

Getting There



*A Curriculum for
People Moving into Employment*

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Introduction

Getting There is a curriculum designed to meet the needs of adult students who are trying to make a transition from welfare to work or further education. It was developed through a process of consultation with students, educators, and community employers. The special focus is on individuals participating in the JOBS program who are enrolled in adult basic education (ABE) and/or life skills classes. The curriculum can also be used with any ABE students who want to plan a career and find jobs, or go on to further education once they obtain their high school equivalency diploma.

The *Getting There* curriculum combines activities of personal reflection with research into local job and training opportunities and practice of job search skills. Participants practice basic academic skills and have the opportunity to develop underlying skills such as self-awareness, self-confidence, and critical thinking.

The curriculum is based on certain ideas about education and learning. Most activities are designed to be done in groups. People not only have the opportunity to learn from each other's experiences, but also practice working in a team, a skill which is increasingly important in today's work world.

We share several assumptions about teaching and learning which are described in the Teacher's Guide for the program *English at Work*, published by New Reader's Press:

- The starting point is the learner.
- The content of the class is drawn from the daily experiences of the learners.
- The teacher is also a learner whose role is to facilitate a participatory research process with students.
- What is learned and how it is learned can teach a view of the world, a sense of self-confidence, the ability to think critically, the courage to confront difficult communication situations, and the skills needed to solve daily problems individually and collectively.
- A variety of participatory techniques help learners participate more actively in class.
- Learning should be fun.

Getting There is not designed to teach people a "better" way to live or to teach them a lot of new information. Rather it is designed to involve them in learning experiences which will help them discover their own values, needs, and skills and how they might fulfill their employment needs. At the same time they will learn both basic skills and what we define as underlying skills.

Basic skills are the ones usually associated with basic adult education programs:

- reading
- writing
- math
- communication.

Underlying skills enable people to use both their experiences and basic skills to succeed in what they set out to do. These include:

- critical thinking
- self-awareness
- self-confidence
- assertiveness
- organizational skills
- goal setting and planning skills
- team work
- problem solving in both personal and public situations.

Both basic skills and underlying skills will be learned in this program, but the units in the curriculum are built around content areas instead of skills. For example, you won't find a unit on punctuation or assertiveness. You may do a unit on punctuation if the students in the group need it, but it will be in context of other work they are doing. The same is true for underlying skills. The activities will help the group develop the confidence, organizational skills, and team work they will need later in the workplace.

The curriculum is built around discovering the answers to four questions:

- *Who am I? What are my values, needs, skills?*
- *What's out there? What jobs are available in this community? What jobs will be here in the future? How can we get training for these jobs?*
- *What is the work world like? How do people get and keep jobs?*
- *How do I get from here to there? What is my career plan?*

The activities designed to help answer these questions form the basis for this curriculum. It includes a variety of activities that can be used by people with different skill levels and learning styles. In addition to the activities, each question contains sections on building a personal portfolio and making community connections. Every class and every community is different; and thus the curriculum is a guide, rather than a rigid plan to follow.

How This Curriculum Was Developed

JOBS (Job Opportunities and Basic Skills), a federal program established as part of the 1988 Family Support Act, enables people on welfare to enroll in basic education or job training classes for 20 hours a week and provides ongoing support to them as they move into the labor force.

The need for a curriculum, to meet the special needs of rural women was identified by students, volunteers and staff with Whitley County Communities for Children (WCCC). Since 1983, women have been a part of this nonprofit community-based group, working with low income mothers and fathers in education and family support networks. Peer outreach workers visited low-income pregnant women in their homes and brought those women together in groups to work on their GEDs, discuss parenting problems, and share the frustrations that are the daily fare of low-income parents. Out of these sessions grew an adult education program that now serves over 150 individuals each year, in classes that meet in churches, schools, homes and workplaces as well as in the WCCC Center. The classes serve teen parents and youth and adults who have dropped out of school. There is also a “school-on-wheels” classroom that travels to rural communities and accommodates both parents and their preschoolers in a family literacy program.

In 1989, women involved in WCCC had a great stake in learning about the new Family Support Act, and ensuring that the families we worked with, many of whom received AFDC, understood the law and would benefit from the positive aspects of welfare reform. WCCC received a contract to implement a ABE/GED class as part of the new JOBS program. We were concerned that the students realize benefits from the program and make real progress in the transition from welfare to employment. In 1992, we proposed to the Kentucky Workforce Cabinet to develop a curriculum for JOBS participants, and the proposal was accepted.

Participants in the JOBS program who were students in WCCC programs, business and professional people in the community, and a group of adult educators developed this curriculum. Both students and community people took part in focus group discussions to identify the barriers to employment faced by welfare recipients and to identify the skills necessary to break down those barriers.

The Whitley County students in the focus group were very aware that they needed basic skills to better themselves, either with a job immediately, or through further education. They also felt a sense of urgency, an awareness that they needed to make decisions about the job or career they wanted to pursue, and to plan how to get there. They did not want to “waste time” with workshops or projects that did not seem to be relevant to their goals—training for a good, well-paid job.

Students knew that they had to deal with problems such as child care and transportation in effective ways if they were to become employable. They were also very aware that some of the barriers to their success in the workplace are created by society’s perception of welfare recipients. They were frustrated by the fact that jobs come from “who you know” and that they had no way of making connections to people in the business world.

Focus group members who were in business and professions in Whitley County sought workers who are competent in basic skills, reliable, motivated to work and able to be retrained as needed. They recognized that welfare recipients as a group of potential employees had barriers to overcome in terms of child care, transportation and, in many cases, lack of work history and work experience. Many of the business and professional people in the focus group expressed an interest in helping JOBS participants during their training period. They were willing to be called upon to be a “mentor.”

While the Whitley County Communities for Children staff conducted focus group discussions in the community, colleagues at the Center for Literacy Studies at The University of Tennessee, Knoxville, reviewed existing literature and curricula relating to the project. The Center for Literacy Studies is an interdisciplinary research and resource center committed to participatory education. We took the information from the focus groups and from the literature review and jointly developed the curriculum. We met over several months, wrote and rewrote lessons and activities. Most of the activities were tried out in WCCC classes along the way. We sought a curriculum which included input from students and business people, which helped JOBS participants meet their goals, and which provided varied, interesting and participatory learning activities. We benefitted from the variety of experience and knowledge within our working group and from comments from others.

Introduction to Revised Edition

Getting There was written to serve as a resource for teachers working in rural JOBS classes. While the JOBS program and all welfare-to-work programs are changing, the curriculum continues to be useful in urban as well as rural areas. The Center for Literacy Studies is reprinting *Getting There* because we continue to have many requests for the curriculum and because teachers who have used it have told us they found it valuable. As welfare reform impacts more adult education programs and students, we want *Getting There* to be available as a resource to teachers and students.

This edition of *Getting There* has been revised and updated based on input from teachers who have used the curriculum. Their suggestions have been incorporated in this edition. Tennessee adult education teachers who have contributed their insights to this edition are Kathy Gurley from Rhea County Adult Basic Education, Janice Wilkerson from the North Tennessee Private Industry Council, and Roberta Barndt and Deb Miller from the Roane County Job Training Office. Beverly Woliver has been using *Getting There* at Whitley County Communities for Children since 1992, and contributed her expertise to this revision. Sandy Jeffries and Cecelia Waters from the Cansler Training Institute in Knoxville suggested changes to make the curriculum more relevant for use in urban areas.

To the Teacher—

How to Use This Curriculum

Before You Start

This curriculum may be used in classes that focus on transition to employment or be integrated into a basic skills class. Because the first unit “Who Am I?” involves personal reflection and group work, it is important to build a sense of community in the classroom before you begin. The participants need to get to know each other and the teacher.


You may want to use some specific activities to build a sense of community in the group. There are many ways to help people get to know and trust each other. *Many Literacies*, published by the Center for International Education, University of Massachusetts and *Teacher as Learner*, published by the Center for Literacy Studies (See Resources) are two good sources for such activities.

You will also want to work with the group to establish ground rules for the class sessions. These might include, for example:

- Everyone has a right to his or her own opinion.
- There are many answers.
- Diversity of opinion is valued.
- Everyone has a right to be heard without ridicule or interruption.

