tom and have him lose his job. So for the next two months (or how ever long it takes Tom to get well), the company wants George and his two fellow workers to clean the entire building. When all four people worked, they had to move fast to do a good job. They aren’t sure they can do it with only three of them, but they don’t want Tom to lose his job.

Pizza on the Floor
Sally has worked at the Pizza Palace for three weeks and has just been made assistant manager. She feels pretty good until one evening the cook drops a pizza
on the floor. He picks it up and heads for the trash can when the manager hollers, "Wait! There's nothing wrong with that pizza. It landed crust side down". When Sally sees the manager means to serve the dropped pizza she asks him if that isn't against company policy. (She had been reading the policy book). He tells her it's against the written policy, but that the real policy is to make as much as you can and that if she wants to succeed as a manager, that's the policy she better follow.

What Stinks?
Connie worked as a receptionist for a law firm. She was excited when the firm moved to new offices, but somehow she never felt very well after that. She often had headaches and felt sick to her stomach. Then after a week or two a pesticide company came. They sprayed all the offices, but because her office opened to the outside, it was sprayed particularly heavily. The lawyers' offices all had windows, but hers didn't. The next three days Connie was so sick she could barely work. The fourth day she stayed home. She felt fine when she went in the fifth day, but by 9:30 she was sick again. She talked to the office manager about her illness and said she thought it was from the pesticides. The office manager said no one else was sick and if she didn't want to stay in the new building, maybe she should consider looking for another job.

over some records she didn't think anything about it, but somehow being alone with him in the office felt strange. Nothing actually happened, but his familiar manner toward her made her uncomfortable. The next day he was back to his more formal self. A few weeks later he asked her to stay again. This time he kept brushing against her. She finished as quickly as she could, but didn't say anything to him. The next day he was formal again. Then in another few weeks the boss called Rita in and told her he was having difficulties on a job in another town and that he needed her to go over the records with him. He told her they would leave after work the next day and be gone overnight. Rita does not want to go, but she is afraid if she tells her boss "No" she'll lose her job.

Coffee, please.
When the local bank expanded, three people were hired as new tellers. Tom is a young man of twenty-two. Marcia is the fifty year old widow of a local insurance broker and Judy is a thirty year old single mother. None of them had ever done this kind of work before, but they all did well and enjoyed the job. Of the three, only Judy had the extra duties of dusting the sitting area every morning and being sure the coffee was made. In every other way the three were treated the same, and Judy didn't want to complain. She wonders why she has this extra work and begins to resent it.

What Does He Want?
Rita works for a construction firm. She delivers materials to the sites and keeps track of what has been received. When her boss asked her to stay late to go
**Activity 35 — Where Does the Time Go?**

Use this form to keep track of what you do for a week. Fill in one page each day. The sample form shows how.

**SAMPLE TIME LOG**

<table>
<thead>
<tr>
<th>MIDNIGHT</th>
<th>NOON</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 6:30</td>
<td>1:00 - 2:30 Groceries store, paid light bill, drove home</td>
</tr>
<tr>
<td>Slept</td>
<td></td>
</tr>
<tr>
<td>6:30 - 8:00</td>
<td>2:00 - 3:30 Cleaned house</td>
</tr>
<tr>
<td>Got kids up, Fixed breakfast, got kids on bus</td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:30</td>
<td>3:30 Kids off bus</td>
</tr>
<tr>
<td>Dressed, fed animals</td>
<td></td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>4:00 Started supper</td>
</tr>
<tr>
<td>Drove to class</td>
<td></td>
</tr>
<tr>
<td>9:00 - 1:00</td>
<td>5:00 Ate supper</td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td>6:00 Watched news (went to sleep)</td>
</tr>
<tr>
<td></td>
<td>7:00 Woke up, helped kids with homework</td>
</tr>
<tr>
<td></td>
<td>8:30 - 9:30 Put kids to bed (after baths)</td>
</tr>
<tr>
<td></td>
<td>9:30 - 11:00 Worked on my homework</td>
</tr>
<tr>
<td></td>
<td>11:00 Bed</td>
</tr>
</tbody>
</table>
Use this form to keep track of what you do for a week. Fill in one page for each day.