These rules might be posted and referred to from time to time.

Preparation

In addition to preparation with the group, you as teacher will need to prepare for the class. Many activities include forms (in Appendix A) which you will need to copy for each participant. These activities are marked with . There is no textbook, so this material is particularly important. You may want to provide each student with a binder for their materials (A cover sheet for such a binder is included in Appendix A). Many of the activities involve work outside the classroom. You will need to develop contacts in the community who are willing to work with the participants in this program (see the “Making Connections” guide on page 7).

You will need to decide what career assessment method you will use for Section 1, Lesson E and obtain those materials.

To complete the participatory research activities of this curriculum, you will have to gather data sources from your local library, Chamber of Commerce or the government agency in your state that deals with economic development. On page 30 of the curriculum the kinds of data needed for this portion of the class and some local sources for this data

are listed. Since this part of the curriculum is in Section Two, you will have some time to gather the data in advance.

In Section 4, participants will be asked to practice filling out job applications. You will need to collect a variety of Applications for Employment and make sufficient copies.

The Activities

Several types of activities are included in *Getting There*:

■ ***Individual reflection*** involves the participants in examining their personal experiences, beliefs, and needs. The reflection may be written or shared with a small group and forms a basis for making decisions about plans for additional training and/or career development.

■ ***Group discussion and projects*** give participants the opportunity to share perceptions and experiences and to make decisions together. The skills people gain from working together are increasingly valued by employers. Through team work and cooperation, participants gain skills in oral communication, collaboration, problem solving and conflict resolution.

■ ***Participatory research*** involves people seeking answers to important questions in their own lives and communities. In this case the questions focus on availability of jobs and training opportunities. The answers will be particular to each community and will change over time. It might be possible for the teacher to find the answers and give them to the JOBS participants. But experience in accessing and using information, critical thinking about sources and questions are increasingly important to employers. Participants will use written information sources and make decisions about what questions to ask of the data. They will learn how to contact people who are possible sources of information, how to conduct interviews, and reflect on what they have learned.

■ ***Development of written documents*** in this curriculum includes not only the essays which are important to GED candidates, but also other reports, charts, and collections of information which are more likely to be encountered in work contexts. Participants will also write a variety of business letters and develop their own resumes.

■ ***Role plays*** provide a friendly setting for participants to practice skills needed to interview and obtain jobs with business and professional people who may be unfamiliar to them. If you have the equipment available, consider videotaping these role plays and critiquing them together.

Basic Skills and GED Preparation

This is not intended as a curriculum for teaching basic skills. But it does include many opportunities for participants to learn and practice basic skills—reading, writing, com-

munication and math. How much this is stressed will depend on the particular teacher and group. When participants need additional help on basic skills, the teacher might do individual or small group tutoring or use supplemental published materials. This curriculum could also be used in conjunction with another Adult Basic Education skill or GED curriculum. In that case be sure to point out to the group that when they are writing, reading, or doing math as part of *Getting There*, they are also building the skills they need for the GED test.

Underlying Skills

“Underlying skills” in this curriculum include personal skills which enable one to be successful in both training programs and employment. These include critical thinking, self awareness and self confidence, assertiveness, organizational skills, goal setting and planning skills, and team work and problem solving in both personal and public situations. Many of these underlying skills are valued by today’s employers and are important to success in getting and keeping a job.

Like the basic skills, these are not taught directly as skills in this curriculum. Rather, as participants go through the activities, they have the opportunity to develop these underlying skills.

The Portfolio

The portfolio is a concrete record for each participant to collect what they have learned about themselves and their goals. This becomes the basis for a career plan and includes documents to refer to as they seek employment or additional education. As you work through this curriculum, you will note places where we suggest participants add materials to their personal portfolio, and also where they will refer back to earlier work collected in their portfolio.

This portfolio could take several forms. At a minimum each participant should have a folder for portfolio materials. If you have provided each with a binder for keeping hand-outs and other work, that binder could include a special portfolio section. Participants may want to design their own covers. A cover sheet is also included in Appendix A.

Making Connections

A unique feature of this curriculum is the use of community mentors. We suggest that you recruit people in the business and professional community who agree to help participants learn what is needed for employment in particular jobs in your particular area. Mentors help participants build the connections which are often important in learning about employment opportunities and getting a job. Additionally, the mentor may be a role model for the JOBS participant. This work outside the classroom will help participants gain skills and confidence, as well as make contacts which may lead to future employment.

As we developed the *Getting There* curriculum, we paid a lot of attention to student input about perceived barriers to success. Over and over again, students mentioned that “who you know” counts just as much as “what you know,” especially in rural communities. Students often felt that because they were welfare recipients and identified with a “lower social class” they did not know the “people who mattered” in the community. They did not have “pull” or “connections” which count in getting a job.

The “Making Connections” part of the curriculum is designed to help students make some of the connections to people in the business and professional community who could help them get access when it really counts. It will also give them a chance to “show off” what they know and what they can do. The formal mentoring program “Making Connections” could be offered as an “optional” activity for the students, but we encourage you to employ some way for students to build community relationships. This might be through volunteer activities or by working with program staff.

Business and professional people in the community in which the curriculum was developed expressed a willingness to help where they could. The time commitment on their part would be from two to eight hours during the entire program, depending on activities they are willing to help with. This section of the curriculum will take some work on the part of the teacher to make the initial connections.

Suggested steps for the teacher:

1. Make a list of business and professional people in the community—both men and women who might be willing to help the students.
2. Send a letter (sample copy included in Appendix B) to prospective mentors explaining the program and asking for their help. Use a reply card or a follow-up phone call to confirm willingness to participate.
3. Discuss with students the importance of “Making Connections” and show them that in each section of the curriculum an opportunity will be provided for them to meet and interact with someone in the business and professional community.
4. Facilitate the “Making Connections” process. Help students prepare to make their connections through planning questions, presentations and role playing. Discuss student reactions after contacts have been made.

Timing

This curriculum is designed to be flexible and to be used in different ways as needed by a particular program. JOBS participants are in the program twenty hours a week. *Getting There* could be offered as a short course meeting twenty hours a week for four weeks. It could also be part of an ABE class for as little as an hour, one day per week. Each activity has an expected time commitment, but these are estimates, and the time each group spends may vary.

SECTION 1:

Who Am I?

The goals of this section are to help participants gain an understanding of their needs, interests and values, and to assess their skills and experiences that would help them in gaining employment. This section begins with an exploration of the students' personal life journeys and ends with an opportunity to “make connections” to the business and professional community.

This initial section will require that the participants be open and willing to share and explore values. The teacher should set a tone that is as non-judgmental and as non-threatening as possible. The willingness of the teacher to share his/her own personal story and values will facilitate the student sharing.

There are six lessons in this section of the curriculum:

- A. *Where we came from*, with approximately 3 1/2 hours of class activities;
- B. *What's important to me*, with approximately 2 hours of activities;
- C. *What I'm good at*, with approximately 2 hours of activities;
- D. *Self-Directed Search*, using commercial materials;
- E. *Setting goals—Get R.E.A.L.*, with about an hour of activities;
- F. *Making connections*, which involves preparing and practicing for, conducting an interview with a community mentor, and reporting back to the class. Total time will be about 2½ to 3 hours.

LESSON A:

Where We Came From

In this lesson participants examine their own lives for information about who they are. This will help them identify their skills and experiences, needs and values, and begin the process of planning career goals.



ACTIVITY 1: READING (approximately 30 minutes)

Use a reading (the one included in Appendix A —*Lillie's Story—Get You a Job* or one you have chosen yourself) to begin discussion about the question:

*Why is it important to know where you came from
in order to know where you are going?*

Other readings appropriate for this activity include the *Introduction to Roots*, or selections from *My Jobs in Italy*, *China Men*, *Coal Miner's Daughter*, and *Taking Charge of My Life*, stories from *Chicken Soup for the Soul* (see Appendix B, Resources). The class can read silently, read together (choral reading) or the teacher can read. Conduct a discussion relating to questions appropriate to the text, which could be the following:

DISCUSSION QUESTIONS

1. What difficulties did the person in the story face in growing up?
2. Were those difficulties barriers to their later success? Why or why not?
3. Have you faced similar difficulties?