<table>
<thead>
<tr>
<th>TIME LOG</th>
<th>Day/Date________________________</th>
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</table>

**MIDNIGHT**

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**NOON**

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</tbody>
</table>
Activity 37 — Cataloguing Your Accomplishments

Many people think that they have no skills, abilities, or accomplishments. In reality you have accomplished many things to get where you are today. When you’ve completed an activity, that means you can do it. You’ve shown that you have the ability, and you have the skill!

Please check all the things in these lists that you have done. Add any other things you have accomplished.

WORKING WITH PEOPLE

____ Provide home health care for elderly relative
____ Diagnose and deal with childhood diseases
____ Administer first aid for minor injuries
____ Care for handicapped child
____ Help provide emergency assistance as member of rescue squad of fire department
____ Visit elderly in nursing homes
____ Help with child care in classroom or Head Start/daycare
____ Teach or coach a sport
____ Entertain or organize recreation for children or adults
____ Teach Sunday School
____ Committee work, help with getting people into organization: e.g. Little League, church, clubs, civic groups
____ Tutor individual children or adults
____ Help others obtain their rights: parent’s rights, consumer rights, etc.
____ Supervise automobile maintenance for an organization
____ Counsel or work with troubled teens, chaperon field trips, help with group sessions
____ Perform in public—music, dance etc.
____ Other ________________________________

WORKING WITH DATA

____ Keep personal checkbook
____ Manage household budget and financial records
____ Keep books for club or group
____ Keep books for small business
____ Handle credit or loan application for self or others
____ Fill out forms and applications
____ Make arrangements, contacts
____ Organize records, classifying, filing
Data entry on a computer
Researching documents (deeds, family history records)
Make appraisals
Select and price items to be purchased by a group
Maintain sales records for an organization's store or sale
Choose and coordinate color schemes for sewing, crafts, decorating projects
Other types of working with data

WORKING WITH THINGS

Plant care, gardening, farming
Cooking
Do housecleaning and maintenance at home
Do building maintenance
Flower arranging
Animal care
Typing, filing, office work for an organization
Use a computer
Take photographs for an organization
Operate sound systems or audio equipment
Build furniture
Repair equipment, repair appliances
Operate equipment
Use tools
Drive various vehicles, transport individuals, groups
Prepare meals for large groups
Build things
Timbering, logging
Give hair cuts, or do styling
Automobile maintenance
Other
Now use your lists to fill in this worksheet.

A job I want is ____________________________________________________________

Things that I have done (checked on list) that use skills that are relevant to the job:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Now describe your experience and skills listed above in more detail. For example if you checked “Operate equipment” and you want a state road job you might say, “I have operated a farm tractor for five years.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity 38 — Basic Resume Writing Rules

BASIC RESUME WRITING RULES

1. Make it your own: you can get someone to help you, but you need to write it yourself.
2. Make sure it looks good: clean, clear, well typed.
3. No errors!: have someone proofread it for grammar and spelling mistakes.
4. No lies: don’t include jobs you didn’t hold or degrees you haven’t earned.
5. Be brief: one page is plenty.
7. Be specific: DON’T SAY “I’m a good typist”, SAY “I type 60 words a minute.”
Sample Resume in **CHRONOLOGICAL FORMAT**

Mary Jones  
402 Main Street  
Williamsburg, Kentucky  40769  
606-549-4444  
To leave a message call 606-549-1111

**EDUCATION**  

Computer Literacy and Word Processing, Corbin Vocational School, Fall 1991, Certificate for 30 hours training

**WORK EXPERIENCE**

May 1980 - July 1985  
Waitress, Holiday Inn, Williamsburg, Kentucky:  
Responsibilities included: Take orders, set up salad bar, use cash register, handle money, tear down and reassemble shake machine, open up and close down store.

Jan. 1977 - April 1980  
Homemaker: cared for two children, managed home and family responsibilities.

Check Out Clerk, IGA, Williamsburg, Kentucky.  
Used cash register, bagged groceries, stocked shelves, checked invoices, handled money.

**ACTIVITIES:**  
Taught Sunday School at the Greentree Baptist Church  
Member of the Whitley County PTA  
Head Start volunteer at the Goldbug Head Start Center

**INTERESTS:**  
Cooking, Crafts, Sports
Sample FUNCTIONAL RESUME

Elizabeth Myers
1323 Black Oak Road
Williamsburg, Kentucky 40769
606-549-1200

PROFESSIONAL OBJECTIVE
Office Manager for small business, doctor or dentist office.

EXPERIENCE
COMMUNICATION SKILLS:
Developed interpersonal skills during ten years' experience working with PTA and church members and during 15 years of raising a family of three children. Have learned the art of phone communication, how to make arrangements and appointments. Possess the ability to retain a sense of humor in tense situations. Possess the ability to be friendly and open, yet firm and direct when necessary.

MANAGEMENT SKILLS:
Served as secretary/treasurer for the church women's club. Able to keep accounts payable and accounts receivable ledgers, balance checkbooks, and keep accurate records. Also developed a schedule to meet demands of five busy household members, including car pools, cleaning, cooking and general home management.

CLERICAL/OFFICE SKILLS:
Volunteered for six months at the local Friendship House Shelter and have experience with computerized mailing lists, office machines and filing systems. Took 30 hr. course in computer literacy and software applications at the local vocational school. Understand basic computer functions and am able to learn various word processing or data base programs.

INTERESTS
Traveling, reading, sewing.

MEMBERSHIPS
Elected secretary/treasurer of church women's club.
Active member of Oak School PTA for past 10 years, elected to serve on board for 2 years.

REFERENCES
References furnished upon request.
Activity 40 — Applying for a Job

COMPLETING APPLICATION FORMS

1. Read the whole application before you start to fill it out.

2. Complete every blank. If the item does not apply to you, fill in N/A for “not applicable”.

3. Print or type the application. Use pen and write neatly.

4. Know your Social Security number and have accurate information (names and addresses) of former employers or references. You need to ask permission of individuals you want to use as personal reference.

5. An arrest is not a conviction. You need not mention an arrest.

6. Check the form when you finish to make sure it is both complete and accurate.
Activity 41 — Planning a Successful Job Interview

An interview is a structured conversation between an employer and a potential employee. You will be called for an interview if you are being considered for a job. The interview might be conducted by the manager, a personnel director, supervisor or even a group of staff members serving on an interview committee. This can be a tense time for the person being interviewed. Learning the do's and don'ts of interviewing and practicing beforehand are the best ways to have a successful interview.

Do's of Interviewing

- Dress appropriately: neat, clean, conservative
- Be prepared with questions you need to ask, important items you need to cover
- Know something about the job you're trying to get and about the company you want to work for
- Maintain eye contact
- Show that you are listening and interested in what the person is saying
- Come prepared to fill out an application, and with a copy of your resume (if appropriate)
- Show a positive attitude, be enthusiastic about succeeding

Don'ts of Interviewing

- Go overdressed or shabbily dressed—for males, earrings and long hair may not be appropriate
- Go unprepared about what the company does or what job you are interviewing for
- Chew gum, smoke or fidget
- Be late
- Chit-chat
- Bring anyone along
- Talk yourself out of the job
- Leave necessary information at home like references, names and addresses of former employers
- Be so scared that you forget to ask your own questions
- Brag and name drop excessively
Activity 44 — Identifying the Barriers

How can we get across?

I could get there...

if...

if...

if...

if...

if...

if...