ACTIVITY 2: BRAINSTORMING (approximately 1 hour)

Ask everyone to think about and write quickly the following. (Participants should list the first things that come into their mind and not worry about spelling or correct words.) (A blank form for this activity is in Appendix A, *Activity Sheet 2*.)

- | | |
|-----------------------------------|---------------------------------------|
| — 3 high points in my life | — 3 heroes/heroines from my childhood |
| — 3 low points | — 3 favorite songs/music |
| — 3 people who have influenced me | — 3 places I have been |
| — 3 things I have learned | — 3 things I know how to do |
| — 3 foods I love | |

In small groups (3-6 people) invite participants to share and discuss any of their answers they would like to. No one should be pressured to share anything they have written which they do not feel comfortable sharing.

ACTIVITY 3: SHARING (about 1 hour)

Ask everyone to bring something from home that is meaningful to them to share with others. It could be a picture or photograph, an heirloom, some music, something from their own childhood or their children's. If large numbers bring items for sharing, this could be done in smaller groups. Participants should be encouraged to talk about the item, what it means to them, how it helps tell part of their own life story. You might want to include an optional writing activity after the discussion.

ACTIVITY 4: LIFE MAPPING (about 1 hour)

Encourage people to draw a "road map" of their lives, similar to the one below, with hills, curves, crossroads, bumpy parts, smooth parts. Draw things by the side of the road to suggest the main events. (This activity is from *Many Literacies* by Marilyn Gillespie, published by the Center for International Education, University of Massachusetts.)

Mapping Your Life. Encourage people to draw a "road map" of their lives, similar to the one below, with hills, curves, crossroads, bumpy parts, smooth parts. Draw things by the side of the road to suggest the main events.

The teacher should demonstrate the process using his/her own life map. Each individual draws their own, then shares them in small groups.

PORTFOLIO

The life map should be placed in each participant's portfolio. It will be used later as participants examine their own skills and experiences. Participants may also choose to put the Brainstorming Activity Sheet in their portfolio.

LESSON B: What's Important to Me?

Values are the guides which give direction to our lives. Our values grow out of our experiences and our decisions. In a sense our values show what we do with our limited time and energy.

This lesson will help participants explore their values by:

- 1) opening discussion about the area of values—getting the participants to begin thinking about value-related things and sharing those thoughts with the class.
- 2) accepting the participants' thoughts and feelings in a non-judgmental way, and
- 3) helping participants to do additional probing into their values and clarifying how their values translate into action in their lives.



ACTIVITY 5: PRIORITIZE & DISCUSS (30+ minutes)

Have participants prioritize the following list of values marking each Very Important (VI), Somewhat Important (SI), or Not Very Important (NVI). (See Appendix A for *Activity Sheet 5A*.) If they wish, give them time to talk together in pairs or small groups to clarify their own thinking, but each participant does his or her own list of priorities. After they have numbered their values, have them re-list them on *Activity Sheet 5B* and save this in their portfolio.

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

ACTIVITY 6: DISCUSSION (30 minutes)

In small groups (2-6 people) participants share their own top 5 priorities, then discuss the following questions:

1. *What do I do in my life to show that these values are important to me?*
(Give concrete examples)
2. *What are the barriers that make it hard to keep these at the top of my priorities?*
3. *What have I learned about myself from this discussion?*

Each small group should report to the whole class about their discussions.

ACTIVITY 7: WRITING (45 minutes writing time)

After the above discussion, participants should be ready to write their own paper. This essay can include the top three values or a chosen value that he or she feels most important. They may give examples explaining why these values are important to them.

This essay may be accepted as is, or the writers may work on editing and revising their first draft (in pairs or with the teacher).

PORTFOLIO

Participants should place their completed essay on something important to them in their portfolio. This is a good time to introduce the portfolios as a source that students will use as they develop their career plans.

LESSON C: What I'm Good At

These activities will help participants find out about their interests and talents, so they know what they like to do, and focus on what they are really good at.



ACTIVITY 8: THINGS I LIKE (20 minutes)

Participants should write down the first things that come to their minds on the following list. They should not spend more than one minute on each question. (Use *Activity Sheet 8* from the Appendix.)

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...

In pairs, students share what they have written.



ACTIVITY 9: THINGS I AM GOOD AT (30 minutes)

Each participant thinks about and writes down on the chart (Use *Activity Sheet 9* in the Appendix.)

at least 3	things I have made
at least 3	things I have organized
at least 3	things I have fixed
at least 3	things I know how to do
at least 3	things I could show someone else how to do

In small groups, participants share what they have written.

ACTIVITY 10: “SHOW AND TELL” *(Optional, 1 hr or more)*

Ask participants to come prepared to show others how to do something. This could range from making a sandwich to fixing an alternator. Depending on how many people show and tell, this could be done for the whole class or divided into smaller groups. There are two ways this could become a literacy task:

1. The individual showing could write down directions, including a list of materials and tools needed;
2. The group being shown could write down the directions, materials and tools list.

PORTFOLIO

Students will keep in their portfolio the list:
THINGS I AM GOOD AT

LESSON D:

What's Important to Me in a Job?**ACTIVITY 11: PRIORITIZE** (about 30 minutes)

What are participants seeking from a job? For some people it is very important to have regular hours, or to work outdoors. Some like to work alone. Some like to have a lot of flexibility in work hours and to get to travel around. Participants should look at the list below. They should decide what is most important to them when they think of a job and mark each item **VI**-Very Important, **SI**-Somewhat Important, **NVI**-Not Very Important. (Use *Activity Sheet 11* from the Appendix.)

- 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

The above list presents another opportunity for class discussion about any other priorities not on the list. Participants could share their top three or five priorities. They could share what is the least important to them, what they learned about themselves. Participants who have worked may share some of their experiences—the good and the bad—about past jobs. Participants with no work experience could talk about their “ideal” job.

PORTFOLIO

Participants complete and add to their portfolio the form:
WHAT'S IMPORTANT TO ME IN A JOB

LESSON E:

Career Assessment

At this point it should be useful for participants to complete some sort of structured assessment to help them focus on what occupations they might have the interest and aptitude to pursue. The search could open up new areas of careers for participants to explore and can be used as a guide to doing educational and vocational planning. Some possible instruments include:

- *The Self-Directed Search* published by Psychological Assessment Resources
- **CAPS & COPS**, aptitude and interest inventories
- **Project INFOE**, a computerized career exploration available to Tennessee teachers

Vocational aptitude testing is available from the local Department of Employment Security office, vocational school or college. Having a simple test that can be administered as part of the regular Adult Basic Education or JOBS class rather than sending participants to other institutions seems to be desirable in most cases.

LESSON F: Setting Goals—Get R.E.A.L.

A goal is an aim we have—something we are working toward.

At this point in the process of knowing “WHO AM I?” we will focus on where each participant wants to be. A person can either be “done to” by the events in their lives or “take charge” and give some direction to their own lives and futures. Participants in the JOBS program or in many adult education programs have often been “done to” and lived in a reactive rather than a proactive manner.

The objective of this lesson is to have participants:

- 1) *understand what a goal is and the four criteria of a R.E.A.L. goal*
- 2) *set a short term and long term goal for themselves that meets the criteria for a R.E.A.L. goal*



ACTIVITY 12: — SET GOALS *(about 1 hour)*

In the class as a whole or in small groups, participants should read and discuss the box titled “About Goal Setting” (*Activity Sheet 12*). Participants should then individually think about and set themselves a long-term and a short-term goal. In a small group, participants should discuss the goals they have set for themselves, and help each other evaluate those goals—are they R.E.A.L.?

Participants should add their goals to their portfolio, and look back at them from time to time during the curriculum.

PORTFOLIO



Participants will keep their short-term and long-term goals in their portfolio, and will refer to them for various activities in this curriculum.

About Setting Goals

- 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 if it is REAL—
Realistic, Easy to Measure, Achievable, and Logical*

LESSON G: **Making Connections**

In this section, participants will make their first connection with their community mentor. This lesson is optional (*See TO THE TEACHER*), but even if you are not able to implement a full community mentor program, it is important to find ways to build participants' contacts in the community.

In this Lesson participants will get to know a new person. They will need to plan and practice the discussion. Mentors may be prepared with a list of questions to ask the student, for example:

- *Tell me something about yourself (Are you from here? Tell me about your family.)*
- *What are you interested in? How did you get interested in that?*
- *What are some things you are good at? How did you learn them?*
- *What are you thinking so far about jobs that would be of interest to you?*

Mentors should also be asked to share with the participants some of their own life and work history.

ACTIVITY 13: MAKING CONNECTIONS FOR LIFE STORIES

Give participants a list of people in the community who have agreed to be mentors for this class. Either let participants choose a mentor, or assign mentors. For the first meeting at least, it might be preferable to let participants work in pairs with a single mentor. Give the pair of participants their mentor's work phone number, and have them call and make an appointment for a meeting. **ROLE PLAY THE PHONE CALL**, for example:

Participant: *Hello, my name is Anne Jones. I am a participant in the JOBS program here in Whitley County. I was given your name by Judy Black, my teacher, as someone who would have some time and interest in talking with me and Linda Brown, another student. Did Judy contact you?*

Mentor: *Yes, I told Mrs. Black that I would be happy to meet with you.*

Participant: *Could we set up a time to meet at your convenience?*

Mentor: *What about 4 pm, Thursday?*

Participant: *That sounds good. Where can we meet you?*

Mentor: *Right here at the bank would be fine. My office is on the first floor, just to the left of the front entrance. You can ask anyone to show you where it is.*

Participant: *I'm looking forward to meeting you on Thursday. Thanks.*

In pairs or small groups, participants should then practice the interview, using the work they have already done in the activities to think about their answers to the questions mentors may ask.

After the meetings with mentors, participants should report back to the class as to how it went, and what they learned, using discussion questions like these:

- *What happened?*
- *What was good about the discussion?*
- *What was difficult?*
- *How did you feel?*
- *What did you learn?*

SECTION 2:

What's Out There?

This section of the curriculum starts with describing the work experiences of people in the class, and others like them, through charting generational work histories, readings, photo stories, and interviews/exchanges with mentors about work history. It continues with participants doing research on jobs and training opportunities available in their own communities.

Participatory research involves people in finding the answers to questions important in their own lives. The answers to the questions about the kinds of jobs that are available, pay rates and working conditions, opportunities for advancement, training and skill requirements will be different for every community. Finding the answers for themselves, rather than having someone give them the answers, gives participants important skills in accessing and using information, being critical about sources and comparing information from different sources. All these are important skills in themselves, and valued by many employers today.

In this curriculum we suggest possible document sources of information, but these may vary from state to state. Teachers may wish to collect the documents themselves before starting this portion of the curriculum, or may choose to have students visit the local library and consult with librarians to collect the documents themselves.

In addition to the research activities, there are two “Making Connections” activities in this section, one of which could be conducted in the classroom by inviting an appropriate person to visit.

This section of the curriculum includes three lessons:

- A. *Our work stories*, with about 3 hours of class activities;
- B. *What's out there—jobs*, with 4 hours of class activity and a “making connections” activity that could take an additional 2 hours);
- C. *What's out there—training*, with about 5 hours of classroom activity.

LESSON A:
Our Work Stories

ACTIVITY 14: GENERATIONAL WORK HISTORIES (*about 1 hour*)

In small groups of about 5 people, class participants write all the jobs (paid and unpaid) which their grandmothers and grandfathers did, which they and their spouses have done in their own lives, and which they think are possible jobs for their daughters and sons. Each group reports back to the whole class, and puts up their chart on the wall. Use large sheets of newsprint and divide like the table shown below.

Grandmothers' work	Grandfathers' work
Own work	Spouses' work
Daughters' work options	Sons' work options



ACTIVITY 15: OTHER PEOPLE'S WORK STORIES (*around 45 minutes—could be more if more stories are chosen*)

There are a number of people's work stories available for reading in materials like *More than a Job*, New Reader's Press; *Picking up the Pieces*, Highlander Center; *Speaking Out on Work*, Literacy Volunteers of America; *Working* by Studs Terkel, published in paperback by Dell; *Claiming What is Ours*, Highlander Center; *Hard Times, Happy Times* by Dorothy Maggard, Harlan Literacy Council. Choose one story to read together as a class. The

teacher could read aloud, the class could read aloud together (choral reading), participants could take turns to read sentences or paragraphs, or any other way that seems appropriate.

After the reading, participants may discuss comprehension questions related to the specific story. (A sample story and comprehension questions are set out here as a guide, copy is also in Appendix A.) Participants should also discuss in small groups:

- *Do you know people like this? Who have had these kinds of jobs?*
- *What does this story suggest to you about the work world?*

Depending on time, the class could then divide into small groups to read together and discuss other stories.

SAMPLE STORY

Adapted from

Claiming What is Ours

Highlander Center

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 feeling 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 conclusion 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 anything. Tom drives a dozer skidder in logging, in the winter time they don't work too much.

Sample comprehension questions for Wanda's Story.

- *How did Wanda's and Tom's jobs differ?*
- *What were the reasons Wanda changed jobs?*
- *What were the reasons Tom changed jobs?*
- *What are Wanda's ideas about work?*
- *What are her ideas about being a supervisor?*
- *What are your ideas about how work can be made more rewarding?*

ACTIVITY 16: WHAT IS HAPPENING TO OUR JOBS? *(45 minutes to an hour)*

Find photos from your community relating to work (a closed mine, a textile mill, a fast food restaurant, an old Main Street with shops, a mall ...). Search magazines, the local library or ask participants to bring some photos of their own community. Divide the class into groups of 4-5 people each, and give a photo to each one.

First, the group should discuss the photo, and choose a title for a story about the photo. Then they write the story together (one person writes on a large sheet of paper, the group talks, tells and embroiders the story).

Then each group shows its photo and tells its story to the class. The class comments, and discusses:

- *What did this activity get you thinking about?*
- *What does the discussion tell us about jobs in our community?*

To continue discussion of these questions, the class may like to watch one or more of the following films about work and the ways it is changing: *9 to 5* (available from most video stores), *Fast Food Women* (available from Appalshop in Kentucky, address in Resources Section) or *Global Assembly Line* (available from New Day Films, address in Resources Section).

LESSON B:

What's Out There—Jobs

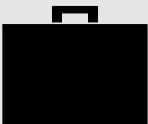
In this lesson, class participants will research and present data on the kinds of jobs that are in their community, using government data sources, business directories and interviews.

ACTIVITY 17: BEGINNING A JOB LIST *(45 minutes)*

The entire class brainstorms and lists on newsprint jobs they know people do in their community. Encourage them to think broadly—bank presidents to baby sitters. Try to focus not on specific businesses (“working at Hardees”) but on jobs (“clerk at fast food restaurants”). This list will probably be very long.

Depending on time, groups could divide the list into categories (e.g. manufacturing jobs, food service, etc.); or by skill level, or any other way they are interested in). Ask participants to look at the jobs on the list that are in the category in which they were most interested.

Each person should look over the list and decide on a small number of jobs they would like to know more about. (Write these down, so that they can keep these in mind as they collect the statistical data.) Group together people who are interested in the same or related jobs, so that they can work together in later activities in this lesson.

PORTFOLIO

Students should place the list of jobs they would like to know more about in their portfolios.

ACTIVITY 18: COLLECTING GOVERNMENT DATA (1 hr each group, plus report back)

The teacher brings into class copies of several government reports which contain job data for their own community (city or county). The main documents are:

- *U.S. Census (1990) – showing occupations and industries by county*
- *County and City Data Book*
- *Reports issued by local Development Districts (in Appalachia known as ADDs)*
- *State Employment Agency reports*

There is some overlap between the data in these sources (that is, the County and City Data Book and the Development District reports probably both use the Census data, along with other sources). If these documents are not readily available in your local library, contact your local development district and/or Chamber of Commerce, because these often produce their own reports using the same government data. In Kentucky, the Cabinet for Economic Development publishes a variety of reports containing useful information. The Tennessee Statistical Abstract available in most libraries is a rich source. (Ordering details are included in the Resources Section.) Other states will have a state department dealing with similar areas (labor and economic development) and probably also publish similar materials. Your local librarian should be able to help track them down.