A good job

A college degree

Vocational training

Off of AFDC

My own home

or ______________

________________

________________
**Activity 50 — Planning Ahead: Childcare, Transportation**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>What If</th>
<th>Another Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a 2-yr. old who needs care from 7:30-5:00 while I work.</td>
<td>I leave him with my mom.</td>
<td>Mom gets sick.</td>
<td>I could arrange with my sister to take him on those days.</td>
</tr>
</tbody>
</table>

Your own examples: Think of lots of possibilities. Write them on this chart and share them with the class for discussion. Then try to complete the following transportation problem. Write your own transportation problems. Have the class help with solutions.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>What If</th>
<th>Another Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attend college classes at EKU—I live 20 miles from campus. The transmission went out on my car.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity 52 — Making a Family Budget**

A budget is a plan that keeps track of how much you earn and how much you spend. Fill out the following indicating what it takes for you to live each month.

<table>
<thead>
<tr>
<th>EXPENSES:</th>
<th></th>
<th>MONTHLY PAYMENTS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RENT/Mortgage</td>
<td></td>
<td>HUD pays</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| UTILITIES*     |               |                  |       |
| Gas            |               |                  |       |
| Electric       |               |                  |       |
| Water          |               |                  |       |

| FOOD           |               | Food Stamps      | Total |
| LOAN PAYMENTS  |               |                  |       |
| INSURANCE**    |               |                  |       |
| Car Ins.       |               |                  |       |
| Home Ins.      |               |                  |       |
| Medical Ins.   |               |                  |       |
| Life Ins.      |               |                  |       |
| CLOTHING       |               |                  |       |
| MEDICAL        |               |                  |       |
| TRANSPORTATION |               |                  |       |
| SCHOOL EXPENSES|               |                  |       |
| ENTERTAINMENT  |               |                  |       |
| e.g., Cable TV |               |                  |       |

| Subsidy        |               |                  |       |

| CHILD CARE     |               |                  |       |
| TAXES, FEES    |               |                  |       |
| (Vehicle, property) |       |                  |       |
| MISCELLANEOUS  |               |                  |       |

**GRAND TOTAL OF EXPENSES**

* These payments may differ greatly in winter and summer. Average it out to find your monthly cost. You might talk to the utility company about a monthly budget plan.

** Insurance is usually paid quarterly or semiannually. Multiply or divide to find out how much you pay each month. Note: you could check with the insurance company about a monthly budget plan.
### INCOME:

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages/Salary</td>
<td></td>
</tr>
<tr>
<td>AFDC Payment</td>
<td></td>
</tr>
<tr>
<td>Food Stamps</td>
<td></td>
</tr>
<tr>
<td>SSI or Disability</td>
<td></td>
</tr>
<tr>
<td>HUD or Section 8 Rental Assistance</td>
<td></td>
</tr>
<tr>
<td>Earned Income Tax Credit</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### GRAND TOTAL INCOME

* How much of your rent and/or utilities is subsidized? Since you counted that cost as an EXPENSE above, you need to include it as an INCOME here so that you know how much it really costs your family to live for a month.

Compare your income and expenses? How did you make it for a month?

### What you need from employment income:

When you make a transition from AFDC to employment you need to make enough money working to cover your monthly expenses. You will lose your AFDC benefit and perhaps some of your food stamps. Your rental subsidy could also be affected. This is a frightening possibility for many AFDC recipients. Part of the welfare reform program is designed to “ease” that transition by allowing the recipient to maintain medical care and child care benefits for a certain period of time after they make a transition to employment.

Minimum wage, beginning October 1996, is $4.75 an hour. If you work full time 40 hrs/week, what would you earn each week? That would be your GROSS wage each week. Now multiply by 4.22 to get your GROSS monthly wage. Multiply the GROSS by .0785. That is the amount of FICA which will be taken out each week. FICA is the amount you pay into your Social Security Account. (The employer pays a matching amount for you.)

Depending on your income and the number in your family, you might have to pay federal and state income taxes. These would come out of your GROSS wages.