When you have the reports collected, divide the class into groups (as many as you have reports) to look at the reports and find certain data for their own community/county. The teacher lists some initial data categories on the board, groups can add other data they come across that is interesting to them. The groups should gather at least the following information:

- *Total labor force* (that is the total number of people available for work—it includes those who are currently employed, those who are receiving unemployment pay, and all others actively seeking jobs);
- *Number and percent unemployed* (gather this data for at least a year, to allow for seasonal variations);
- *Number and percent of women in the labor force;*
- *Number and percent of women working in different industries and occupations;*
- *Occupational demand* (the number of openings in the last year, and the average wages offered, for each occupation);
- *Projected growth occupations for this area.*

Each group will then report back to the whole class on the answers it found to these questions. Discuss the findings—what does this tell us about job opportunities for ourselves?

ACTIVITY 19: INVENTORY CERTAIN JOBS OR INDUSTRIAL SECTORS. (1 hour)

Members of the class may be particularly interested in certain jobs or job categories (for example, jobs in nursing homes, textile manufacturing, restaurants). In Activity 17 you divided the class into groups by areas of interest. These groups can now work together to find out more about particular jobs in their own community. Each group will use Business Directories (often available from Chambers of Commerce, but if not, the Yellow Pages will do) to list and inventory all “establishments” within a sector. The Business Directories should also show the numbers of jobs in each establishment. Make a list of the establishments for each interest area, and the total number of jobs in each area. Report back to the class.

ACTIVITY 20: MAKING CONNECTIONS FOR JOBS

The class may conduct interviews with mentors or others who are knowledgeable about particular job areas. People to be interviewed might include a personnel officer from a particular company, a representative of the local employment office, or Chamber of Commerce. She/he could also be a worker who has held a variety of jobs, or someone who has worked in the same industry for a long time and knows it well. The teacher should set up the connection by asking the person ahead of time if they will participate. This could be a mentor in the program (who has already agreed to help) or another person that the class identifies as having useful information.

Through such interviews, participants can find out about job opportunities, changes in employment in this sector over time, and the skill and training requirements for jobs. The interviewing could be done by a small group or pairs (and several small groups could interview different people). The interviews could be done in class (with the mentor invited to come) or in the person’s own office. Either way, the interview should be planned in detail ahead of time—who to interview, what questions to ask, who will ask what, how will answers be recorded?

Role play the initial contact interview in class beforehand, using the same format as the role play on page 20 of the curriculum.

Sample questions might include:

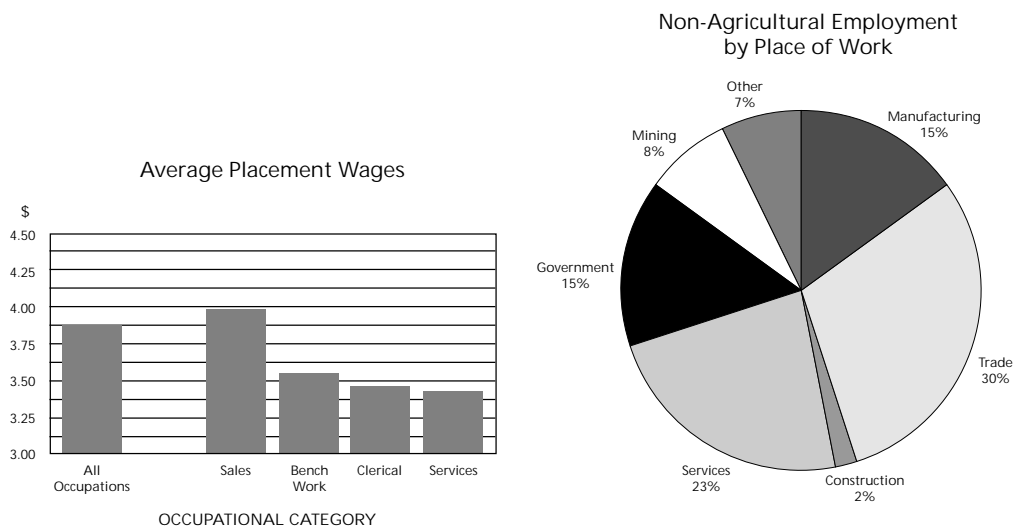
- *Where are the most job openings?*
- *What skills do these jobs require? What training/qualifications are needed?*
- *What are the wage levels, benefits — at entry, and with more experience?*

- *What opportunities for advancement exist?*
- *How will we know when companies are taking applications?*

After the interview the group should report back to the class on what they have learned.

ACTIVITY 21. PRESENTING THE DATA *(Optional, 1 hour)*

Using the statistical data they gathered from government reports, the groups will create charts and graphs to present their data to the class. Use pie charts for the unemployed and women in the workforce data. Use bar charts to compare top growth occupations. Use bar charts to compare occupational demand (for example, highest and lowest, charts for both numbers and wages). These can be most easily done on a computer, but can be drawn on graph paper. These samples are based on data for Whitley County, Kentucky.



PORTFOLIO



Participants should add the list of jobs in which they are interested to their portfolios.

LESSON C:

What's Out There—Training

This lesson will focus on training opportunities in or near the community—what is available, what qualifications are needed, what financial aid is available?

ACTIVITY 22: GATHERING DATA FROM EDUCATIONAL INSTITUTIONS (1 hour)

The class will brainstorm and list educational and training institutions in and around the community. These could include community colleges, vocational schools, trade schools, universities, or JTPA programs. The teacher can contribute those known to him/her, too. Take a map of your county or area of the state and put pins in for the different types of educational institutions. Ask for volunteers to call for the addresses of each institution.

Then the class will draft a letter requesting information from these schools. Talk about what you would like to find out. The letters might ask, for example, about the number of openings in courses in which participants are interested and any waiting lists. A sample catalog from at least one institution might focus the discussion on the kind of information available. Then each individual participant should write a letter to a particular institution. (It is O.K. to have several letters to one institution.)

ACTIVITY 23: MAKING SENSE OF THE DATA (1 hour)

Using the catalogs and other information from educational institutions when they arrive, groups of participants choose particular courses they are most interested in, and chart the most important data (e.g. how many openings, qualifications needed, application procedure, placement rates, fees, etc.). This is shared then with the rest of class. It would be interesting to include similar courses from different institutions (e.g. business courses in community colleges and vocational schools).

ACTIVITY 24: GETTING THE REAL SCOOP (1 hour)

It would be helpful to interview people who work for and have attended these institutions in filling out the information from catalogs. The class should choose several people to interview, and try to include participants as well as administrators. The persons to be interviewed could be invited to come to the class for a group interview. Together, the class

should plan ahead of time their group interview, deciding on questions to ask, who should ask them, who will take notes. Alternatively, the activity could be conducted as a “making connections” interview like the others that have been done before. In this version, pairs or individual participants carry out the interview at a place other than class, and report back to the whole group. In this case, participants should plan their interview carefully and role play it as before.

ACTIVITY 25: FINANCIAL AID (*Optional, 1 hour*)

If several people in the class are interested in further education, invite a representative from a local community or other college to discuss financial aid. If counselors from an Educational Opportunity Office can be identified in your area, they will be a particularly useful information source, who can also work with individual clients to advise them of opportunities and available financial support. The class should plan ahead of time the questions to ask, and who will ask them.

In a later class discussion, participants can discuss any experiences they or others they know have had with each source of financial aid. What are the good and bad points of each?



ACTIVITY 26: CAUTIONARY SIGNS (1 hour)

Students should be aware of the many hazards they might encounter in obtaining good further training and jobs. Participants can identify many of these from their own and other's experiences. They might include:

- *Proprietary schools* (profit-making businesses that offer job training classes, often in a specific occupational area—e.g. business schools, commercial drivers schools)
- *Getting in debt*
- *Private employment agencies* (profit-making businesses that offer placements in jobs for a fee)
- *“Home work” advertisements in the newspaper* – no experience necessary
- *Waiting lists for courses in demand*
- *Temporary agencies* – which may offer employment without job security or benefits.