You need to subtract FICA from your GROSS WAGES and some percent for state and federal taxes. For the sake of this exercise take off another 5%.

GROSS WAGES – FICA – TAXES = TAKE HOME PAY

Do some calculations with the help of your teacher to figure out how much you would have to make per hour on the job to support your family based on the expenses in your family budget.
Activity 53 — Career Planning

CAREER PLAN

Date: ____________________________

Name: ____________________________

Job/Career Goal: ____________________________

Education I need:

Where I will get it: ____________________________

How long will it take: ____________________________

What will it cost: ____________________________

How I will pay for it: ____________________________

Jobs I am looking for now or in the future:

Where I will look: ____________________________

Who I will talk to: ____________________________

When do I plan to be working: ____________________________

What I hope to earn: ____________________________

What contacts do I have to help me in either further education or in getting a job:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B

Resources
Resources

INTRODUCTION

*English at Work: A Tool Kit for Teachers* by Deborah Barndt, Mary Ellen Belfiore, and Jean Handscombe. Published by New Reader’s Press, P.O. Box 888, Syracuse, NY 13210.

*Many Literacies: Modules for Training Adult Beginning Readers and Tutors* by Marilyn Gillespie. Published by the Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, MA 01005.

*Teacher as Learner: A Sourcebook for Participatory Staff Development*. Published by the Center for Literacy Studies, The University of Tennessee, 600 Henley Street, Suite 312, Knoxville, TN 37996-2135. (423) 974-4109.

SECTION ONE

*Roots* by Alex Haley. Published in paperback by Ballantine.

*My Jobs in Italy* by Rosa Bernardo. Published by Opening Door Books, P.O. Box 379, Bristol, VT 05443.

*China Men* by Maxine Hong Kingston. Adapted and published by Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214.

*Coal Miner’s Daughter* by Loretta Lynn. Adapted and published by Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214.

*Taking Charge of My Life*. Adapted and published by Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214.

The *Self Directed Search*, available from Psychological Assessment Resources, Inc., PO Box 998, Odessa, FL 33556, (813) 968-3003.

Project INFOE. UT Conference Center, College of Education, The University of Tennessee, Knoxville, TN 37996-4135. (423) 974-2733.

SECTION TWO


*Hard Times, Happy Times* by Dorothy Maggard. Published by Harlan County Literacy Materials Project, 306 Central Street, Cumberland, KY 40823.

*More Than a Job* edited by John Gordon. Published by New Reader’s Press, P.O. Box 888, Syracuse, NY 13210.

*Picking Up the Pieces: Women In and Out of Work in the Rural South* edited by Lewis, Selridge, Merrifield, Thrasher, Perry, and Honeycutt. Published by the Highlander Research and Education Center, 1959 Highlander Way, New Market, TN 37820.

*Speaking Out on Work*. Published by Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214.

*Working* by Studs Terkel. Published in paperback by Dell.

9 to 5. Film starring Jane Fonda, Dolly Parton, Lily Tomlin. Available in video stores.


**The Tennessee Statistical Abstract.** Available from the Center for Business and Economic Research, Suite 100, Glockner Business Education Building, The University of Tennessee, Knoxville, TN 37996.

**SECTION THREE**

**ESL for Action: Problem Posing at Work** by Elsa Auerbach and Nina Wallerstein. Published by Addison-Wesley.

**SECTION FOUR**

**PFS Resume Writer** computer software available from Software Publishing Corporation, P.O. Box 7210, 1901 Landings Drive, Mountain View, CA 94039-7210.

**Where to Find Job Leads** by J. Michael Farr. Published by JIST Works, 720 North Park Avenue, Indianapolis, IN 46202. 1-800-648-JIST. (The cost is $9.95 for 50 of the 2 page handouts.)

**Coming Alive From Nine to Five: The Career Search Handbook** by Betty Nevelle Michelozzi. Published by Mayfield Publishing Company, 1240 Villa Street, Mountain View, CA 94041.