Participants' families and friends may have had experiences with proprietary schools and private employment agencies (good and bad). Perhaps some will have responded to “too good to be true” newspaper ads for home work. Participants should think through the

criteria for going into debt to get training. For example, to train as an Registered Nurse (RN) or for a similar well-paying job it may make sense to go into debt. It may make much less sense for lower-paying jobs such as secretary or cosmetologist. Students should think about their chances of getting a job in the area for which they would train, as well as the ultimate pay level, in order to make a judgement about debt level.

After an initial brainstorming session, the class may want to pick one or more topics for further information. Information sources and discussion starters include:

- *Newspaper ads (jobs, schools)*
- *Better Business Bureau and/or the state attorney general's office (to identify scams)*
- *Vocational guidance counselors with local high schools or with Educational Opportunity*

You may use the following scenarios as discussion starters (Appendix A, *Activity 26*).

■ **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 working 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?

SECTION 3:

The Work World— What's It Like?

In this section the participants will look at how people get jobs, what different jobs are like, and how to identify and deal with problems on the job or in training programs. There are four lessons in this section:

- A. How do people really get jobs*, with 3-4 hours of class activities and a series of interviews outside class examining the various ways people get jobs.
- B. What are different jobs like*, with 5-10 hours of interviews with people from different job fields and reports on what was learned.
- C. Identifying and coping with problems on the job and in school*, with 2-5 hours of discussion and role play of potential problems and solutions.
- D. Time management and organizational skills*, with 1-2 hours of class discussion of these skills with outside practice and reporting.

LESSON A:

How Do People Really Get Jobs?

This lesson allows participants to examine their own ideas about how people get jobs and determine what others' experiences have been.

ACTIVITY 27: BELIEFS ABOUT HOW PEOPLE GET JOBS *(20 minutes in class)*

Participants brainstorm a list of the factors that enable people to get jobs. Discussion question is:

"How do you think people get jobs?"

Record and save list.

**ACTIVITY 28: SURVEY: HOW DO PEOPLE REALLY GET JOBS?**

Distribute survey forms (Appendix A, *Activity 28*) and ask participants to interview at least five people about how they got their job and to record the information. If the group is still hesitant about interviewing you may want to role play an interview, but it shouldn't be necessary.

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.

TYPE OF JOB PERSON HAS	HOW THEY GOT THEIR JOB
1.	1.
2.	2.
3.	3.
4.	4.

ACTIVITY 29: REPORTING AND ANALYZING SURVEY RESULTS (1-2 hours in class)

Using the information from their interviews the participants report the ways people got jobs and then combine the information to make a list of all the ways people reported getting a job and noting how many reported each. Compare this list with the list from Activity 27 and discuss any differences. Discuss things from the list the participants can use, to help get a job for instance, filing an application and then calling to check on it; and which might only be available to a few people, like knowing about a position from a family member.

ACTIVITY 30: JOB DISCRIMINATION

DISCUSS:

Have you ever been turned down for a job? Why do you think you were? What are some reasons people can't get jobs even when jobs are available?

List all the reasons people mention and then list possible solutions. Keep the tone positive and realistic. End discussion by talking about changing what you can, but not being defeated by what can't be changed. (Note: If job discrimination is an issue with the group, *ESL for Action*, pages 122 -133, is a good source of additional activities. The group might also contact the local Legal Services group for additional information.)

PORTFOLIO

Each participant should identify and list one way that they could use to get a job.

LESSON B:

What Are Different Jobs Like?

This lesson gives participants an idea of what it is like to work in different jobs. Focus on jobs available in the community and those in which participants have expressed interest, but don't necessarily be limited to these. You might encourage each participant to find out about at least one job they know very little about. Participants will visit and/or talk with people from different job fields and share what they learn.

ACTIVITY 31: INTERVIEWS WITH PEOPLE FROM DIFFERENT JOB FIELDS

(5-10 hours)

Each participant uses the list from *Activity 17* in their portfolio and writes on the board a job field in which they are interested. Discuss with the class how to group people, which jobs are in the same field, and divide the jobs among the groups. Each group sets up visits by or to various people in that job field. Before they do the interviews the groups decide what information they want and what questions to ask to get that information.

While the interviews in *Activity 20* focused on the availability of jobs and the qualifications and pay scales, these interviews are to give a sense of what it is like to work in a particular field or job. Sample questions might include:

- *What is the first thing you do each day?*
- *What kinds of decisions do you get to make?*
- *Is there a lot of paper work?*
- *Do you do the same things every day?*

The groups conduct the interviews either by visiting various workplaces or inviting people to the class. The different groups report back to the entire class what they have learned. The reports should include information on how the jobs seem to fit with the factors which group members have identified as important in a job (See *Activity 11*). These oral reports could also be written out or the information recorded on a chart in some way. This process could go on for several weeks.

LESSON C:

Identifying and Coping With Problems On the Job and in School

This section enables participants to consider potential problems they might encounter on the job or in training and plan how to deal with these situations. While there are not solutions for every problem, anticipating how to respond and look for solutions may help participants work through difficult situations without giving up.

ACTIVITY 32: IDENTIFYING POTENTIAL PROBLEM AREAS *(30 minutes)*

Brainstorm and list areas of potential problems or actual problems the group members have encountered in school or on the job. It might include: fear of asking for help, health and safety problems, unclear instructions, unfair demands, problems with co-workers, unfair pay structure, sexual harassment.

ACTIVITY 33: DEVELOPING SOLUTIONS *(1-5 hours)*



Participants read or role-play the problem scenarios provided (see Appendix A, *Activity 33*). Or they might develop their own scenarios based on problems identified in the previous activity. The group then discusses possible ways of handling the problem. These solutions could also be role-played or written down for future reference.

Scenarios for Role Plays for Activity 33

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 fast food restaurant. 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 okay and John sends him on to school. At 11:00 a.m., right before lunchtime, Harden's busiest time of day, John gets a call from the school. His son has thrown up twice and has a temperature of 103 degrees.

A Teacher with an Attitude

Susan is attending 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, 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. She also 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 better understood some things. 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.

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 received 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. How can she train this woman? How can she work with her when she has such negative feelings toward her?

Speed-Up

George works cleaning an office building in Lexington 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 the time 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 promoted to 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 that 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 money as you can and that if she wants to succeed as a manager, that's the policy she must follow.

What Stinks?

Connie worked as a receptionist for a law firm. She was excited when the firm moved to new offices. 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 was hired and sprayed all the offices, but her office seemed to be 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.

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 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.

ACTIVITY 34: *(Optional supplemental practice)*

Use the activities from *ESL for Action*. Includes: reporting problems (pp. 49-50), pay problems (pp. 56-58), benefits (pp. 60-63), responding to discipline (pp. 75-76), employer breaking rules (pp. 78-79), sexual harassment (pp. 141-146).

LESSON D:

Time Management and Organizational Skills

This section gives participants ideas about better use of their time and energy. It is important to remember and remind people that what works for one person may not work for another.

**ACTIVITY 35: WHERE DOES THE TIME GO?** (1 hour in class)

Begin this activity with a class discussion of time and focus on the question, “Do you have time to do everything you want to do?” Participants are then asked to fill in the Time Log form each day for a week. A sample form is included to indicate how much detail is expected. Each participant will need enough blank forms for a week.

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

MIDNIGHT		NOON	
12:00 - 6:30	Slept	1:00 - 2:30	Grocery store, paid light bill, drove home
6:30 - 8:00	Got kids up, Fixed breakfast, got kids on bus	2:00 - 3:30	Cleaned house
8:00 - 8:30	Dressed, fed animals	3:30	Kids off bus
8:30 - 9:00	Drove to class	4:00	Started supper
9:00 - 1:00	Class	5:00	Ate supper
		5:30	Washed dishes, started homework
		6:00	Watched news (went to sleep)
		7:00	Woke up, helped kids with homework
		8:30 - 9:30	Put kids to bed (after baths)
		9:30 - 11:00	Worked on my homework
		11:00 -	Bed

TIME LOG

MIDNIGHT	NOON
----------	------

After the Time Logs are completed, the participants, in pairs, compare their time sheets. Then after referring back to their Priorities Sheet from Activity 5, each person identifies something he/she would like to do, but doesn't usually make time for, and decides when to do it during the next week. Pairs should check in with each other during the week.

ACTIVITY 36: GETTING ORGANIZED *(30 minutes)*

The class (including the teacher) makes a list of ways they use to manage time and get organized. The list could include using calendars and date books, making "To Do Lists", having special boxes or bags for different jobs, using reminders like refrigerator magnets, and more. Each person tries out one new idea for a week and reports back to the group on how the technique worked. The class may want to make a list of their favorite techniques as a reminder.

SECTION 4:

Getting from Here to There

There are three main goals to accomplish in this final section of the curriculum:

1. Participants will learn new skills which are important in getting employment or getting admitted into a higher education program.
2. Participants will confront the barriers they face in making a transition from welfare to work and develop plans to overcome some of those barriers.
3. Participants will complete a career plan which will put together all the pieces from previous lessons in a coherent, useful form.

The five lessons in this section of the curriculum are:

A. Building a resume, with around 3 hours of activities

B. Job search, with around 45 minutes of activity

C. Applying for a job, with around 4 hours of activities

- Job Application Forms

- Successful Interviews

D. Overcoming barriers to success, with around 5 hours of activities

- Dealing with Personal Doubt/Lack of Confidence

- Family Resistance to Change

- Cultural Barriers

- Overcoming AFDC Stereotypes

- The Chronic Problems: Childcare/Transportation/Money

E. My career plan, around 2 hours of activities

LESSON A: **Building a Resume**

A resume is a written picture of what you have to offer to a potential employer. It can include information on your education, jobs you have held, your skills and interests, and what you have to offer.

A standard resume is done in chronological format. An example of that format is in the appendix. Since many JOBS participants or ABE students might not have extensive work histories or educational attainments, the standard chronological resume might not be the most appropriate. Explore with participants the alternative of a FUNCTIONAL FORMAT (Sample also in Appendix A). This format is appropriate for someone whose background is a patchwork of education, work, and volunteer experiences, or for someone who has little or no job experience, but has competence in some areas that would be relevant to a job.



ACTIVITY 37: CATALOGUING YOUR ACCOMPLISHMENTS (1 hour)

In this activity participants list their skills by listing their accomplishments. While they might think they have few skills, as they catalogue the things they have done, they are listing things they can do—skills.

The worksheet lists three areas: Working with PEOPLE, Working with DATA, and Working with THINGS. (See Appendix for *Worksheet 37*.)

1. Individual participants should check all the skills they have in each of those areas.
2. Participants should select from all the skills they have checked the skills that are relevant to the job they want.
3. They should explain how they demonstrated that skill.

For example, if a participant wants to be hired at a manufacturing plant and checked “using tools” and “assembling”, they might say:

- 6 years of experience with automotive repair and car body work
- 3 years of experience maintaining farm equipment (or mining equipment)
- assembled rocking chairs for crafts co-op.

Another participant might have checked skills under “cooking” or “crafts”. They might spell that out with examples like:

- food buying and meal preparation for a family of 6
- catered lunches for church women’s auxiliary
- organized, planned meals and cooked for volunteer fire department benefits
- organized church crafts fair, produced and sold quilted placemats.

For many individuals in the class this might be a very difficult exercise. Have a participant who comes up with a good example share it with the group. They might work in pairs or small groups to help one another explore possibilities.



ACTIVITY SHEET 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
- ___ Research 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: FUNCTIONAL RESUME WRITING (about 1 - 1 1/2 hours)

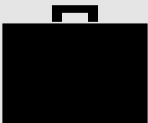
BASIC RESUME WRITING RULES

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.
6. Be positive: emphasize your accomplishments.
7. Be specific: DON'T SAY "I'm a good typist", SAY "I type 60 words a minute."

Share the example of the Sample Resume in Functional Format (copy in Appendix A.) Have participants write their own resume using the functional format. They can use the skills they listed in the last exercise. It is important to get something down on paper and then improve on it.

Getting good references is an important next step. Participants should identify two or three people who could provide references for them. These individuals should have known the participant for some time, and be able to speak about their abilities in skills related to the kind of job they want. For example, participants might list the minister at their church who could talk about their volunteer activities, the manager of a small business where they have worked, or a teacher at their children's school where they have volunteered in the classroom.

An alternative way to do this activity is to have participants use resume writing programs on the computer, for example: *PFS Resume Writer* from Software Publishing Corporation.

PORTFOLIO

Participants should keep their own resume in their portfolio.

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

High School Equivalency Degree, September 1992.

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.
Dec. 1974 - Dec. 1976	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
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INTERESTS:	Cooking, Crafts, Sports
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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.

LESSON B: Job Search

ACTIVITY 39: WHERE TO FIND JOB LEADS (about 30-45 minutes)

Refer back to the research done by participants in: *What is the Work World Like?* about “How do people really get jobs?” (*Activity 28*). Review and discuss that information with the participants. Additional discussion could be generated by presenting information from “Where to Find Job Leads” by J. Michael Farr, a JIST Works Publication (address in Appendix B, Resources).

Points for discussion based on list from *Activity Sheet 28* include:

ONLY 1/3 of JOB SEEKERS find jobs by traditional means:

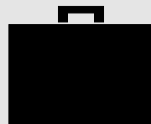
- want ads
- sending out resumes
- filling out applications
- going to an employment office

2/3 OF JOB SEEKERS find jobs in nontraditional ways:

- through friends and relatives
- through acquaintances
- by walking right in and talking to someone in charge
- by looking through the yellow pages and calling businesses
- by going to small organizations and asking if they have positions open
- by using community services—like family resource centers, schools, community organizations and asking for referrals

The class should discuss strategies that might work in their own communities to find job leads.

PORTFOLIO



Participants should list in their portfolio at least two job search strategies that they think will work for them.

LESSON C:

Applying for a Job

ACTIVITY 40: COMPLETING JOB APPLICATION FORMS *(about an hour)*



Applying for a job frequently means being asked to fill out an application form. Participants should be given the opportunity to practice filling out applications. Collect a variety of forms. Discuss with the participants some of these helpful hints to successfully completing an application:

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 *(about 30 minutes)*



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.

There is an excellent section on interviewing in the book *Coming Alive from Nine to Five, The Career Search Handbook*, pp. 199-208. Reading through this section will be very helpful to the teacher.

First, have participants brainstorm and list their own “do’s and don’ts” and then check their list against the Do’s and Don’ts of Interviewing handout (Appendix A, *Activity 41*), which has been gathered from a number of sources on job search.

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 42: PRACTICE INTERVIEWING (*about an hour*)

Have class members get into small groups and do the following exercise:

1. Decide what job to be interviewed for and what company, store, or business to approach for a job: for example, “I want to be a produce manager at the IGA” or “I want to work on the assembly line at Firestone”.

2. Write down a list of questions that an interviewer might ask.
3. Write a list of questions the person being interviewed might ask the interviewer.

When the group finishes their list they might check it with the following:

Questions the interviewer may ask:

- Why are you interested in this job?
- Tell me something about your previous work experience.
- How did you hear about this opening?
- What shift are you applying for? Are you willing to work other shifts?
- I see that you have been unemployed for a number of years, could you tell me about that?
- What do you have to contribute to the company?
- Have you made arrangements for transportation and child care?
- Do you have any handicaps that we should know about?
- How long can we expect you to work here?
- How well do you feel you get along with people?

The person interviewed may want to know:

- When would this job start?
- Are there certain dress codes?
- What are my benefits?
- When will I get paid?
- What hours will I work? Day or night shift?
- Is there room for promotion?
- What training will I need?
- How long do I need to work before I can apply for training or a promotion?

Have participants pair off and practice interviewing for the jobs they have identified in the activities above.

ACTIVITY 43. MAKING CONNECTIONS (1-2 hours)

Schedule mock interviews with some of the community mentors. These interviews could be videotaped and critiqued by the mentor and the class members. The interviews will work best if participants are well prepared through planning and practicing, and if the mentor is also prepared through knowing the type of job being sought.

LESSON D: Identifying the Barriers to Success



ACTIVITY 44: IDENTIFYING THE BARRIERS (about 45 minutes)

Have the participants work individually on the *Activity Sheet 44* in Appendix A. Participants will complete the “I could get there if ...” statements on the sheet to get them thinking about what it is that keeps them from reaching their goals.

Work as a group to categorize the barriers into those which are “within me” and those “outside of me”. For example lack of transportation, child care, sufficient money to go to school are “outside of me”. Barriers like “if I had more confidence” or “if I wasn’t so dumb” could be internal barriers.

How can we get across?

I could get there...

if...

if...

if...

if...

if...

if...

A good job

A college degree

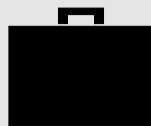
Vocational training

Off of AFDC

My own home

or _____

PORTFOLIO



Participants should place their own “Identifying the Barriers” worksheet in their portfolio.

ACTIVITY 45: DEALING WITH PERSONAL DOUBT/LACK OF CONFIDENCE*(about 30 minutes)*

At this point in the *Getting There* curriculum, participants should have done quite a bit of work on self-concept, values and goal setting. The time spent, the discussions, the research, and the “community connections” activities should have helped participants gain more self-confidence.

Another confidence-building activity is **Sharing the Positives**. This activity should prove very affirmative to the participants because they will receive positive feedback on their good qualities from the other participants. Participants should be in groups of 5-7.

1. Give each participant a 4 x 6 index card. Have each write his/her name at the top of the card.
2. Give each participant a sheet of gummed labels—the type that are used to mark file folders. Have them write (in small print) the first name of each participant in their group on each of the labels. After each name they then write one good thing they have come to learn about this person.
3. Have each participant pass their 4 x 6 card around the group to the right. As participants receive a card they paste onto it the gummed label for the person whose name is at the top of the card.
4. When the card arrives back to its originator that person will have a number of positive attributes listed. They can take turns to read these out loud to their group.

ACTIVITY 46: HEARING SUCCESS STORIES *(30 minutes - 2 hours)*

In each community there should be examples of individuals who have beaten the odds and become successful and productive. These could be former JOBS participants or other former adult education students who have gone on to further their education or gotten employment. Invite one or more of them to share their stories with the class.

ACTIVITY 47: FAMILY RESISTANCE TO CHANGE—“GETTING ABOVE YOUR RAISING” (30 minutes)

Probably all the participants in the class have heard that expression. Have an open discussion on what that means. Try to get them to give examples of what has happened to them personally and how they deal with their family members or friends who don't want to see them change.

Suggested Optional Activity: View and discuss the film *Educating Rita* (available from many video stores).

ACTIVITY 48: CULTURAL ATTITUDES (30-45 minutes)

Some of the “cultural attitudes” that might prove a barrier to job or school success are identified below. List them on the board. Give participants an opportunity to add to the list or disagree with items on it.

- Hunting season is all important. You should be able to take a week off of work or school to go hunting.
- This is my home, I'm not leaving it.
- I don't get “mad”, I “get even”—an “eye for an eye”.
- Women should be in the home.
- It's women's work to care for the children and the home, even if they hold an outside job or are going to school.
- Women need to ask permission of their husband for everything.
- Men are ashamed to do “women's work” because of peer reaction—it's not manly.
- I'd “walk a mile around conflict” rather than confront a situation directly.

Discussion questions:

- *How are cultural attitudes a barrier to success?*
- *When do you have to be or act like “society says?”*
- *When do you have to try to get society to accept cultural differences (for example, in how you talk)?*
- *How do you feel about having to change some of your attitudes, or some of your behaviors, like the way you talk or dress, to succeed on a job?*

ACTIVITY 49: OVERCOMING AFDC STEREOTYPES (30 minutes)

Pose this problem to the class: If you are an AFDC recipient and you go to apply for a job, what might the potential employer think about you—without even knowing you—because he/she knows you are an AFDC recipient?

Make a list on the board or on newsprint of the stereotypes that a potential employer might have. Discussion questions:

- *Are these stereotypes true?*
- *Why do people have stereotypes of others?*
- *What are the strategies you can use to overcome these stereotypes?*

Participants should think about concrete strategies they might use in job interviews and other settings to overcome the stereotypes. For example, a participant might discuss confronting them head on (“I know people often think that AFDC recipients are lazy, but I’d like to tell you that I am prepared to work hard”), or through dress, manner, or using their networks of contacts.

**ACTIVITY 50: THE CHRONIC PROBLEMS:
CHILD CARE/TRANSPORTATION/MONEY** (45 minutes)

In focus groups held early in the development of the *Getting There* curriculum, three problems emerged that participants saw as ever-present barriers to their going to school or getting employment: childcare, transportation, and money problems. Since participants will already have proven that they can be in class 20 hours a week they must have found some ways to deal with those problems already. Part of the problem is that a person can have a current solution and then something falls through. They need to have contingency plans.

The worksheet will help participants think through potential problems, how they solve them now, what might go wrong with that arrangement, and what another solution might be. (See Appendix A for *Activity Sheet 50* on child care and transportation problems.)

Sample Activity Sheet 50

Planning Ahead: Childcare, Transportation

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

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.

Problem	Solution	What If	Another Solution
I attend college classes at ECU—I live 20 miles from campus. The transmission went out on my car.			

ACTIVITY 51: FINDING FINANCIAL AID FOR CHILDCARE *(Optional - 45 minutes)*

Have a resource person come to talk with the class from the Department of Social Services or your local Child Care Resource and Referral organization, if you have one. In Kentucky, Resource and Referral can help you find childcare, and give advice if you want to start your own. These resource people could talk with the class about the various kinds of assistance for financing child care and transportation available to JOBS participants or other AFDC recipients while they are in school or seeking employment.

ACTIVITY 52: MONEY—DO THE NUMBERS ADD UP? *(1 hour)*

The following activity (Appendix A, *Activity 52* for forms) will help participants learn to do a family budget and also to be realistic about what going off assistance means financially for them and their family.

This is an opportunity for the teacher to do many lessons in basic math skills: multiplication, division, percentages, fractions, positive and negative numbers.

Before the participants try to fill out the budget sheets, have a discussion on what is included in income and expenses. For AFDC recipients, cash income may be low but significant expenses are covered by non-cash income such as food stamps and rent subsidies. In order to figure what it *actually* takes a family to live each month these amounts need to be considered both in income and expenses.

At the end of the budgeting exercise participants will be asked to figure out how much they need to earn to meet all their expenses.

Sample Activity Sheet 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.

EXPENSES:	MONTHLY PAYMENTS		
	You pay	HUD pays	Total
RENT/Mortgage	_____	_____	_____
Phone	_____		_____
UTILITIES*			
Gas	_____		_____
Electric	_____		_____
Water	_____		_____
		Food Stamps	Total
FOOD	_____	_____	_____
LOAN PAYMENTS	_____	_____	_____
INSURANCE**			
Car Ins.	_____		_____
Home Ins.	_____		_____
Medical Ins.	_____		_____
Life Ins.	_____		_____
CLOTHING	_____		_____
MEDICAL	_____		_____
TRANSPORTATION	_____		_____
SCHOOL EXPENSES	_____		_____
ENTERTAINMENT	_____		_____
e.g., Cable TV			
		Subsidy	Total
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:

MONTHLY TOTALS (for your family)

Wages/Salary	_____
AFDC Payment	_____
Food Stamps	_____
SSI or Disability	_____
HUD or Section 8 Rental Assistance*	_____
Earned Income Tax Credit	_____
Other	_____
Other	_____
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 .0765. 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%.

$$\text{GROSS WAGES} - \text{FICA} - \text{TAXES} = \text{TAKE HOME PAY}$$

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.

LESSON E:

My Career Plan



ACTIVITY 53: CAREER PLANNING (1 hour)

This is the opportunity for participants who have worked through the *Getting There* curriculum to put it all together in a career plan.

Participants should work through *Activity 53, Appendix A*. It is suggested that they do it once in a “draft” version, share and discuss their plan with a partner or in a small group and then make a good copy of the final version for their portfolio.

Sample for 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: _____

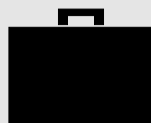
What I hope to earn: _____

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

ACTIVITY 54: MAKING CONNECTIONS

Have the participants contact the mentor that they originally visited at the start of the program. They can call that person again and set up another appointment for an interview. This time they can share and discuss their “career plan” with the mentor.

PORTFOLIO



Participants should place their budgets and career plans in their portfolios.